WEDNESDAY NIGHT EVENT:
Boys of Color on the Page and in the Classroom

Sponsored by the Secondary Section Steering Committee

This panel discussion aims to foster critical dialogue among young adult and middle grade authors whose books center boys of color facing a variety of societal pitfalls. Authors and teachers serving diverse populations discuss ways to come together—a confluencia—to create environments that are honest, safe, and supportive.

Presenters: Lamar Giles, HarperCollins
Cornelius Minor, The Minor Collective/Heinemann
Yusef Salaam, poet, activist, and inspirational speaker
Nic Stone, author
Julia Torres, Denver Public Schools, CO
Ibi Zoboi, HarperCollins/Balzer+Bray, Dutton/Penguin Books
Critical Encounters: Intentional Literacy Strategies to Foster Confluence in the Language Arts Classroom

The confluence of cultural and linguistic repertoires is enhanced through children's literature in K-12 classrooms and teacher preparation programs. Analyzing three studies, presenters show how deliberate planning for critical encounters with literature choices and accompanying projects can foster confluence of languages, cultures, and identities in language arts and English classrooms.

**Chair:** Saba Vlach, University of Iowa, Iowa City

**Presenters:**
- Christina DeNicolo, Wayne State University, Detroit, MI
- Maria E. Fránquiz, The University of Texas at Austin
- Maria Leija, The University of Texas at San Antonio

**Respondent:** Denise Dávila, The University of Texas at Austin

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FEATURED SESSION

**Engaging Learners in Critical Literacy through Indigenous Education**

When engaging learners in curricular representations of Indigenous peoples, it is important to help guide students through the practice of developing critical literacy lenses to dismantle obsolete tropes in text and practice. The presentation will use the foundational text *An Indigenous Peoples’ History of the United States for Young People.*

**Presenters:**
- Natalie Martinez, University of New Mexico, Albuquerque
- Debbie Reese, American Indians in Children’s Literature
Children's Literature as a Confluence of Languages, Cultures, and Identities: Studying on Chinese American Experiences

This panel presents a textual analysis of Chinese/Chinese American experiences in children’s books published from 2000 to 2018, and an empirical study of Chinese American students’ struggle on their identity construction of being bicultural or American and their reading responses of selected books.

Presenter: Lin Deng, University of Florida, Gainesville

Everyday Advocacy: Teachers Changing the Literacy Narrative

How can we change the public narrative surrounding teaching, teachers, and literacy? Learn alongside classroom teachers and teacher educators who are practicing advocacy in their local contexts and encouraging others to take on an advocacy stance. Share your stories too as we create networks of support for Everyday Advocacy.

Presenters: Cathy Fleischer, Eastern Michigan University, Ypsilanti
Antero Garcia, Stanford University, CA

Roundtable Leaders: Janelle Bence, New Tech High at Coppell, TX
Jennifer Dail, Kennesaw State University, GA
Christine Dawson, Siena College, Loudonville, NY
Alaina Feliks, Ann Arbor Skyline High School, MI
Anny Fritzen-Case, Gonzaga University, Spokane, WA
Robin Fuxa, Oklahoma State University, Stillwater
Sarah Hochstetler, Illinois State University, Normal
Amber Jensen, Brigham Young University, Provo, UT
Rick Joseph, Birmingham Covington School, Bloomfield Hills, MI
Kristen Strom, Knox College, Galesburg, IL
Shelbie Witte, Oklahoma State University, Stillwater
Leah Zuidema, Dordt University, Sioux Center, IA
Supporting the Literacy Coach as a Transformative Change Agent: The Convergence of Intellectual and Emotional Support, Critical and Transparent Feedback, and Practical, Classroom-Based Methods

Join us for practical support addressing the deep and varied work of literacy coaches. Building on change and leadership theories, we’ll dive into the most effective structures for leading think tanks, study groups, and lab sites. Expect practical tips for transparent feedback, responding to resistance, developing teacher-leaders, and increasing equity.

Chair: Mary Ehrenworth, Teachers College, Columbia University, New York, NY

Presenters: Lucy Calkins, Teachers College, Columbia University, New York, NY
Hareem Atif Khan, Teachers College, Columbia University, New York, NY
Gabriella Vega, Teachers College, Columbia University, New York, NY

Beyond the Binary: The Growth of Transgender and Nonbinary Representation in MG and YA

Transgender and nonbinary authors with books released in the year 2020 speak on the importance of representation for all gender identities, discuss the growth in trans and nonbinary #OwnVoices novels, and provide educators with the tools to support trans and nonbinary youth.

Presenters: Jackson Bird, Simon & Schuster
Kacen Callender, HarperCollins
Anna-Marie McLemore, Macmillan Children’s Publishing Group
Tobly McSmith, HarperCollins
AJ Sass, Little, Brown
Aiden Thomas, Macmillan
Bridging Fiction and Contemporary Topics through YA Literature

Presenters will discuss incorporating nonfiction and YAL in classrooms through a set of practical teaching units—ideas, activities, text sets, and strategies—around three specific middle grade/YA fiction texts and corresponding topics: Darius the Great Is Not Okay and depression, Internment and Islamophobia, and Front Desk and immigration.

Presenters: Michael Macaluso, University of Notre Dame, IN
Steven Sanders, University of Notre Dame, IN

Building a Revision Toolbox: Award-Winning Authors Share Strategies for Lifting Up Student Voices by Empowering Young Writers to Revise

Do your students love revision or loathe it? A revision toolbox loaded with specific strategies is the key to engaging them! In this session, six award-winning authors, some of whom are also educators and editors, share revision strategies from their own toolboxes, with ideas for adapting for the classroom.

Chairs and Presenters: Kate Messner, Bloomsbury, “Working with Feedback during the Revision Process”
Presenter: Christina Soontornvat, Candlewick Press, Austin, TX
Tradebook Authors: Nikki Grimes, Bloomsbury, “Word Economy and the Process of Revising Poetry”
Grace Lin, Charlesbridge, “Revision Strategies—Including Podcasts (Kids Ask Authors) as a Writing Prompt/Educational Tool”
Andrea Davis Pinkney, Little, Brown, “The Joy and Power of Revision (with Ideas for Using Peer-to-Peer Read Aloud)”

Exhibitor Session: Using “Elephants in the Room” to Deepen Student Learning and Engagement in Your Honors and AP English Courses

Sponsored by Bedford, Freeman & Worth

Current realities can challenge student attention—or offer opportunities to enhance student engagement in honors and AP English courses in ways that encourage students to develop the skills necessary to read and write at the college level. BFW English authors Robin Ausfes, Megan Pankiewicz, Larry Scanlon, and Renee Shea present strategies, multimedia content, and tools to use “elephants in the room” to engage students for deeper learning.

Presenters: Renee Shea, lead author, Advanced Language & Literature
Harvey Phoenix, Macmillan
The Transformational Power of Story: You, Your Students, Our Communities as World Changers

Our panel of literacy thought leaders and authors will share their journeys into the worlds of story and invite you to join a confluence of identity, community, and world change that only story brings. Come to be inspired—and to be a transformational force for self, community, and world change.

**Facilitator:** Kylene Beers, Beers-Probst Consulting, The Woodlands, TX

**Presenters:**
- Pam Allyn, Scholastic
- Lester Laminack, Peachtree Publishing
- Ernest Morrell, University of Notre Dame, IN
- Gholnecsr (Gholdy) Muhammad, Georgia State University, Atlanta
- Aida Salazar, Scholastic

Who Cares for Teachers? Promoting Teacher Wellness through Reflection and Actions of Self-Care at the Confluence of Students’ Lives and Our Own

Teachers care for students and attend to their trauma and socioemotional learning. Yet our own socioemotional wellness, trauma, and vicarious trauma are also important. As we care for our students, who cares for us? Come and learn practical tools for teacher self-care while reflecting on wellness, trauma, and healing.

**Chair:** Karen Morris, Penn State University, Altoona

**Presenters:**
- Nicole Damico, University of Central Florida, Orlando
- Mandie Dunn, University of South Florida, Tampa
- Anthero Garcia, Stanford University, CA
- Anne Whitney, Penn State University, University Park
High School Matters: DisruptTexts: Disrupting ELA Curriculum from Pedagogy to Practice

This High School Matters session begins with short presentations from each of the #DisruptTexts cofounders, who will share the journey of this movement and outline its key principles. Then, in interactive roundtables, participants will hear directly from tradebook authors and share practical strategies for decolonizing curriculum.

Presenters: Lorena Germán, Headwaters School
Julia Torres, Denver Public Schools, CO
Tiffany Rehbein, Laramie County School District #1, Cheyenne, WY

When Writing Teachers Write Daily for 60 Days: Findings from a 40-Year Experiment

Findings will be presented from a 40-year experiment at an NWP site where teachers practiced the daily discipline of writing every day for two months (including the five weeks of their Institute). Findings are based on an analysis of teacher reflections on the daily writing experience collected at the end of every summer.

Tim Dewar, University of California, Santa Barbara, “Data from the Digital Years”
Kathleen Kelly, The Bishop’s School, La Jolla, CA

Exhibitor Session: Connecting with Students Online

Sponsored by Heinemann

Teachers love Jennifer Serravallo’s newest book, Connecting with Students Online. In this session, Jen talks about how her book helps teachers adapt best practices to online remote instruction so that they can maintain focus on each student’s needs.

Presenters: Jennifer Serravallo, National Literacy Consultant
Tess Steenbeke, Heinemann
Eric Chalek, Heinemann
A Confluence of Digital Tools for Transforming the Classroom
Participants will learn how flipped classrooms, audiobooks, and social media can transform our approach to teaching grammar, reading, speaking, and writing. Audience members will walk away with practical ideas and strategies to use in the classroom.

**Presenters:** Jeremy Hyler, Fulton Middle School, Middleton, MI
Junko Sakoi, Tucson Unified School District, AZ, “Responding to Digital Speakers’ Literacy Practice through Audiobook Experiences”
Yoo Kyung Sung, University of New Mexico, Albuquerque, “Responding to Digital Speakers’ Literacy Practice through Audiobook Experiences”

A Clarion Call for Original Writing: Finding the Confluence between Original Writing and Text-Responsive Writing in Elementary Classrooms
In this interactive session, we will discuss what has been lost in children’s original writing when we spend so much time in text-responsive writing. Participants will discover how to help children find their songs by regaining ownership and the learning and joy that comes from identifying as a writer.

**Presenters:** Aeriale Johnson, Washington Elementary School, San Jose, CA, “Singing Their Song: Encouraging Original Writing for Young Children”
Ellin Keene, Heinemann
Tiana Silvas-Brunetti, New York City Department of Education

But Teenagers Don’t Talk That Way: Capturing Authentic Teen Voice and Honoring Teen Intellect in Contemporary YA
In this panel, four award-winning YA authors will discuss how we can create authentic teen voices while also attempting, through our dialogue and narrative choices, to explode the point of view held by some politicians and other adults that the voices of modern teenagers are somehow unformed or lacking sophistication.

**Presenters:** Jessie Ann Foley, HarperTeen
Justin A. Reynolds, Katherine Tegen Books/HarperCollins
Randy Ribay, Kokila/Penguin Random House
Jeff Zentner, Penguin Random House

#MeToo on the Bookshelf: How Middle Grade and Young Adult Literature Addresses Current Events and Empowers Young Readers
Novels and memoirs inspired by the #MeToo movement have the power to spark important conversations about consent. Join us for this essential discussion, featuring an educator who works to inspire brave classroom conversations and three authors whose middle grade and YA books tackle these issues with care and respect for readers.

**Presenter:** Aliza Werner, Glendale-River Hills School District, WI

**Tradebook Authors:** S. K. Ali, Abrams
Nikki Grimes, Bloomsbury
Kate Messner, Bloomsbury
**Better Together: Confluence of Pop Culture, Argument, and Rhetoric**

This highly interactive presentation by three experienced educators will take participants to the junction where pop culture is more than a motivational gimmick. Participants will have hands-on practice using the stories and characters students know and love to help them learn and practice skills of rhetoric and argument.

**Presenters:** Cathy Leogrande, Le Moyne College, Syracuse, NY
Crystal Ponto, Cayuga-Onondaga BOCES, NY

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**¿Cuándo es la hora de escribir? How One Bilingual Elementary School Paved New Curricular Roads by Embracing the Power of Writing Workshop**

As literacy teachers, we’ve found few resources dedicated entirely to writing workshop in bilingual classrooms. In this session, four educators will share their work teaching authentic writing in a workshop filled with teachers and students committed to living their lives in both English and Spanish, por vida.

**Presenters:**
- Kari Johnston, L. Cpl. Nicolas S. Perez Elementary/Austin Independent School District, TX, “Shouting Your Voice: The Craft Moves of Bilingual Student Authors”
- Deborah Kelt, The University of Texas at Austin, “Writing Workshop for All: Coaching a Campus toward Change”
- Carmela Valdez, L. Cpl. Nicolas S. Perez Elementary School, Austin, TX
THURSDAY GENERAL SESSION

A Conversation With TREVOR NOAH

Trevor Noah is the host of the Emmy® and Peabody® Award–winning The Daily Show with Trevor Noah on Comedy Central. He is the author of the #1 New York Times bestseller Born a Crime: Stories from a South African Childhood, which received the Thurber Prize for American Humor and two NAACP Image Awards. The Audible edition of Born a Crime, performed by Trevor, remains one of the top-selling and highest-rated Audible performances of all time. To date, Born a Crime has sold more than 1 million copies across all formats.

In 2020, The Daily Show with Trevor Noah received six Primetime Emmy nominations, including Outstanding Variety Talk Series. He has written, produced, and starred in eleven comedy specials, most recently including the Netflix special Son of Patricia, for which he also received a Grammy nomination for Best Comedy Album.

Trevor’s stand-up success has spanned to sold-out shows across five continents. He hosts the Webby Award–winning podcast series On Second Thought: The Trevor Noah Podcast, exclusively on Luminary. In April 2018, he launched The Trevor Noah Foundation, a youth development initiative that enhances youth preparedness for higher education or entry into the workforce.
SECTION GET-TOGETHERS

Elementary Section Get-Together
*Sponsored by the Elementary Section Steering Committee*

Hear from NCTE’s elected leaders who represent the Elementary Section. Speakers will include Gloria Boutte and Kimberly N. Parker, winners of the 2020 Outstanding Elementary Educator Award.

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

*Speakers:* Gloria Boutte, University of South Carolina, Columbia
Kimberly N. Parker, Shady Hill School, Cambridge, MA

AWARD RECOGNITION

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

*Recipients:* Kaitlin Jones, Rice Creek Elementary School in Richland School District Two, Columbia, SC
Mukkaramah Smith, A. J. Lewis Greenview Elementary School in Richland School District One, Columbia, SC

*Language Arts Distinguished Article Award*

*Recipient:* Melody Zoch, University of North Carolina at Greensboro, “Creating ‘a Collage of Story and Memory’ to Support Identity Work and Connect with Literacy Teaching” (May 2020)

Middle Level Section Meet-Up
*Sponsored by the Middle Level Section Steering Committee*

Kick off your Convention experience with this gathering of Middle Level Section leaders and a keynote from Pablo Cartaya.

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

*Speaker:* Pablo Cartaya, author of *Each Tiny Spark*, *The Epic Fail of Arturo Zamora*, and *Marcus Vega Doesn’t Speak Spanish*
Secondary Section Get-Together  
Sponsored by the Secondary Section Steering Committee

**We Are More Than Our Struggle: Black Storytellers on Black Identity in Fiction**

*Confluencia* represents a coming together of many different streams of consciousness to create a stronger and more robust river of thought that shapes the human experience. In this session, participants discuss and reimagine Blackness as more than a single story of struggle and survival.

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

**Facilitator:** Julia Torres, Denver Public Schools, CO

**Authors/Illustrators:** Jerry Craft, HarperCollins  
Tiffany D. Jackson, HarperCollins  
Justin a. reynolds, Katherine Tegen Books/HarperCollins  
Eric Velasquez, Candlewick Press  
Renée Watson, Bloomsbury Publishing
SHARE LUNCH WITH OUR KEYNOTE SPEAKERS

Middle Level Section Luncheon  
*Sponsored by the Middle Level Section*

**Presiding:** Frannie Lin, Altamont Elementary School, Mountain House, CA  
**Speaker:** Aida Salazar

*Aida Salazar* is an award-winning author and arts activist whose writings for adults and children explore issues of identity and social justice. She is the author of the middle-grade verse novels *The Moon Within* (International Latino Book Award Winner) and *The Land of the Cranes* (fall 2020), and the biographical picture book *Jovita Wore Pants: The Story of a Revolutionary Fighter* (spring 2021), all published by Scholastic. She is slated to coedit with Yamile Saied Méndez, *Calling the Moon: A Middle Grade Anthology on Menstruation by Writers of Color* (Candlewick Press 2022). She is a founding member of Las Musas, a Latinx kidlit debut author collective. Her story *By the Light of the Moon* (spring 2021), was adapted into a ballet production by the Sonoma Conservatory of Dance and is the first Xicana-themed ballet in history. She lives with her family of artists in a teal house in Oakland, California.

**AWARD RECOGNITION**

**Richard W. Halle Award for Outstanding Middle School Educator**  
**Recipient:** Greg Michie, Chicago Public Schools, IL

**Outstanding Middle Level Educator in the English Language Arts Award**  
**Recipient:** Katie Wheeler, 7th grade English teacher, Cheyenne, WY

**Linda Rief Voices from the Middle Award**  
**Recipient:** Alex Corbitt, Boston College, MA, “Revising Resistance: A Step toward Student-Centered Activism” (December 2019)  
**Honorable Mentions:** S. R. Toliver, University of Colorado Boulder, “We wouldn’t have the same connection’: Using Read-Alouds to Build Community with Black Girls” (May 2020)  
Christine M. Dawson, Siena College, Loudonville, NY; Shelly Fenton, South Glens Falls Central School District, NY; and Raymond Ruby, South Glens Falls Central School District, NY, “From Bystander to Community: A Schoolwide Journey in Literacy and Social-Emotional Learning” (March 2020)
SHARE LUNCH WITH OUR KEYNOTE SPEAKERS

ELATE Luncheon

Sponsored by the English Language Arts Teacher Educators

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

Speaker: Phuc Tran

Phuc Tran has been a high school Latin teacher for more than twenty years, while simultaneously establishing himself as a highly sought-after tattoo artist in the Northeast. Tran graduated Bard College in 1995 with a BA in classics and received the Callanan Classics Prize. He taught Latin, Greek, and Sanskrit in New York at the Collegiate School and was an instructor at Brooklyn College’s Summer Latin Institute. Most recently, he taught Latin, Greek, and German at the Waynflete School in Portland, Maine. His 2012 TEDx Talk “Grammar, Identity, and the Dark Side of the Subjunctive” was featured on NPR’s TED Radio Hour. He has also been an occasional guest on Maine Public Radio, discussing grammar, classic literature, and Strunk and White's legacy. Tran currently tattoos at and owns Tsunami Tattoo in Portland, Maine, where he lives with his family. He is the author of a memoir, Sigh, Gone: A Misfit’s Memoir of Great Books, Punk Rock, and the Fight to Fit In.

ELATE AWARD RECOGNITION

Janet Emig Award for Exemplary Scholarship in English Education

Recipient: Justin Grinage, University of Minnesota, Minneapolis,
“Reopening Racial Wounds: Whiteness, Melancholia, and Affect in the English Classroom” (January 2019)

James Moffett Memorial Award for Teacher Research

Recipient: Jonathan Marine, George Mason University, and Deborah Van Trees, Fairfax County Public Schools, “A Moffett Methodology for Online Teaching & Learning”

Geneva Smitherman Cultural Diversity Grant

Recipients: Raquel Armas, Illinois State University, Normal
Jacqui Witherspoon, Jackson Creek Elementary, Columbia, SC
The Intersection of Restorative Justice and Literacy Instruction in the English Language Arts Context

This panel presentation shares the confluence of literacy and restorative justice practices.

**Presenters:** Fiona Beirne, Austin Independent School District, TX
Abby Emerson, Teachers College, Columbia University, New York, NY
Erica Holyoke, The University of Texas at Austin, “Solutionaries in Early Childhood Communities: The Intersection of Restorative Justice and Literacy Instruction”
Ashley Martinez, Austin Independent School District, TX
Maureen Nicol, Teachers College, Columbia University, New York, NY
Melissa Wells, University of Mary Washington, Fredericksburg, VA, “Confluencia of Lives and Stories: Children’s Literature as a Tool for Social Justice Teaching”
Elizabeth Wilson, Austin Independent School District, TX

Literacy Centers: A Confluence of Grammar, Writing, Vocabulary, and Reading Choices

Tired of whole-class discussions and assignments that aren’t engaging students? In this dynamic, interactive session, educators Beverly Chin, Sarah Ressler Wright, and Katherine McKnight share the research behind the Literacy and Learning Centers framework and model the concept with a variety of effective reading, grammar, and vocabulary activities.

**Chair:** Olivia Johnson, Kent State University, OH
**Presenters:** Beverly Ann Chin, University of Montana, Missoula, “Let the Sentences Flow: Learning Grammar through Sentence Combining”
Katherine McKnight, Engaging Learners, “Intersecting Literacy Skills with Literacy and Learning Centers”
Sarah Ressler Wright, RB Hayes High School, Delaware, OH, “Agitate to Captivate: Stirring up Vocabulary Instruction”

Teaching Living Poets—Let the Academy of American Poets Help

Joy Harjo, US Poet Laureate, leads a discussion about the importance and benefit of introducing students to poets living and working today, and how the Academy of American Poets—the nation’s leading cultural organization championing poets and poetry with members in 50 states—can help.

**Presenters:** Joy Harjo, US Poet Laureate
Mady Holzer, Academy of American Poets, New York, NY
Ansley Moon, Academy of American Poets, New York, NY
Melissa Alter Smith, Academy of American Poets, New York, NY

Culturally Sustaining Pedagogies and Social Change: Engaging Racial Differences within and beyond the Classroom

This panel features year-long projects undertaken by our 2019 Early Career Educators of Color Leadership Award recipients. They examine the formation of racial differences within and without academic spaces and the impact of systemic racism on our students. Their projects provide insight into creating inclusive and diverse social justice-based learning communities.

**Chair:** Jeffrey Cabusao, Bryant University, Providence, RI
**Presenters:** Quanisha Charles, Jefferson Community & Technical College, “Confluences of Culturally Responsive Pedagogy and English Learners in Biology Courses”
Alesha Gayle, University of Pennsylvania, Philadelphia, “Gentrification as a Form of Literacy: Reading Philadelphia’s Neighborhood”
Erika Johnson, Utah Valley University, Orem, “Ethnic Studies Confluence: Toward a Culturally Sustaining Pedagogy”
**Respondent:** Tiffany Flowers, Georgia State University
NCTE 2020 Black Author Roundtable—The Brown Bookshelf

The Brown Bookshelf will build on the dialogue between Black authors and teachers working to provide increased visibility and access to works exploring the breadth of the Black experience. Participants will discuss these books and ways they can be used to explore notions of confluence, identity, and socioeconomic structures.

**Facilitators:** Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia
Julia Torres, Denver Public Schools, CO

**Roundtable Leaders:** Crystal Allen, HarperCollins/Balzer + Bray/Brown Bookshelf
Paula Chase, Greenwillow/HarperCollins
Leah Henderson, Sterling Children’s Books/Atheneum/Simon & Schuster
Kelly Starling Lyons, Lee & Low Books
Ibi Zoboi, HarperCollins/Balzer+Bray, Dutton/Penguin Books

Writing Can Change Everything: Middle Level Kids Writing Themselves into the World

Based on our NCTE publication for middle level, *Writing Can Change Everything: Middle Level Kids Writing Themselves into the World*, this roundtable shares practices with purpose and with the lens on writing that moves thinking forward and makes the world a better place by guiding students to a better understanding of self or by creating social moves within a community.

**Chair:** Shelbie Witte, Oklahoma State University, Stillwater

**Roundtable Leaders:** Sarah Bonner, Heyworth Community Unit School District #4, IL, “The Classroom That Inquiry Built: Student- and Purpose-Driven Literacy Learning”
Matthew Homrich-Knieling, César Chávez Academy Middle School, Detroit, MI, “Story of Self, Us, and Now: Writing Public Narratives to Build Community, to Heal, and to Co-Create Curriculum”
Frannie Lin, Altamont Elementary School, Mountain House, CA, “Finding Refuge within Memoir Poetry: Using Mentor Texts to Encourage True Revision”
Joseph Pizzo, Black River Middle School, Chester, NJ
Margaret Robbins, Mount Vernon Presbyterian School, Atlanta, GA, “The Game Design and Writing Project: Designing a Better World with Project-Based Learning”
Tracei Willis, Starkville Oktibbeha Consolidated School District, Starkville, MS, “That’s My Kind of Magic: Writing to Build Community with Middle Level Kids”
Lauren Zucker, Northern Highlands Regional High School, Allendale, NJ/Fordham University
“Not about Fixing the Writing, but Helping the Writer”: Learning to Become Responsive, Reflective Writing Teachers through a Field Experience in a University Writing Center

This interactive panel details an initiative that provides preservice ELA teachers with their first practical writing instruction experience through the university’s writing center: observing writing tutorials, conducting tutorials, and discussing them with experienced tutors as a way of theorizing writing instruction. Participants will consider local collaborations to strategize professional learning.

Chair and Presenter: Michelle Fowler-Amato, Old Dominion University, Norfolk, VA
Presenters: Samantha Alexander, Old Dominion University, Norfolk, VA
Megan Boeshart, Old Dominion University, Norfolk, VA
Kevin DePew, Old Dominion University, Norfolk, VA
Maggie Fluharty, Old Dominion University, Norfolk, VA

The Heart of the Matter: Immigration and Social Justice Brought to Life in Children’s and YA Books

We’re facing a humanitarian crisis in this country as immigrants encounter travel bans, holding facilities, and family separations at the borders. #OwnVoices authors will speak about what it means to be an immigrant, explore why someone decides to leave their home, and consider the perils that exist on the other side.

Facilitator: Danielle Yadao, Scholastic
Presenter: Jennifer Buehler, Saint Louis University, MO
Tradebook Authors: Sabina Khan, Scholastic
Aida Salazar, Scholastic
Francisco X. Stork, Scholastic
Kelly Yang, Scholastic

Exhibitor Session: Barnes & Noble Presents Solutions to Hybrid Learning with SparkTeach and Story Design

Sponsored by Barnes & Noble

Come learn how Barnes & Noble is your one-stop resource for your Hybrid Education needs and be introduced to exciting solutions for today’s learning challenges. Barnes & Noble SparkTeach offers teaching guides and lesson plans designed to make classic literature engaging and relevant to today’s students. With Story Design, learn how to incorporate project-based learning in classrooms by taking students deeper into stories with hands-on problem-solving activities. And make your purchasing more efficient through our recently launched E-Procurement Educator Portal “Classworks.”

Presenters: Aimee Gautreau, Barnes & Noble
Amanda Goodwin, Barnes & Noble
Audrey Elledge, Barnes & Noble
**Revolutionizing Reading: From Asking to Acting**

Join us to discuss helping students become powerful in the world by cultivating their power in the classroom. We’ll discuss the connection between power and literacy and offer techniques that cultivate inquiry and activism. You’ll leave with strategies that help kids read while looking less for answers and more for actions.

**Chair:** Stephanie Harvey, Stephanie Harvey Consulting, “Curiosity, Inquiry, and Empowerment”  
**Presenter:** Kylene Beers, Beers-Probst Consulting, The Woodlands, TX, “Reading as a Revolutionary Act”  
**Respondent:** Cornelius Minor, The Minor Collective/Heinemann

**Building Antiracist White Educators: Promoting Social Justice in ELA Classrooms**

Building Antiracist White Educators (BARWE) will lead an interactive session featuring our monthly inquiry series that is dedicated to helping teachers explore their biases, look at their curriculum through an antiracist lens, and improve reading and writing teaching practices with regard to racial equity.

**Chair:** John MacElveen, Building Antiracist White Educators, Philadelphia, PA  
**Presenters:** Aileen Haggerty, Building Antiracist White Educators  
Laura Hummer, Building Antiracist White Educators
SCHEDULED SESSIONS WITH LIVE Q&A — 4:30–5:45 P.M. ET

A Confluence of Hope in Writing and Writing Education
This interactive session positions inquiry-based writing instruction as a response to the question, “How do we arouse the songs of our students?” Through narrative inquiry, writing pathways, and shared storytelling, participants will explore innovative approaches to writing that allow classroom spaces of empowerment and convergence to be created.

**Presenters:** Christine Dawson, Siena College, Loudonville, NY
Nicole Sieben, SUNY Old Westbury

A Confluencia of Composition: “Redefining” Writing for Greater Inclusion, Authenticity, and Engagement
How might educators invite children and youth to “redefine” writing—to share their stories and their truths in ways that are more inclusive, more engaging, and more aligned with both their out-of-school literacies and their own linguistic repertoires?

**Chair:** Shawna Coppola, The Educator Collaborative

**Presenters:** Tracey Flores, The University of Texas at Austin
Rebecca Marsick, Staples High School, Westport, CT

“Holler If Ya Hear Me”: The Pedagogical Fusion of Community Learners through SEL, Restorative Practices, and Mindfulness-Game-Based Learning
Utilizing video testimony, ethnographic research, and sample lesson plans, let’s envision a world where literacy and identity empower students by promoting communication, creativity, and critical thinking.

**Presenters:** Michele Agosto, Buffalo City School District, NY, “Literacy in Arts Education, in Response to Dismantling the School-to-Prison Pipeline”
Cait Burnup, Franklin Avenue Middle School, Franklin Lakes, NJ
Arash Daneshzadeh, University of San Francisco, CA/Transformative Justice Journal, “The Intersection of Literacy Education and Restorative Justice in Community Schools”
Ellen Gianakis, Diana C. Lobosco STEM Academy, Wayne, NJ, “Ready Player One? Using Game-Based Learning to Promote SEL”

Revamping the Typical Holocaust Unit: A Convergence of Multiple Literary Pieces and Varied Instructional Methods to Develop More than a Cursory Knowledge of World War II
Participants experience how two eighth-grade teachers from different suburban middle schools approach their curricular units on the Holocaust and World War II. Both have expanded the typical one-novel unit to incorporate varied instructional methods through a variety of literature pieces; each unit includes novels by Monica Hesse.

**Presenters:** Carol Aten-Frow, Belle Vernon Area Middle School, PA
Amy Bouch, Chartiers Valley Middle School, Carnegie, PA

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64 2020 NCTE VIRTUAL ANNUAL CONVENTION PROGRAM
Alexa, What’s the Future of Nonfiction?

What is the future of nonfiction in a world where access to fast facts are the norm? This panel of renowned authors—Andrea Davis Pickney, Christy Hale, and Christina Soontornvat—and English educators will discuss the evolution of nonfiction from facts to stories that promotes diversity, critical writing, and literacy skills.

Chair: Tiffany Lingo, Colorado State University, Fort Collins

Presenters: Keisha Rembert, National Louis University, Chicago, IL
Sarah Ressler Wright, RB Hayes High School, Delaware, OH, “Narrative Nonfiction in the LRC”

Tradebook Authors: Christy Hale, Lee & Low Books
Andrea Davis Pinkney, Little, Brown
Christina Soontornvat, Candlewick Press

Native Voices Telling Their Stories: Indigenous #OwnVoices Authors

How many books by authors from Native Nations are in your classroom? How many Indigenous authors are represented in your curriculum? Are they accurate representations? Are there contemporary kids celebrating their cultures? Join this panel of Native authors as they discuss why and how to include more positive Indigenous representations.

Chair and Presenter: Jillian Heise, Kenosha Unified School District, WI

Tradebook Authors: Joseph Bruchac, Penguin Young Readers
Carole Lindstrom, Macmillan Children’s Books
Cynthia Leitich Smith, Heartdrum
Joseph Marshall III, ABRAMS The Art of Books

Exhibitor Session: Using Short Stories to Energize Your Virtual Classroom

Sponsored by Scholastic, Inc.

Short texts have a special place in classrooms this year, as students struggle with reading stamina and engagement in remote and hybrid settings. In this delightful session, Scholastic Scope’s middle school experts Lauren Salisbury and Kristin Lewis will discuss how to connect students through powerful short texts (made just for middle school readers) infused with exciting multimedia tools. Attendees will receive a poem, work of flash fiction, and narrative nonfiction article—with accompanying multimedia and lesson plans—all ready to go to for their hybrid or virtual classrooms.

Presenters: Kristin Lewis, Scholastic, Inc.
Patti Vaughan, Scholastic, Inc.

Exhibitor Session: Book Buzz

Sponsored by Publisher Spotlight

Joint Publisher Book Buzz with Bloomsbury/Disney/Sourcebooks/Publisher Spotlight

Presenters: Margaret Coffee, Sourcebooks
Beth Eller, Bloomsbury
Maddie Hughes, Disney
Ellen Myrick, Publishers Spotlight
FEATURED SESSION

Equity, Access, and Community: Teaching and Supporting Learners across Online Course Models

This session will highlight the development of online course models (fully online to hybrid and blended approaches) that align with equity and access principles. Presenters will emphasize the importance of moving beyond online instruction as a reaction to necessity by showcasing how online instruction can create opportunities for student-centered learning.

**Presenters:** Jenae Cohn, Stanford University, CA
Laura Gonzales, University of Florida, Gainesville

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Nurturing and Sustaining Critical Educators: A Mentoring and Networking Session

Are you a teacher facing challenges living your social justice commitments in the classroom? Join us for a mentoring dialogue with teacher-educators from the Rainbow Strand offering guidance on how to sustain your equity-focused efforts! With mentors covering all grade levels, who are interested in critical pedagogy and justice issues are welcome.

**Chair:** Michael Domínguez, San Diego State University, CA

**Roundtable Leaders:** Steven Alvarez, St. John’s University, Queens, NY
Limarys Caraballo, Queens College, CUNY
Anthony Celaya, Southeast Missouri State University, Cape Girardeau
Renee Dorrity, George Washington University, Washington, DC
Joel Garza, Greenhill School, Addison, TX
Susi Long, University of South Carolina, Columbia
Joaquin Muñoz, Augsburg University, Minneapolis, MN
Ian Parker Renga, Western Colorado University, Gunnison, CO
Sanjuana Rodriguez, Kennesaw State University, GA
Dana Stachowiak, University of North Carolina Wilmington
Francisco Torres, Penn State Berks
Saba Vlach, University of Iowa, Iowa City
Poetry as Company; Poetry as Community

Poems leap across the divide between us and others, inspiring compassion and deepening our humanity. Two poets will give witness to the complexity of experience in live performances, and two teachers will share how to collect and create poems that keep students company and widen a classroom community.

**Presenters:** Micah Bournes, poet
Kelly Gallagher, Anaheim Union High School District, CA
Georgia Heard, Scholastic/Boyd Mills & Kane
Penny Kittle, Plymouth State University, NH

Yes, We Learn to Read through Reading (and Writing): A Conversation about “the Science of Reading”

Children become literate as they engage in meaningful literacy experiences at home and in school. Recently proponents of “the science of reading” challenge this foundational understanding and accuse professional teachers and teacher educators of malpractice. Join us in an interactive exploration of phonics and the teaching of reading.

**Chair and Presenter:** Debra Goodman, Hofstra University, Hempstead, NY, “Phonic Phacts: Considering the Role of Phonics in Reading”

**Presenters:** Bess Altwerger, Towson University, MD
Alan Flurkey, Hofstra University, Hempstead, NY, “Phonics Phacts: Considering the Role of Phonics in Reading”
Deborah MacPhee, Illinois State University, Normal, “A Not-So-Simple View: Contrasting ‘Science of Reading’ Claims with Reading as Meaning Making”
Pat Paugh, University of Massachusetts Boston, “A Not-So-Simple View: Contrasting ‘Science of Reading’ Claims with Reading as Meaning Making”
Sherry Sanden, Illinois State University, Normal, “A Not-So-Simple View: Contrasting ‘Science of Reading’ Claims with Reading as Meaning Making”

Donald Graves Session: Writing in Confluencia with Students and Families

In this session that honors the legacy of Donald Graves, teachers share examples of how they engaged in critical writing explorations in *confluencia* with their students using poetry, art, and digital technologies.

**Presenters:** Eliza Braden, University of South Carolina, Columbia
Roberta Price Gardner, Kennesaw State University, GA
Natasha Thornton, Black Teacher Collaborative (BTC)
Kamania Wynter-Hoyte, University of South Carolina, Columbia
Black Girl Literacies: A Kitchen Talk Discussion about Teaching Her Brilliance

Black girls and women should be given opportunities in school and out of school to participate in the types of learning that will develop the creator in them, allowing active participation and problem solving, thinking about the larger possibilities of the work, and development of a stronger sense of self.

**Presenters:** Autumn Griffin, University of Pennsylvania, Philadelphia
Gholnecsr (Gholdy) Muhammad, Georgia State University, Atlanta
Tonya Perry, University of Alabama at Birmingham, “Black Girl Learning: Identity and Selfhood”
Detra Price-Dennis, Teachers College, Columbia University, New York, NY, “Black Girls’ Multimodal Literacies”
Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, NY, “Examining the Archeology of the Self: Engaging in Teaching Black Girls

Carrying the Stories of Las Mariposas: Arts Integration as a Way for All Our Stories to Take Flight

We will discuss how we artistically explored the concept of “carrying stories” during a month-long community-wide reading program in our city focused on Julia Alvarez’s *Before We Were Free* and *In the Time of the Butterflies*. We’ll share resources and activities that deepened our students’ critical thinking and artistic skills.

**Chair:** Deborah Van Duinen, Hope College, Holland, MI
**Presenters:** Becky Calvert, Allegan Public Schools, MI
Cara Grimmer, Hope College, Holland, MI
Karen Rowe, Black River Public School, Holland, MI
Eric Wilkinson, West Ottawa Public Schools, Holland, MI

A Confluence of Students and Curriculum: Literacy Projects and Arts Integration That Celebrate Multilingual and ESE Student Voices

Community-based literacy projects can be a powerful forum for English learners to practice exercising power, agency, and voice. Three Florida teachers weave ELA curriculum strands into a rhythmic harmony. We will show teachers how to build and overlay curriculum in a convergence of frameworks and approaches that validate all students.

**Presenters:** Anny Case, Gonzaga University, Spokane, WA, “A Community of Voices: Literacy Projects with Multilingual Students”
Marcy Dodd, Spokane Public Schools, WA
Joanna Fox, Booker Middle School, Sarasota, FL, “Arts Integration/Creative Writing”
Donna Heath, Booker Middle School, Sarasota, FL, “Arts Integration from the Smithsonian to the ELA Classroom”
Rachel Owunwanne, Education Collaborative of WNY, “Inquiry as the Confluence of Students and Curriculum”
Carolyn “Carrie” Perry, Prew Academy, Sarasota, FL, “Arts Integration in the ESE Classroom”
FRIDAY GENERAL SESSION

KALI FAJARDO-ANSTINE


Fajardo-Anstine has received fellowships from MacDowell Colony, the Corporation of Yaddo, and Hedgebrook. She received her master of fine arts from the University of Wyoming and has lived across the country, from Durango, Colorado, to Key West, Florida.

JUAN FELIPE HERRERA

JUAN FELIPE HERRERA is the 21st Poet Laureate of the United States (2015–2016) and the first Latino to hold the position. From 2012 to 2014, Herrera served as California State Poet Laureate. Herrera’s many collections of poetry include *Every Day We Get More Illegal: Notes on the Assemblage; Senegal Taxi; Half of the World in Light: New and Selected Poems,* which received the PEN/Beyond Margins Award and the National Book Critics Circle Award; *187 Reasons Mexicanos Can’t Cross the Border: Undocuments 1971–2007;* and *Crashboomlove: A Novel in Verse,* which received the Americas Award. His books of prose for children include *SkateFate; Calling the Doves,* which won the Ezra Jack Keats Award; *Upside Down Boy,* which was adapted into a musical for young audiences in New York City; *Cinnamon Girl: Letters Found Inside a Cereal Box;* and *Jabberwalking,* which won an International Latino Book Award. His nonfiction work *Portraits of Hispanic American Heroes* was a 2015 Pura Belpré Author Honor Book. Herrera is also a performance artist and activist on behalf of migrant and indigenous communities and at-risk youth.
SHARE BREAKFAST WITH OUR KEYNOTE SPEAKER

ALAN Breakfast

*Sponsored by the Assembly on Literature for Adolescents of the NCTE*

**ALAN President:** Ricki Ginsberg  
**ALAN Award Winner:** Nikki Grimes  
**Speaker:** Angie Thomas

Angie Thomas was born and raised and still resides in Jackson, Mississippi, as indicated by her accent. She is a former teen rapper whose greatest accomplishment was an article about her in *Right-On Magazine* with a picture included. She holds a bachelor of fine arts in creative writing from Belhaven University and an unofficial degree in hip hop. She can also still rap if needed. She is an inaugural winner of the Walter Dean Myers Grant (2015), awarded by We Need Diverse Books (diversebooks.org). Her award-winning, acclaimed debut novel, *The Hate U Give*, is a #1 *New York Times* bestseller and a major motion picture from Fox 2000, starring Amandla Stenberg and directed by George Tillman Jr. Her second novel, *On the Come Up*, is available now.
**Featured Session**

**We Are Our Daughters’ Keepers: Nourishing Powerful Literacies of Black and Brown Girlhood**

Featuring participants from ages 5 to 50+, this panel brings together an intergenerational, multiracial collaborative of mother/daughter pairs to highlight the ways in which the literacy lives and identities of Black and Brown girls are nourished by their mothers for the purposes of transformational justice, healing, survival, and joy.

**Chair and Presenter:** Danielle Filipiak, University of Connecticut, Storrs

**Presenters:**
- Naomi Filipiak, Westover School, Middlebury, CT
- Tracey Flores, The University of Texas at Austin
- Vivian Flores, mom
- Raven Jones Stanbrough, Michigan State University, East Lansing
- Joanne Marciano, Michigan State University, East Lansing
- Zuri Hudson Stanbrough, The Zuri Reads Initiative
- Carmela Watson, East Lansing Public Schools, MI

**Respondent:** Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, NY
#WhyMiddleMatters—A Convergence of Texts: The Middle Level Mosaic

Sponsored by the Middle Level Section Steering Committee

Middle level educators, don’t miss the capstone to our #whymiddlematters sessions! This year’s Mosaic will feature conversations with middle grade authors as they remix their texts, inviting confluencia across the diverse worlds captured in adolescent literature. Share questions, play with ideas, and discuss books at more than ten roundtables!

Chairs and Presenters: Michael Domínguez, San Diego State University, CA
Robyn Seglem, Illinois State University, Normal
Presenter: Jennifer Dail, Kennesaw State University, GA

Tradebook Authors: Samira Ahmed, author
Pablo Cartaya, Penguin Young Readers
Eric Gansworth, author
Adib Khorram, Penguin Random House
Dawn Quigley, author
Jewell Parker Rhodes, author
Erika Sanchez, author
Kashmira Sheth, author
Nic Stone, author

Truth Hurts: Culturally Relevant and Sustaining Practices and the Absence of Confluence with Language and Literacy Policy

Six presentations by elementary teachers and teacher educator dyads from NCTE’s Professional Dyads and Culturally Relevant Teaching project will showcase the ways in which teachers are employing culturally relevant literacy practices despite restrictive language and literacy policy originating from national, state, and district levels.

Chair: Tambra Jackson, Indiana University–Purdue University–Indianapolis

Presenters: Alice Ensley, Dalton Public Schools, GA, “Centering Culture: Reading and Writing for Equity”
LaShaunda Evans, A. J. Lewis Greenview Elementary, Columbia, SC, “My Hair, My Story, My Glory: Building Self-Esteem through Literature”
Lisa Fisher, Ernie Pyle Elementary, Indianapolis, IN, “Go Tell It on the Mountain: Exploring Linguistic Pluralism in Curriculum, Assessments, and Classroom Discourse”
Xiomara Flowers, Northern Parkway School, Uniondale, NY, “Culturally Relevant Explorations of Student Cultural and Linguistic Identities”
Jennifer Gonzalez, Bonham Pre-K, San Marcos, TX, “Jugando con la Justicia in a Dual-Language Pre-K”
Tim Kinard, Texas State University, San Marcos, TX, “Jugando con la Justicia in a Dual-Language Pre-K”
Noelle Mapes, PS 142, New York, NY
Valeria Nieto, Bonham Pre-K, San Marcos, TX, “Jugando con la Justicia in a Dual-Language Pre-K”
Roderick Peele, Northern Parkway School, Uniondale, NY, “Culturally Relevant Explorations of Student Cultural and Linguistic Identities”
Detra Price-Dennis, Teachers College, Columbia University, New York, NY
Sanjuana Rodriguez, Kennesaw State University, GA
Kara Taylor, Indiana University–Purdue University–Indianapolis
Bringing Together What Others Threaten to Divide: Creating Healthy, Operative Communal Spaces

Sponsored by the Conference on English Leadership

In this working session, Kass and Cornelius Minor will lead participants through a series of activities designed to shift how we operate as literacy teachers, coaches, and leaders in schools. Conference on English Leadership members will facilitate conversations at job-alike tables, empowering educators to create communal, equitable spaces.

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

Presenters: Cornelius Minor, The Minor Collective/Heinemann
Kassandra Minor, The Minor Collective, Brooklyn, NY

Roundtable Leaders: Christopher Bronke, Downers Grove North High School, IL
Robin Bynum, Troy University College of Education, AL
Natalie Coney, Warren East High School, Bowling Green, KY
Jeffrey Krapels, Northern Highlands Regional High School, Allendale, NJ
Shari Krapels, Glen Rock School District, NJ
Emily Meixner, The College of New Jersey, Ewing
Susan Ritter, Cranford Public Schools, NJ
Heather Rocco, School District of the Chathams, NJ
Rachel Scupp, Thomas R. Grover Middle School, West Windsor, NJ
Anna J. Small Roseboro, Grand Rapids, MI

Exhibitor Session: Explore The Britannica All New Kids Encyclopedia with Editor Christopher Lloyd

Sponsored by Publisher Spotlight

Explore The Britannica All New Kids’ Encyclopedia as editor Chris Lloyd leads us through the Encyclopedia, each followed with a quiz. With 100+ experts from around the world, and 1000+ images including specially commissioned illustrations and photos, this single-volume Kids’ Encyclopedia takes Britannica’s reputation for authentic, trustworthy information and brings it to a whole new audience.

Presenters: Christopher Lloyd, Editor, The Britannica All New Kids’ Encyclopedia
Ellen Myrick, Publisher Spotlight
Welcoming Diversity in Our Teaching of Literature

Inspired by #DisruptTexts—a crowdsourced, grassroots effort by teachers for teachers to challenge the traditional canon in order to create a more inclusive, representative, and equitable language arts curriculum—this session features brief praxis presentations and conversation for educators committed to antiracism/antibias in the teaching of literature.

**Chair and Roundtable Leader:** Sarah Robbins, Texas Christian University/MLA K–16 Committee, Fort Worth, “Francisco Jimenez’s The Circuit”

**Presenters:** Lorena Germán, Headwaters School, Austin, TX
Kelly Sassi, North Dakota State University, Fargo, “Overview Comments”
Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

**Roundtable Leaders:** Latrice Ferguson, University of Pennsylvania, “Jemisin, How Long ’til Black Future Month?”
TaSharra Hilson, Pinson Valley High School, AL, “Hurston, Their Eyes Were Watching God”
Deventae Mooney, Union Middle School, “Curtis, The Watsons Go to Birmingham—1963”
Margaret Robbins, Mount Vernon Presbyterian School, Atlanta, GA

A Confluencia of Voices with Autistic (Multi)Cultures: Exploring Resources and Methods to Recognize Neurodiversity in the English Language Arts Classroom

Our panel is part of the larger neurodiversity movement—the campaign to recognize neurological difference as normal and necessary to human development. We will share differing methods and approaches toward including autistic (multi)cultures in the English language arts classroom. Attendees will leave with a wealth of resources.

**Presenters:**
Christopher Bass, University of Illinois at Chicago, “Confluencia of Voices with Autistic Culture in the ELA Classroom”
Angelica Davila, University of Illinois at Chicago, “Inclusive Creative Writing Using TEACCH”
Peter Smagorinsky, The University of Georgia, Athens

Stories of Resilience across Social Class in Orbis Pictus-Winning Picture Books

This research shows that stories of “grit” as revealed in language and literacy practices in and out of school vary across social class in nonfiction narratives told in award-winning picture books.

**Chair and Presenter:** Jiang Pu

**Presenters:**
Kristine Gritter, Seattle Pacific University, WA
Sarah Zhou, Seattle Pacific University, WA

Different Schools, Similar Realities: Reenvisioning (More) Power of School Communities

In this panel, four teacher-leaders from New Mexico share confluencia in its various forms. Together, the speakers offer collective insight into how roles of school communities can be widened, reenriched, reflected, and reenvisioned across subjects and levels of schooling (middle, high, and college).

**Chair:** Yoo Kyung Sung, University of New Mexico, Albuquerque

**Presenters:**
Lou Ellis Brassington, Hope Christian School, NM, “Historical Literacy Program Restoring Students’ Agency”
Mariana Castanon, Washington Middle School, Albuquerque, NM, “Reenvisioning Hope in a Struggling School”
Amber Gordon, University of New Mexico, Albuquerque
Lisa Martinez, Albuquerque High School, NM

**Respondent:** Mary Rice, University of New Mexico, Albuquerque
Beyond Tolerance: Erasing the Margins and Subverting the “Master Narrative"

Spark reflection. Provoke dialogue. Inspire change. Two teachers and a counselor—representing majority-minority high schools that serve economically disadvantaged, migrant, and ELL populations in the deep South—will discuss the challenges of counteracting a culture of intolerance and the strategies used to cultivate a spirit of inclusivity by celebrating diverse student voices.

**Presenters:** Beth Ann Hamilton, Chestatee High School, Gainesville, GA
Cindy Lloyd, Chestatee High School, Gainesville, GA
Amanda Toney-Velazquez, Gainesville High School, GA

Reclaiming African History in Teaching Young Children: Literacy Practices in K–3 Classrooms

Creating a confluent space that both excites and disrupts, this presentation brings together the voices and the work of teachers, teacher educators, preservice teachers, and young children to share ways that African histories can become integral to teaching in K–3 classrooms and preservice teacher education.

**Presenters:** Jennipher Frazier, Jackson Creek Elementary School, Columbia, SC, “Reclaiming African History in Teaching Young Children”
Jarvais Jackson, University of South Carolina, Columbia, “Reclaiming African History in Teaching Young Children”
Susi Long, University of South Carolina, Columbia
Mukkaramah Smith, A. J. Lewis Greenview Elementary School, Columbia, SC, “Reclaiming African History in Teaching Young Children”
Kamania Wynter-Hoyte, University of South Carolina, Columbia, “Reclaiming African History in Teaching Young Children”
SATURDAY GENERAL SESSION

JOY HARJO

with the Performance Ensemble of the Bread Loaf Next Generation

JOY HARJO’s nine books of poetry include *An American Sunrise*, *Conflict Resolution for Holy Beings*, *How We Became Human: New and Selected Poems*, and *She Had Some Horses*. Harjo’s memoir *Crazy Brave* won several awards, including the PEN Center USA Literary Award for Creative Nonfiction and the American Book Award. She is the recipient of the Ruth Lilly Prize from the Poetry Foundation for Lifetime Achievement, the 2015 Wallace Stevens Award from the Academy of American Poets for proven mastery in the art of poetry, a Guggenheim Fellowship, the William Carlos Williams Award from the Poetry Society of America, and the United States Artist Fellowship. Harjo’s latest is a book of poetry from Norton, *An American Sunrise*.

The Performance Ensemble of the Bread Loaf Next Generation

Lena Ashooh  Leah Sneed  Faith Omosefe
Community-Engaged Writing and Literacy in a Time of Crisis: A Workshop

Sponsored by the College Section Steering Committee

2020’s pervasive sense of precarity and possibility is nothing new to community-engaged teacher-scholars for whom radical contingency is both occupational hazard and intellectual reward. This workshop asks participants to imagine how this Year That Already Lives in Infamy challenges us to co-create more imaginative ethical and sustainable projects and partnerships.

Presenters: Veronica House, University of Colorado Boulder
Tobi Jacobi, Colorado State University, Fort Collins
John Tiedemann, University of Denver, CO

Veronica House  Tobi Jacobi  John Tiedemann
Children’s Book Awards Luncheon

The winners of the 2020 Charlotte Huck Award for Outstanding Fiction for Children and the Orbis Pictus Award for Outstanding Nonfiction for Children will share their remarks. The 2021 award winners will also be announced during this event!

Presiding: Roberta Price Gardner, Kennesaw State University, GA
Desiree W. Cueto, Western Washington University, Bellingham
Denise Dávila, The University of Texas at Austin

Speakers:

Barry Wittenstein is the author of *A Place to Land: Martin Luther King Jr. and the Speech That Inspired a Nation*, winner of the 2020 Orbis Pictus Award. He has written several picture books, including *Waiting for Pumpsie* and *The Boo-Boos That Changed the World: A True Story about an Accidental Invention (Really!)*. Barry lives in New York City.

Jerry Pinkney is the illustrator of the 2020 Orbis Pictus Award winner *A Place to Land: Martin Luther King Jr. and the Speech That Inspired a Nation*. The legendary author and illustrator’s many accolades include the Caldecott Medal, five Coretta Scott King Awards, five Coretta Scott King Honor Awards, four *New York Times* Best Illustrated Books, and four gold medals from the Society of Illustrators. He served on the National Council of the Arts, is a trustee emeritus of the Eric Carle Museum of Picture Book Art, and has taught at the Pratt Institute, the University of Delaware, and the University of Buffalo. He lives in Westchester, New York.

Kate and Jol Temple are internationally acclaimed children’s authors whose books have been translated into more than 20 languages. Their recent picture book, *Room on Our Rock*, is an allegory about empathy and refugees. It can be read front-to-back or back-to-front for two different perspectives. The book received the Charlotte Huck Award for outstanding fiction with the potential to transform children’s lives. It was also listed as a Notable Book for a Global Society by the Children’s Literature and Reading Special Interest Group of the International Literacy Association; named a Notable Children’s Book in the Language Arts by the Children’s Literature Assembly; and selected for the ILA 2020 Teachers’ Choices Reading List. Kate and Jol live in Sydney, Australia, with their two sons. They regularly visit schools and writers’ festivals to discuss ideas with young readers and writers. When they’re not writing, Kate pretends to play the piano and Jol makes little egg-carton shelters for his Star Wars characters.
2020 AWARD RECOGNITION

Charlotte Huck Award for Outstanding Fiction for Children

**Presenter:** Desiree W. Cueto, Western Washington University, Bellingham  
**Recipient:** *Room on Our Rock*, written by Kate and Jol Temple, illustrated by Terri Rose Baynton, published by Kane Miller

Orbis Pictus Award for Outstanding Nonfiction for Children

**Presenter:** Denise Dávila, The University of Texas at Austin  
**Recipient:** *A Place to Land: Martin Luther King Jr. and the Speech That Inspired a Nation*, written by Barry Wittenstein, illustrated by Jerry Pinkney, published by Holiday House
SHARE LUNCH WITH OUR KEYNOTE SPEAKERS

Secondary Section Luncheon

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

Chanel Miller is a writer and artist who received her bachelor of arts in literature from the University of California, Santa Barbara. Her critically acclaimed memoir, Know My Name, was a New York Times bestseller, a New York Times Book Review Notable Book, and a National Book Critics Circle Award winner; it was also named a best book of 2019 by TIME, the Washington Post, the Chicago Tribune, NPR, and People, among others. She is a 2019 TIME Next 100 honoree and a 2016 Glamour Woman of the Year honoree under her pseudonym, “Emily Doe.”

AWARD RECOGNITION

High School Teachers of Excellence Award

Recipients (in affiliate order): Carrie Morgan, West High School, CATE (CA); Julia Torres, Denver Public Schools - Montbello Campus, CLAS (CO); Michelle Lindsey, Charlotte High School, FCTE (FL); Paul W. Hankins, Silver Creek High School, ICTE (IN); Tracy Tensen, Gilbert High School, ICTE (IA); Melissa Buteyn, Wichita Northwest High School, USD 259, KATE (KS); Rebecca (Becky) J. Stahr, York High School, NELAC (NE); Cathy Nicastro, Wachusett Regional High School, NEATE (New England); Alexis Nusbaum, Huntington High School, OCTELA (OH); Nicholas Emmanuele, Millcreek Township School District, PCTELA (PA); Paula Lamina, Arlington Community High School, VATE (VA); Mary Davidson, Menomonee Falls High School, WICTE (WI)

English Journal Edwin M. Hopkins Award

Recipient: Katie Alford, McKendree College, Lebanon, IL, “Explicitly Teaching Listening in the ELA Curriculum: Why & How” (July 2020)

Paul and Kate Farmer English Journal Writing Award

Recipient: Tiffany L. Rehbein, Laramie County School District #1, Cheyenne, WY; Katie Wheeler, McCormick Junior High School, Cheyenne, WY; Cynthia Brock, University of Wyoming; and Lillian Lenhart, middle school student, "The Intersections of Nature and Voice" (May 2020)
FEATURED SESSION

Everything You Always Wanted to Know about Rhetoric But Were Afraid to Ask—An Invitation

More than ethos, logos, pathos, rhetoric is about analyzing and composing texts. Rhetorical knowledge gives students the confidence and power to develop topics worth writing about, an authentic audience, and purpose. Their literacy is enhanced by interpretive and communicative powers that establish their authority and their ability to resist injustice.

**Presenter:** Cheryl Glenn, Pennsylvania State University, University Park

Cheryl Glenn

On Metaphor: Exploring the Power of Confluence/Confluencia, Literacy, and Place

Alfredo Luján’s moving call about confluence/confluencia inspired the panel’s speakers to think about metaphor’s power from different disciplinary approaches with overlapping perspectives. We explore the WHY of our work as teachers in college classrooms, on the songs that get aroused/sung by our students when we engage metaphor’s power.

**Presenters:**
- Hoke Yao Glover, Bowie State University, MD, “Metaphor’s Structure”
- Joern Langhorst, University of Colorado, Denver, “Metaphors of Territory, Marginality, and Identity”
- Renee Moreno, California State University, Northridge, “Place Metaphors (But the Wall Is Not a Metaphor)”
- Valerie Sweeney Prince, Wayne State University, Detroit, MI, “Metaphor’s Efficiency”

**Facilitator:** Omar Gonzalez, California State University, Northridge
Teaching English Education across Modalities through Digital Literacies

Members of the ELATE Commission on Digital Literacies and Teacher Education (D-Lite) will hold roundtables addressing how English teachers and English teacher educators can explore the confluences of pedagogy and digital literacies.

**Chairs and Roundtable Leaders:** Nicole Damico, University of Central Florida, Orlando
Lauren Zucker, Northern Highlands Regional High School, Allendale, NJ/Fordham University, “Digital Health and Wellness across Modalities”

**Presenter:** Donna Alvermann, University of Georgia, Athens

**Roundtable Leaders:**
- David Bruce, University at Buffalo, NY, “Teachers’ Digital Literacies: Immersion, Application, Reflection, Evolution”
- Jeffrey Carpenter, Elon University, NC, “Connecting and Collaborating Using Digital Tools during the Global Read Aloud”
- Rachael Debnam-O’Dea, North Carolina State University, Raleigh, “ELA Today Survey Results: What It Means to Teach ELA in the Digital Age—MS, HS, TED”
- William Fassbender, The University of Georgia, Athens
- Seth French, Bentonville High School, AR, “Teaching Argument Writing through Digital Video Remix”
- Hannah Gerber, Sam Houston State University, TX, “Teaching Esports Literacies: Streaming and Vodcasting”
- Thor Gibbins, SUNY, Oneonta, “Leveling Up: Video Game Design and Composition as ELA”
- Joseph Haughey, Northwest Missouri State University, Maryville, “An Overview of Northwest’s Professional Education Accreditation Transition from CAEP to AAQEP, with Insights for Others Involved in Their Institution’s Accreditation Processes”
- Aimee Hendrix-Soto, Murray State University, KY, “Social Media to Support Critical Literacies in an ‘Extended’ Classroom Space”
- Troy Hicks, Central Michigan University, Mount Pleasant, “Promising Practices for Digital Writing Instruction”
- CJ Holthaus, Northwest Missouri State University, Maryville, “Discussion of Additional or Alternative Teaching Spaces with Preservice English Education Candidates Including but Not Limited to Adjunct Work, Transitioning to University Instructor, or etc.”
- Remi Kalir, University of Colorado Denver, “Educator Annotation as Collaborative and Professional Learning”
- Shea Kerkhoff, University of Missouri, St. Louis, “Connecting and Collaborating Using Digital Tools during the Global Read Aloud”
- Stephanie Loomis, University of Nevada, Las Vegas
- Maureen McDermott, independent scholar, FL, “Assessing Multimodal Compositions of Preservice English Education Candidates and Students in High School ELA Classrooms”
- Ewa McGrail, Georgia State University, Atlanta, “Composing with Sound and Word in Podcasting”
- J. Patrick McGrail, Jacksonville State University, AL, “Composing with Sound and Word in Podcasting”
- Clarice Moran, Appalachian State University, Boone, NC, “All You Need Is Your Phone: Transforming ELA Instruction through Virtual Reality”
- Suzie Null, Fort Lewis College, Durango, CO, “Targeted Arguments: Identifying and Writing Memes, Tweets, Video Ads, and Essay Arguments Using the Big Five Personality Traits”
- Ian O’Byrne, College of Charleston, SC, “Educate, Empower, Advocate: Engaging with Activist Texts in Learning Environments”
- Jennifer Penafiorla, Berryville High School, AR, “Polyphony of Voices: Using Bakhtinian Methodology on Digital Writing Feedback”

LIVE SESSIONS — 12:30–1:45 P.M. ET
Tonya Perry, University of Alabama at Birmingham, “Using Digital Tools to Engage Students in High School Literacy Centers”

Amy Piotrowski, Utah State University, Logan, “Preservice English Teachers Developing Critical Digital Literacies”

Amanda Plaizier, Utah State University, Logan, “Preservice English Teachers Developing Critical Digital Literacies”

Mary Rice, University of New Mexico, Albuquerque, “Working across Comics and Digital Modalities to Support Interdisciplinary Curriculum Making”

Marla Robertson, Utah State University, Logan, “Infographics in Student Research: A Confluence of Ideas and Images”

Jennifer Smith, Texas Christian University, Fort Worth, “Infographics in Student Research: A Confluence of Ideas and Images”


Sally Ventura, Olean City School District, NY, “Digital Skills Differentiation Using a ‘Happiness Portfolio’”

Allen Webb, Western Michigan University, Kalamazoo, “Preparing Teachers to Support Digital/Online Activism”

Carl Young, North Carolina State University, Raleigh, “ELA Today Survey Results: What It Means to Teach ELA in the Digital Age—MS, HS, TED”

The Intersection of Identities, Critical Literacies, and Critical Pedagogies

Storytelling, interactions with texts, readings of the world, engagements with the climate, and narrative writings (about trauma, resilience, restorative justice, self, others, the world) are powerful ways by which to engage students, teachers, and teacher educators in critically transformative work. This collection of roundtable presentations explores these aforementioned topics.

Chair: Mara Grayson, California State University, Dominguez Hills, “The Racial Illiteracy of the Trigger Warning”

Presenters: Monica Baldonado-Ruiz, Arizona State University, Tempe, “Testimonio”

Regine Darius, Broward College, Fort Lauderdale, FL, “Multilingual Writer Workshops: Challenging Linguistic Ideologies toward Monolingualism”

Jennifer Killam, Broward College, Fort Lauderdale, FL, “Multilingual Writer Workshops: Challenging Linguistic Ideologies toward Monolingualism”

Lisa Pickett, Point Park University, Pittsburgh, PA, “Race Based Trauma, African American Youth, and Race Based Interventions”

Cierra Presberry, Michigan State University, East Lansing

Evan Taylor, Indianapolis Public Schools, IN

Kara Taylor, Indiana University–Purdue University–Indianapolis, “A Safe Space: Wounded Healing Spaces in Literacy Classrooms through Narrative Writing”

Kinga Varga-Dobai, Georgia Gwinnett College, Athens, “Storytelling as Culturally and Emotionally Sustaining Literacy Practice”

Lance Wheatley, Valley Christian High School, San Jose, CA, “Resisting Islamophobia in the English Classroom: A Young Muslim Woman’s Text-Composing Agency Contending with Islamophobic Sociocultural Structures”

Melissa Wicker, University of Oklahoma, Norman

Adam Wolfsdorf, New York University, “Using Trauma Theory to Promote Confluencia and Flow in the English Classroom”
Building a Confluencia of Neurodiverse Learners in Every K–12 and Preservice Classroom

Looking for a confluencia of atypical and typical neurodiverse learners? Need support/strategies to help atypical neurodiverse learners? Our roundtable session will highlight what is neurodiversity, how to blend all learner types, co-teaching models, instructional strategies, and what atypical neurodiverse students need to be successful.

**Chair and Presenter:** Cheryl Golden, Virginia Association of Teachers of English, Ashland, VA, “Neurodiversity”

**Presenters:** Jocelyn A. Chadwick, Harvard Graduate School of Education, Arlington, MA
Lauren Jewett, Bread Loaf School of English/Bread Loaf Teacher Network/KIPP New Orleans Schools, “Neurodiversity”
Nathan Morrill, Brady Independent School District, “Neurodiversity”
Stephanie Steinemetz, Dublin City Schools, OH, “Neurodiversity”

**Roundtable Leaders:** Ash Holland, “Neurodiversity”
Lauryn Hutchinson, Find Your Passion, “Neurodiversity”
Jon Hutchinson, EXTROSKI, “Neurodiversity”
Culturally Sustaining Borderlands Rhetorics: Reimaging Literacy through a Confluencia of Decolonization and Pedagogy

La frontera, or the borderlands, represents an important rhetorical confluencia that is perpetually relevant and sustaining as a theory and a practice for educators and scholars who occupy this space. Attendees will leave the session with possible applications of culturally sustaining borderlands rhetorics for their own pedagogies.

**Presenters:** Casie Cobos, The Post Oak School, Bellaire, TX
Victor Del Hierro, University of Florida, Gainesville
Laura Gonzales, University of Florida, Gainesville
Juan Moises Garcia Renteria, University of Texas at El Paso
Nora Rivera, University of Texas at El Paso

Why Middle Matters—Songs of Solidarity: Bringing Culturally Sustaining Pedagogy into the Middle Grade Curriculum

Have you been eager to pursue critical, culturally responsive pedagogies in the complex terrain of middle school but aren’t sure where to begin? This exciting #whymiddlematters session puts educators into conversation with equity researchers to examine concrete examples of lessons and practice that bring culturally sustaining pedagogy into the middle grades.

**Chairs and Presenters:** Michael Domínguez, San Diego State University, CA
Carla España, Bank Street College Graduate School of Education, New York, NY

**Roundtable Leaders:** Clint LaFuente, The University of Texas at Austin
Alethea Maldonado, Lockhart Junior High, TX
Teaira McMurtry, Milwaukee Public Schools, WI

AP English: A Confluence of Two Courses

While AP Literature and AP Language focus on two distinct genres—fiction and nonfiction—they are confluent in purpose. In this session, the presenters will discuss where the two courses overlap and diverge from each other with regard to skill development, studied texts, pedagogical methods, and formative and summative assessments.

**Presenters:** Susie Bonsey, College Board
Aubrey Ludwig, College Board

Exhibitor Session: Spring 2021 Showcase Featuring Lamar Giles and Raúl the Third

*Sponsored by Houghton Mifflin Harcourt*
Following the Britannica presentation, take a deep dive into diverse children’s books featured at Publisher Spotlight including new books from Lee & Low, Lantana Publishing, Gecko Press, Tilbury House, Magnetic Press, Inhabit Media, Tiny Owl, and Two Lions.

**Presenters:** Amanda Acevedo, Houghton Mifflin Harcourt
Taylor McBroom, Houghton Mifflin Harcourt
**FEATURED SESSION**

**History of Cultivating New Voices (CNV)**

The Cultivating New Voices among Scholars of Color program (CNV) celebrates 20 years of developing and encouraging diverse scholars in the field of literacy research. Learn more about the history of the program, its impact, and the scholarship that has emanated from the fellows.

**Presenters:**
- Arnetha Ball, Stanford University, CA
- María E. Fránquiz, The University of Texas at Austin
- Juan Guerra, University of Washington, Seattle
- Valerie Kinloch, University of Pittsburgh, PA
- Carol D. Lee, Northwestern University, Evanston, IL
- Tonya Perry, University of Alabama at Birmingham
- Peter Smagorinsky, The University of Georgia, Athens

**LIVE SESSIONS — 2:00–3:15 P.M. ET**

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**Hot Titles in Literature with Carol Jago**

**Sponsored by the Secondary Section Steering Committee**

Carol Jago will keynote this roundtable session. Hear about the hottest literature titles in secondary education. After the keynote, participants will have an opportunity to join a roundtable to hear about practical teaching strategies for literature being used in today’s classrooms.

**Presenters:**
- Christopher Buck, University of Massachusetts, Amherst, “Reading LGBTQ+ YA Literature Emphatically and Critically: Exploring Personal Connections to Texts”
- Katelyn Gallagher, Northern Valley Regional High School, NJ
- Sawyer Henderson, Woodstock High School, “Reading the Rainbow: Availability and Content of LGBTQ+ Literature in Georgia Secondary Schools”
- Chrissy Howard, University of Massachusetts, Amherst, “Reading LGBTQ+ YA Literature Emphatically and Critically: Exploring Personal Connections to Texts”
- Carol Jago, California Reading and Literature Project, UCLA
- Rabiah Khalil, Roland Park Country School, Baltimore, MD, “Questioning and Contextualizing Toni Morrison’s Beloved”
- Jefffrey Krapels, Northern Highlands Regional High School, Allendale, NJ, “Confluence with Social Issues: Confronting Canonical Texts”
- Rebecca Maldonado, University of Oklahoma, Norman, “Holding Two Truths: Owning Our Privileged and Marginalized Identities”
- Latasha McKinney, Emerson North Alternative High School, Oklahoma City, OK
- Angela Panagiotopoulos, Northern Valley Regional High School, NJ
When the Canon Needs Rescuing: Superheroes as a Disruptive Force

Five educators will provide evidence for using superheroes to study issues of identity, privilege, and inequity in society. Using graphic novels is a fertile ground for critical literacy and the use of comics as meaningful texts. This presentation will offer insights for teacher candidates, practicing teachers, and teacher educators.

Presenters: Javier Del Riego, University of Florida, Gainesville
Christian Hines, The Ohio State University, Columbus
Cody Miller, SUNY Brockport
Jon Mundorf, P. K. Yonge Developmental Research School at the University of Florida, Gainesville
Mario Worlds, University of Florida, Gainesville

The Complex and Critical Work of YA Lit: Authors, Publishers, and Educators Imagine New Possibilities for Reading and Teaching

This interactive session brings together two leaders in children's and YA publishing. Jason Reynolds and Christopher Myers will engage participants and each other in conversation about the work of YA literature, their own work in writing and publishing, and approaches to teaching YA lit that are complex and critically engaged.

Presenter: Jennifer Buehler, Saint Louis University, MO
Tradebook Authors: Christopher Myers, Penguin Random House
Jason Reynolds, Simon & Schuster

“I Am Because We Are”: Culturally Sustaining Professional Learning Communities in Early Childhood Education

In pursuit of supporting teachers' capacity to sustain the early childhood literacies of students from historically marginalized communities. The closing keynote of the Day of Early Childhood features administrators, teachers, and teacher educators discussing how a culturally relevant professional learning network helped them create dynamic culturally sustaining teaching practices.

Presenters: Susi Long, University of South Carolina, Columbia

Tayo (Na!): Toward Equity-Based Research and Practice among Filipina/o/x American Literacy Scholars

The presenters come together in this session as Filipino/a/x American scholars to illustrate the ways in which they each have been inspired by teaching in their own respective classrooms to later engage in literacy research toward transformative education.

Chair and Presenter: Korina Jocson, University of Massachusetts, Amherst
Presenters: Gerald Campano, University of Pennsylvania, Philadelphia
Antero Garcia, Stanford University, CA
Noreen Rodríguez, Iowa State University, Ames
Vivian Vasquez, American University, Washington, DC
Celebrating Barry Gilmore: A Tribute
The purpose of this session is to celebrate the legacy of Barry Gilmore, an NCTE luminary, who passed away last year. The session will highlight the major themes of Barry’s work, including best practices in writing instruction, academic readiness, literature discussions, and the strategies every secondary teacher should know.

Chair: Lisa Luedke, Corwin Press
Presenters: Deborah Appleman, Carleton College, Northfield, MN
James Burke, Middle College High School, San Mateo, CA
Sue Gilmore, Martin Luther King Jr. Academic Magnet, Nashville, TN
Gravity Goldberg, Gravity Goldberg, LLC
Dave Stuart Jr., Cedar Springs High School, MI/Corwin Literacy

Creating Clear Confluence in AP English Language: Developing a Line of Reasoning in Student Writing
Harmony between argument and organization can seem elusive in student writing. Strategies that develop reasoning offer students opportunities to explore the work of authors while cultivating their own writing. AP English Language Development Committee members will discuss how the course’s structure and resources offer pedagogical convergence that enriches students’ writing.

Presenters: Akua Duku Anokye, Arizona State University, Tempe
Aubrey Ludwig, College Board, Alexandria, VA
Kevin McDonald, Edmond Memorial High School, OK

Exhibitor Session: Literature in the Time of COVID: Engaging, Inspiring & Empowering Students with Authentic Texts
Sponsored by Penguin Random House
As the COVID pandemic continues, teachers are facing formidable challenges, especially in keeping students engaged. Teaching with authentic texts inspires students to connect with their learning and their community through stories in which they can see themselves and others. Join us as Samira Ahmed, educator-turned-bestselling author of Love, Hate & Other Filters, moderates a discussion with members of the Penguin Random House Education Teacher Advisory Boards on the power of representation in stories.

Moderator: Samira Ahmed, Author, Love, Hate & Other Filters
Panelists: Joel Brigham, YA Author and ELA Teacher, Olympia High School, Stanford, IL
Kristen Stevens, K-8 literacy Specialist, Willington Public
Virtual 88th Annual M.R. Robinson Event

Sponsored by Scholastic, Inc.

Please join Scholastic Chairman and CEO Dick Robinson as he hosts the annual M.R. Robinson event. This longstanding tradition captures the spirit of the Thanksgiving season in recognition of the dedication of teachers around the country.

All-Attendee Event & 20th Anniversary Celebration of the Cultivating New Voices Among Scholars of Color Program

Speaker:

Andrea Davis Pinkney has had an illustrious thirty-year career in various facets of the publishing industry. Pinkney is the New York Times bestselling and award-winning author of numerous books for children and young adults, including Martin Rising: Requiem for a King, The Red Pencil, and Rhythm Ride: A Trip through the Motown Sound. Her work has garnered multiple Coretta Scott King Book Awards, the Boston Globe/Horn Book Honor, and the Parenting Publications gold medal, among other citations. She is a four-time NAACP Image Award nominee, and recipient of both the Regina Medal and the Arbuthnot Honor Award, for her singular body of work and distinguished contribution to the field of children’s literature. Additionally, she has served in a variety of leadership and executive roles, including her current role as vice president and executive editor at Scholastic, where she has served since 2005.
SHARE BREAKFAST WITH OUR KEYNOTE SPEAKER

Children's Literature Assembly Breakfast

*Sponsored by the Children’s Literature Assembly*

CLA Breakfast Chairs: Cynthia Alaniz, Cottonwood Creek Elementary, Coppell, TX
April Bedford, Brooklyn College, NY

**Speaker:** Jason Reynolds

Jason Reynolds is a #1 *New York Times* bestselling author, a Newbery Award Honoree, a Printz Award Honoree, a two-time National Book Award finalist, a Kirkus Award winner, a two-time Walter Dean Myers Award winner, an NAACP Image Award winner, and the recipient of multiple Coretta Scott King honors. Reynolds is also the 2020–2021 National Ambassador for Young People’s Literature. His many books include *When I Was the Greatest, The Boy in the Black Suit, All American Boys* (cowritten with Brendan Kiely), *As Brave as You, For Every One*, the Track series (*Ghost, Patina, Sunny, and Lu*), *Look Both Ways*, and *Long Way Down*, which received a Newbery Honor, a Printz Honor, and a Coretta Scott King Honor. He lives in Washington, DC. You can find his ramblings at Jason Writes Books.com.
### Challenging Anti-Semitism through Critical Museum Pedagogies in College English Classrooms

In the current sociopolitical climate, English educators must help students develop the critical literacy and rhetorical skills to recognize and counternarrate disinformation and misrepresentation. This interactive session showcases approaches used by college-level English educators to teach rhetorical awareness, critical literacy, and civic engagement while enhancing students’ awareness of the Holocaust.

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

**Presenters:**
- Laurie Rozakis, Farmingdale State College, “Applied Learning Used with Holocaust Pedagogy to Combat Anti-Semitism”

### Understanding the Gap between High School and College

Presenters look at the roles played by the writing center, the perception high school teachers have of the college classroom, and the differences in teaching American literature at the two levels.

**Presenters:**
- Khadeidra Billingsley, The University of Alabama, Tuscaloosa, “How High School Teachers Perceive College Writing”
- Anne Ruggles Gere, University of Michigan, Ann Arbor, “Teaching American Literature in High School and College”

### Literacy with a Public Purpose: Leveraging Multimodality, Equity, and Civic Engagement in the ELA Classroom

This interactive roundtable session will inspire and support ELA educators at all levels (K through university teacher preparation) by offering strategies they can use to infuse their pedagogy with multiple forms of media, encourage engagement with local community members, and strive for equity and social justice.

**Chair:** Antero Garcia, Stanford University, CA

**Presenters:**
- Shannon Davis, Cleveland Metropolitan School District, OH, “Using Cell Phones to Enable a Community-Based Inquiry Project in an Urban High School”
- Darshana Devarajan, Michigan State University, East Lansing, “Listen Up: Preservice Teachers Teaching and Learning with Technology in a Sound Recording Club”
- GaVita Haynes, Glenville High School, Cleveland, OH
- Joanne Marciano, Michigan State University, East Lansing, “Listen Up: Preservice Teachers Teaching and Learning with Technology in a Sound Recording Club”
- Mike McLane, Michigan State University, East Lansing, “Listen Up: Preservice Teachers Teaching and Learning with Technology in a Sound Recording Club”
- Nancy Pauly, University of New Mexico, Albuquerque, “Multimodal, Arts-Integrated Learning: Engaging Diverse Students in Creative, Collaborative Inquiry”
- Hollie Putnam, University of New Mexico, Albuquerque, “Multimodal, Arts-Integrated Learning: Engaging Diverse Students in Creative, Collaborative Inquiry”
- Mark Stevens, Glasgow Middle School, “Engaging English Learners with Multimodal Digital Texts: Confluence in Abundance”
- Jon Wargo, Boston College, MA, “TikTok History? Examining How Prospective Teachers Engage Participatory Media to Develop Disciplinary Literacy”
- Lindsay Yearta, Winthrop University, Rock Hill, SC, “From Pencils to Podcasts: A Confluence of Modalities to Transform Literacy Practices”

**Roundtable Leaders:**
- Briana Asmus, Aquinas College, Grand Rapids, MI, “Equitable and Reflective Teaching Practices through Collaborative Video Platforms”
- Richard Beach, University of Minnesota, Minneapolis, “Using Digital Tools for Multimodal Creation of and Response to Literary Texts”
Fawn Canady, Sonoma State University, Rohnert Park, CA, “Remixing Poetry as a Call to Action—Tupac and Multimodal Poetry”
Alex Corbitt, Boston College, MA, “Restorying Horror: Negotiating Intersectional Identities across the Dangerous Terrain of Horror Literature”
Jennifer Dail, Kennesaw State University, GA, “Confluencia con Tecnología: Using Digital Tools to Create and Share Songs of Ourselves”
Aimee Firmani, Beaver Area School District, PA, “Cultivating Empathy and Civic Engagement through Story: A Confluence of Voices, Perspectives, and Literacies”
Jennifer Johnson, Sonoma State University, CA, “Remixing Poetry as a Call to Action—Tupac and Multimodal Poetry”
Jeremiah Kalir, University of Colorado Denver, “Educator Civic Writing and Confluences among Social Annotation, Digital Literacy, and Open Learning”
Katie Kelly, Furman University, Greenville, SC, “From Pencils to Podcasts: A Confluence of Modalities to Transform Literacy Practices”
Karla Kingsley, University of New Mexico, Albuquerque, “Multimodal, Arts-Integrated Learning: Engaging Diverse Students in Creative, Collaborative Inquiry”
William Kist, Kent State University, OH, “Using Cell Phones to Enable a Community-Based Inquiry Project in an Urban High School”
Stephanie Loomis, University of Nevada, Las Vegas, “Collaborative Remix: How People of Different Cultures Find Confluence in Literary Understanding through Creating Art”
Mary Rice, University of New Mexico, Albuquerque, “Engaging English Learners with Multimodal Digital Texts: Confluence in Abundance”
Mary Louise Richards, Anchorage School District, AK, “Brackish Backlash: The Potentiality of Digital Media to Mitigate and Heal Political Segregation”
Dani Rimbach-Jones, Basic Academy of International Studies, Henderson, NV, “Remixing Poetry as a Call to Action—Tupac and Multimodal Poetry”
Jeff Share, University of California, Los Angeles, “Preparing Preservice Teachers to Teach Critical Media Literacy”
Franki Sibberson, Dublin, OH, “Digital Reading in Grades 3-8”
Jennifer VanDerHeide, Michigan State University, East Lansing, “Listen Up: Preservice Teachers Teaching and Learning with Technology in a Sound Recording Club”

Respondent: Nicole Mirra, Rutgers University, New Brunswick, NY
“What Kind of Asian Are You?” Countering the Model Minority Myth through Spoken Word and Text

Participants will learn how to integrate Asian American youth spoken word poetry to display resistance to the model minority stereotype. Teachers will consider how to deconstruct the myth in recent South Asian YA fiction in order to unpack representations of Asians in literature and popular media.

**Presenters:** Mohit Mehta, The University of Texas at Austin  
Katherine Priske, The University of Iowa, Iowa City  
Saba Vlach, The University of Iowa, Iowa City

“A Different Mirror”: Linguistic Histories of Being Asian American (in the English Classroom)

For Asian American students, mother tongues link family, heritage, and identities. Yet students must often give up their language in school, which perpetuates white supremacism. Drawing on Latin American testimonio, six Asian American educators will share (auto)ethnographies that explore the confluence of identity and language history, with implications for the classroom.

**Chair:** Naitnaphit Limlamai, University of Michigan, Ann Arbor  
**Presenters:** Laura-Ann Jacobs, University of Michigan, Ann Arbor  
Diana Liu, Brooklyn Technical High School, NY  
Grace Player, University of Connecticut, Storrs  
Tairan Qiu, University of Georgia, Athens  
Reshma Ramkellawan-Arteaga, Teaching Matters  
Byung-In Seo, Chicago State University, IL

¡Confluencia! Reclaiming Our Voices through Our Stories in School

Stories are important tools for learning about one another’s lives and representing the confluence of languages, cultures, and ways of knowing. Our panel members will describe how they engage and learn from each other, children, and families through story to create more equitable and inspiring learning spaces for children and families.

**Presenters:** Rocio Herron, Jackson Creek Elementary School, Columbia, SC  
Julia Lopez-Robertson, University of South Carolina, Columbia
NCTE Affiliate Breakfast

*Sponsored by the Standing Committee on Affiliates*

**Affiliate Breakfast Chairs:** Kirstey Ewald, Central Rivers Area Education Agency, Cedar Falls, IA
Amy Nyeholt, PA Cyber
Carolyn “Carrie” Perry, Prew Academy, Sarasota, FL

**Speaker:** Valerie Kinloch

Valerie Kinloch, president-elect of NCTE, is the Renée and Richard Goldman Dean of the School of Education and a professor at the University of Pittsburgh. She is also an executive member of the AERA Consortium of University and Research Institutions and co-chair of the Remake Learning Council.

In 2018, Kinloch was awarded the NCTE Advancement of People of Color Leadership Award. In 2015 she was awarded the NCTE Rewey Belle Inglis Award for Outstanding Women in English Education.

SHARE BRUNCH WITH OUR KEYNOTE SPEAKER

National Writing Project Brunch

Sponsored by the National Writing Project

Speaker: Ebony Flowers

Ebony Flowers is a cartoonist and an ethnographer. She was born and raised in Maryland. She holds a BA in biological anthropology from the University of Maryland College Park and a PhD in curriculum and instruction from the University of Wisconsin-Madison, where she wrote her dissertation as a comic (mostly). Her expertise is in qualitative research and evaluation, picture-based methods, curriculum studies, and STEAM education. Author and illustrator of the graphic novel Hot Comb, Flowers is a 2017 Rona Jaffe Award recipient, a 2019 Ignatz Award recipient for Promising New Talent, and a 2020 Believer Award recipient for Fiction. She was also nominated for a 2020 NAACP Image Award for Literacy (Young Adult Fiction). She lives in Denver, Colorado.
FEATURED SESSION

Songs of Ourselves


Presenters: Juan Felipe Herrera, US Poet Laureate Emeritus
Alfredo Celedón Luján, Monte del Sol School, Santa Fe, NM
Pat Mora, Author
A Confluence of Grammars: How the Language of Students’ Worlds and the Language of the Classroom Might Merge

While calls for “real world” relevance in the classroom are common, the ways in which we use language in everyday moments is usually avoided in language and grammar discussions. Participants will learn how to negotiate the confluence of real-world grammars and language with the expectations of Standardized English traditionally emphasized in classrooms.

**Presenters:** Darren Crovitz, Kennesaw State University, GA
Michelle Devereaux, Kennesaw State University, GA

Fostering Student Engagement in High School English Classrooms through Student-Centered Pedagogy

This interactive session examines research on student engagement and agency in grades 9-16 and shares findings from a study of a rhetoric-based high school English curriculum. Participants will reflect on their own practices and experience strategies that foster motivation and self-efficacy using high-interest texts and topics.

**Chair:** Carol Jago, California Reading and Literature Project, UCLA

**Presenters:**
- Lisa Benham-Lewis, Fresno County Superintendent of Schools, CA
- Jennifer Fletcher, California State University, Monterey Bay
- Tony Fong, WestEd
- Nelson Graff, California State University, Monterey Bay
- Anne Porterfield, WestEd

Affirming Identities and Building Empathy through MG and PB Latinx Literature

Eleven acclaimed Latinx authors offer an interactive panel discussion on the confluence of culture, race, class, and religion as it relates to Latinx identity, code-switching, and blended families in middle grade and picture book literature. Attendees will gain strategies to foster affirmation, empathy, and connectedness in the classroom, plus book recommendations.

**Presenters:**
- Alexandra Alessandri, Albert Whitman & Company/Broward College, Ft. Lauderdale, FL
- Yolanda Gonzales, Joe Barnhart Academy, Beeville, TX
- Julia Torres, Denver Public Schools, CO

**Author/Illustrators addressing “Fostering Affirmation and Empathy through Confluence: Code-Switching, Blended Families, and the Spectrum of Latinx Identity in MG and PB Literature”:**
- Chantel Acevedo, Balzer + Bray/HarperCollins
- Kim Baker, Penguin Random House
- Rebecca Balcarcel, Chronicle Books/Tarrant County College, Bedford, TX
- Adrianna Cuevas, Macmillan Children’s Publishing Group
- Anika Fajardo, Simon & Schuster
- Anna Meriano, Walden Pond Press
- Emma Otheguy, Children's Author
- Loriel Ryon, Margaret K. McElderry Books/Simon & Schuster
- Mary Louise Sanchez, Lee & Low Books
- Shreya Vora, The Nightingale Bamford School, New York, NY
Autistic Author and Author-Educator Tips for Promoting Autism Acceptance in Classrooms

How has the history of fictional and mass media portrayals created harmful stereotypes of autistic people? How can #ownvoices literature encourage students to be more accepting of autism? Four picture book, middle grade, and young adult authors and author-educators lead participants through interactive, multimedia-rich activities and provide resources.

**Presenters:**
- Mike Jung, Levine Querido, “Self-Knowledge Is Power”
- Jen Malia, Norfolk State University, VA, “Autistic Characters in Picture Books”
- Lyn Miller-Lachmann, Farrar, Straus and Giroux/Carolrhoda Lab

Healing through Antiracist Teaching in a Shifting Nation

How do we celebrate our students’ songs in our shifting school populations? This panel will explore a case study focusing on theory and practice. Through an antiracist, trauma-informed, and culturally sustaining approach, the NCTE Committee Against Racism and Bias in the Teaching of English believes we can effectively meet student needs.

**Presenters:**
- Steven Alvarez, St. John’s University, New York, NY
- Lorena Germán, Headwaters School, Austin, TX
- Felicia Hamilton, Windsor High School, CT

Mother and Daughter Make It Work: Mentoring and Managing a New Career

Hear ways in which a veteran educator and a first-year graduate TA work together developing lessons. Veteran and novice participants then will have time to sing their own songs in a mini-roundtable format, asking and answering questions about process writing and about classroom management that helps students achieve personal goals and university course outcomes.

**Presenters:**
- Anna J. Small Roseboro, Grand Rapids, MI
- Roz Roseboro, Northern Michigan University, Marquette, MI

Multimodal Ways of Knowing in Preservice Education: The Confluence of Literacy and Aesthetics in Teacher Learning

This session reimagines what it might look like to expand activities, classroom experiences, and assessments in teacher education courses that focus on equity and social justice in language arts. Toward multimodal ways of knowing, we leverage the tools of social media, writing, art, and digital platforms to widen definitions of literacy.

**Presenters:**
- Rachel Knight, Teachers College, Columbia University, New York, NY
- Detra Price-Dennis, Teachers College, Columbia University, New York, NY
- Jon Wargo, Boston College, MA
- Haeny Yoon, Teachers College, Columbia University, New York, NY

Exhibitor Session: Peace Corps Response

*Sponsored by Peace Corps*

Have you ever wanted to teach internationally, share your skills with others or work on curriculum development in a different cultural context? Peace Corps Response offers opportunities for teachers, education specialists, literacy specialists, and more. Come join our session to learn how you can become a powerful catalyst for change as a Peace Corps Response Volunteer. Our recruiters will be available to answer any questions about the application process, the Volunteer experience and opportunities available with Peace Corps Response.

**Presenter:** Natalie Borrego, Peace Corps
SUNDAY GENERAL SESSION

PATRISSE KHAN-CULLORS
interviewed by JEFF CHANG

Speakers:

Patrisse Khan-Cullors is an artist, organizer, and freedom fighter from Los Angeles, California. Cofounder of the Black Lives Matter Global Network and founder of the Los Angeles-based grassroots organization Dignity and Power Now, she is also a performance artist, Fulbright scholar, popular public speaker, and Sydney Peace Prize recipient. For 20 years, Khan-Cullors has been on the front lines of criminal justice reform, and is currently leading Reform L.A. Jails, a ballot initiative that was won in March 2020. She is the faculty director of Prescott College’s new Social and Environmental Arts Practice MFA program, which she developed by nesting a curriculum focused on the intersection of art, social justice, and community organizing that is the first of its kind in the nation.

Jeff Chang has been a hip-hop journalist for more than a decade and has written for the San Francisco Chronicle, the Village Voice, Vibe, The Nation, URB, Rap Pages, Spin, and Mother Jones. He was a founding editor of Colorlines magazine, senior editor at Russell Simmons’s 360hiphop.com, and cofounder of the influential hip-hop label SoleSides, now Quannum Projects. He was also previously the executive director of the Institute for Diversity in the Arts at Stanford University. He is coauthor of the forthcoming young adult adaptation of Can’t Stop Won’t Stop: A History of the Hip-Hop Generation. He lives in California.
Project Lengua: Fostering Critical Awareness of Language, Identity, and Culture

Teachers from the Puente Project present a unique curriculum that explores the power of language to shape discourse communities and linguistic identities. The goal was to provide students with the linguistic tools and concepts needed to investigate their own “linguistic landscapes” and the language practices of school, home, and community.

Chair: Greta Vollmer, Sonoma State University, CA
Presenters: Grace Ebron, Puente Project
Gustavo Flores, Puente Project
Johnny Gonzalez, Puente Project
Janette Johnson, Puente Project
Facilitator: Melinda Martinez, Puente Project

Connecting Arts Integration: Bringing Students Together at the Confluencia of Experiential Theater, Digital Memory Books, and Infographics

Join presenters for a demonstration-oriented panel in which all attendees will develop an understanding of the foundations of arts integration and see clearly—by doing—how these approaches can be used to engage students and advance innovative, responsive pedagogies in ELA.

Chair: Martha Sandven, University of Arkansas, Fayetteville
Presenters: Angela Clark, Fayetteville High School, AR
Hung Pham, University of Arkansas, Fayetteville
Penny Springmann, Bentonville High School, AR
Nathan Windel, Ozarks Unlimited Resource Educational Service Cooperative

Affiliate Representative Meet-Up

This Standing Committee on Affiliates–sponsored session is a true ¡confluencia! We’ll merge ideas, people, and minds as we think about how to better support the members we serve in our role as affiliate leaders. Take the time to learn, connect, and collaborate with us and each other in this interactive session.

Presenters: Kirstey Ewald, Central Rivers Area Education Agency, Cedar Falls, IA
Jim Kroll, L’Anse Creuse Public Schools, Macomb, MI
Amy Nyeholt, Pennsylvania Cyber Charter School, Midland
Mary Rice, University of New Mexico, Albuquerque
Renée Rude, Chandler-Gilbert Community College, Maricopa County, AZ
Notable Children’s Books in the Language Arts 2020 Awards

Notable Children’s Books in the Language Arts (NCBLA) Committee members will share brief reviews of the 30 K-8 titles selected for the 2020 list. Then, authors and/or illustrators of these NCBLA titles will entertain participant questions at roundtables. Finally, lucky attendees may win one of the 30 NCBLA titles.

Chair: Jeanne Gilliam Fain, Lipscomb University, Nolensville, TN
Presenters: Vera Ahiyya, Brooklyn Arbor Elementary School, NY
Elizabeth Bemiss, University of West Florida, Pensacola
S. Rebecca Leigh, Oakland University, Rochester, MI
Janine Schall, University of Texas Rio Grande Valley
Jennifer Summerlin, University of Alabama at Birmingham
Kathryn Will, University of Maine, Farmington

Expanding the Argument for Diverse Literature: Equity, Comprehension, and Social Learning in Classrooms and Communities

Members of this panel of literature educators, librarian educators, authors, and publishers aim for “radical inclusion” of diverse literature. We present evidence and arguments from multiple disciplines that can support teachers, administrators, and publishers in making a multidisciplinary, robust case for reading diverse literature every day with all youth.

Chair and Presenter: Patricia Enciso, The Ohio State University, Columbus, “Reading Research and Diverse Literature”
Presenters: Sarah Park Dahlen, St. Catherine University, St. Paul, MN, “Holding Up Mirrors: What Could We See?”
Denise Dávila, The University of Texas at Austin
Jason Low, Lee & Low Books, “Publishing for Radical Inclusion”
Detra Price-Dennis, Teachers College, Columbia University, New York, NY
Caitlin Ryan, University of North Carolina, Wilmington, “Reading Research and LGBTQ Literature”
Nithya Sivashankar, The Ohio State University, Columbus, “Close Reading of South Asian Literature”
Angie Zapata, University of Missouri, Columbia, “Picture Book Research and Latinx Literature”
Songs of Biography: Stories That We Must Share
Through poetry and prose, authors Carole Boston Weatherford and Andrew Maraniss have penned books about people from our history that help add to the diverse literature that is still greatly needed. Both Weatherford and Maraniss have written about African American history and historical African American figures who need representation in our classrooms.

Chair: Ann Neely, Vanderbilt University, Nashville, TN
Presenters: Andrew Maraniss, Vanderbilt University, Nashville, TN, “Songs of Biography”
Carole Boston Weatherford, Simon & Schuster/Fayetteville State University, NC, “Songs of Biography”

Colorado Communities of Confluence, Historical and Contemporary: A Multimedia Exploration
Through audio, video, and conversation, this panel explores the role of writing in Denver’s “communities of confluence”: communities that have been displaced and reformed around Confluence Park, where Denver was founded on Native land; “the Triangle,” where Denver’s homeless gather; and Casa de Paz, a safehouse for released ICE detainees.

Presenters: Blake Sanz, University of Denver, CO
Geoff Stacks, University of Denver, CO
John Tiedemann, University of Denver, CO
Alison Turner, University of Denver, CO
Creating Dialogue across Generations of Scholars: Revolutionary Scholarship for and with Latinx Students, Families, and Communities

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

**Chair:** Tracey Flores, The University of Texas at Austin  
**Presenters:** Antero Garcia, Stanford University, CA  
Korina Jocson, University of Massachusetts, Amherst  
**Roundtable Leaders:** Steven Alvarez, St. John’s University, New York, NY  
Damián Baca, University of Arizona, Phoenix  
Limarys Caraballo, Queens College, City University of New York  
Denise Dávila, The University of Texas at Austin  
Cati de los Ríos, University of California, Davis  
Sybil Durand, Arizona State University, Phoenix  
Patricia Enciso, The Ohio State University, Columbus  
Maria E. Fránquiz, The University of Texas at Austin  
Laura Gonzalez, University of Florida, Gainesville  
Juan Guerra, University of Washington, Seattle  
Kris Gutiérrez, University of California, Berkeley  
Valerie Kinloch, University of Pittsburgh, PA  
Danny Martínez, University of California, Davis  
Ramon Martínez, Stanford University, CA  
Renee Moreno, California State University, Northridge  
Timothy San Pedro, The Ohio State University, Columbus  
Angie Zapata, University of Missouri, Columbia

Using Critical Literacies to Foster a Confluence of Voice, Choice, and Identity among K–12 Students

This panel presentation includes three yearlong projects conceptualized by our 2019 Early Career Educator of Color Leadership Award recipients. The panel focuses on critical literacies through voice, choice, and identity among K–12 students.

**Chair:** Tiffany Flowers, Georgia State University, Atlanta  
**Presenters:** Brianna Burnette, Mary H. Wright Elementary School, Spartanburg, SC, “Advocacy within Multiple Literacies”  
Daniel Hollett, Brushy Creek Elementary School, Greenville, SC, “Reigniting True Writing”  
Reuben Howard, Henderson Inclusion School, Boston, MA, “Unit Planning with an Equity Lens”  
**Respondent:** Jeffrey Cabusao, Bryant University, Providence, RI
**You Are This Universe: Nature's Impact on Narrative and Identity**

Given the dearth of literature featuring children of color engaging in wild spaces, how can we show all children that they are this universe and that nature belongs to them, too? Learn the latest research, ways to connect with nature, and the impact of nature on authors' narratives and identities.

**Presenters:**
- Ann Marie Corgill, Vestavia Hills Elementary Cahaba Heights, AL, “Making Nature Connections in the Classroom”
- Irene Latham, Lerner/Charlesbridge/Boyd’s Mills/Kane, “Impact of Nature on Identity”
- Michelle Martin, University of Washington, Seattle, “Black Kids Camp, Too”
- J. Elizabeth Mills, University of Washington, Seattle, “Children’s Literature and Immersive Nature Experiences for Children of Color”
- Heather Montgomery, Bloomsbury Children’s Books

**Productive Agitation in the Promotion of Equity: The Buck Stops Here**

NCTE’s Standing Committee on Diversity and Inclusivity offers an opportunity for participants to discuss what NCTE must do to support the dismantling of inequities regarding issues such as race, gender identification, ethnicity, language, religion, and sexual orientation in our home districts as well as within NCTE as an organization.

**Presenters:**
- Susi Long, University of South Carolina, Columbia, “Equity”
- Tiffany Karalis Noel, University of Buffalo, NY, “Social Change as Human Endeavor”
- Kenlea Pebbles, Michigan State University, East Lansing
- Kelly Sassi, North Dakota State University, Fargo

**Changing Our Worlds: Why HOW We Read Matters**

Join us as we examine the interdependent nature of reading and writing, the power and privilege that comes with both, and the hope that emerges when kids see themselves in texts and see beyond themselves to the world. In this fast-paced and hands-on session, we’ll share tips and tools that will help your students.

**Chair:**
- Robert Probst, Georgia State University, Atlanta, “Talking about a Text: Why Talk Matters”
- Linda Rief, University of New Hampshire, Durham

**Respondent:**
- Penny Kittle, Plymouth State University, NH, “Books That Keep Them Reading and Writing”

**Teaching at the Confluence of Identity: Critical Approaches to Young Adult Literature**

This roundtable session addresses the myriad ways YA literature allows educators and students to examine the confluence of identity. Following a keynote from YA author Joy McCullough, roundtable presentations examine intersectional identities in texts, how students and educators take up differing perspectives in the classroom, and multiple approaches to teaching.

**Chair:**
- Alice Hays, California State University, Bakersfield, “Examining the Confluence of Women as Warriors and Victims”

**Author-Illustrator:**
- Joy McCullough, Penguin Random House

**Roundtable Leaders:**
- Ashley Boyd, Washington State University, Pullman, “Reading at the Intersections: Sexual Orientation, Mental Health, and Culture”
- Kelly Bull, Notre Dame of Maryland University, Baltimore, “Literary vs. Real Refugees: Confluence in the Middle School Classroom”
- Tiffany Doer, Louisiana State University, Baton Rouge, “Feminist Approaches to Exploring Identity in the YA Dystopian Novel”
Maria Hernandez Goff, California State University, Fresno
Michael Hall, Arizona State University, Phoenix, “Intergenerational Trauma and Identity”
Crag Hill, University of Oklahoma, Norman, “Confluence of Identites Forged in Tragedy, Past and Present”
Sara Hoeve, Purdue University, West Lafayette, IN, “‘Learn It to the Young’Uns’: An Intertextual Approach to All American Boys and the Harlem Renaissance”
Melanie Hundley, Vanderbilt University, Nashville, TN, “Spoken Word Poetry and Social Activism in Let Me Hear a Rhyme”
Sharon Kane, State University of New York, Oswego, “Identity Clash: Profoundly Traumatized Refugee from Vietnam Meets Wannabe Cowboy from Texas in Thanhha Lai’s Butterfly Yellow”
Steffany Comfort Maher, Indiana University Southeast, New Albany, “Is This Normal? Examining the Confluence of Adolescence, Family, and Mental Health in Amy Sarig King’s The Year We Fell from Space”
Rebecca Maldonado, University of Oklahoma, Norman
Elsie Lindy Olan, University of Central Florida, Orange County, “Stepping into Discomfort and Dissent through Dialogue: Examining Student and Teacher Responses to Dear Martin”
Melinda McBee Orzulak, Bradley University, IL
Leilya Pitre, Southeastern Louisiana University, Hammond, “Exploring Complexities of Converging Identities in Mexican White Boy by Matt de la Peña”
Kia Jane Richmond, Northern Michigan University, Marquette, “Stepping into Discomfort and Dissent through Dialogue: Examining Student and Teacher Responses to Dear Martin”
Shelly Shaffer, Eastern Washington University, Cheney, “Activist or Bystander: Making the Choice to Take a Stand in Anger Is a Gift”
Katie Sluiter, Wyoming Junior High School/Western Michigan University, Kalamazoo, “A Confluence of Living Voices: Bearing Witness to the Past in Order to ‘Make the World Better’”
Thomas Smith, Utah Valley University, Orem, “Exploring the Confluence of Family and Identity in Literature Circles”
Terri Suico, Saint Mary’s College, Notre Dame, IN, “Examining the Confluence of the Real, the Ideal, and the In-Between in Check, Please!”
Francisco Torres, Penn State Berks, “Back and Forth: Exploring Home in Enchanted Air”
William Williams, Concord University, Christiansburg, VA, “Dear Martin: Discussing and Deconstructing Racism in the Rural Class through the Web Buddy Project with an Urban Class”
Respondents: Jacqueline Bach, Louisiana State University, Baton Rouge, “Feminist Approaches to Exploring Identity in the YA Dystopian Novel”
Laura Davis, University of Tennessee, Knoxville, “Stepping into Discomfort and Dissent through Dialogue: Examining Student and Teacher Responses to Dear Martin”
Anita Dubroc, Louisiana State University, Baton Rouge, “Feminist Approaches to Exploring Identity in the YA Dystopian Novel”
Michelle Falter, North Carolina State University, Raleigh, “Activist or Bystander: Making the Choice to Take a Stand in Anger Is a Gift”
Greta Honsberger, Mary Queen of Peace Catholic School, Mandeville, LA, “Literary vs. Real Refugees: Confluence in the Middle School Classroom”
John Istel, New Design High School, New York, NY, “Dear Martin: Discussing and Deconstructing Racism in the Rural Class through the Web Buddy Project with an Urban Class”
Cindi Koudelka, Aurora University, IL, “Examining the Confluence of the Real, the Ideal, and the In-Between in Check, Please!”
Stacia L. Long, University of Georgia, Athens, “Finding My Own Identity”
Valarie Morgan, Delta State University, Cleveland, MS, “Of Angels and Monsters: Identity and Monstrosity in Akwaeke Emezi’s Pet”
Dan Rose, State University of New York at Oswego
¡Confluencia!-ELA: The Nexus for Whole Literacies and Our Students’ Voices

Panelists will illustrate how we scaffold and interweave old and new texts for our 21st-century student audience, allowing students to discover relevance and voice for themselves. The session, with student work, illustrates how the literature we teach informs our students’ here and now across the curriculum.

**Chair and Presenter:** Jocelyn A. Chadwick, Harvard Graduate School of Education, Cambridge, MA

**Presenters:** Cheryl Golden, Virginia Association of Teachers of English, Ashland, VA
Carol Jago, California Reading and Literature Project, UCLA
Heather Kriner, Culpepper Middle School
Nathan Morrill, Brady High School, TX
Lakisha Odlum, School of the Future, New York, NY
Joseph Pizzo, Black River Middle School, Chester, NJ
Winona Siegmund, Commonwealth Governor’s School/Stafford High School, VA
Christina Torres, Punahou School, Honolulu, HI