

ON-DEMAND SESSIONS

Confluencia Curriculum

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With the iGeneration in college, many English teachers around the nation are looking for ways to engage and help their students succeed in literacy. Through research and observations, I have developed a social, political, and cultural focused confluencia curriculum to help students sing their songs!

Presenter: Caroline Davis, San Antonio College, Alamo Colleges District, TX

Writing Our Own Songs Together

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Rainbow

Take away instructional strategies that will help build relationships with students. Learn how to provide literature that mirrors students' language and culture; how to become part of the learning process of discovering who you are alongside students, so you too, can sing your own songs.

Chair and Presenter: Lorna Baniaga-Lee, James Campbell High School, Ewa Beach, HI

Presenters: Jessica Caraang, James Campbell High School, Ewa Beach, HI

Ann Tanaka, James Campbell High School, Ewa Beach, HI

Kim Virtudazo, James Campbell High School, Ewa Beach, HI

Growing Lifelong Readers: Choice and Independent Reading in the Classroom

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Reading instruction loses significance if learners fail to identify as readers once they leave the classroom. This roundtable session will address bringing student choice and independent reading into the classroom in efforts to grow lifelong readers.

Presenters: Sharon Kane, SUNY, Oswego, "Songs of Our Disciplinary Selves: Promoting Independent Reading throughout Content Areas"

Jessica Reid, Braden River High School, FL, "Creating a School Culture of Reading: Making Reading Visible, Vibrant, and Venerable"

Shantel Schonour, Minuteman High School, Boston, MA, "Adding Independent Reading to Any Classroom"

Sarah Vance, Lenoir City High School, TN

Kelly Wallace, University of Tennessee, Maryville, "Creating a Culturally Relevant Daily Independent Reading Program from the Ground Up in High School ELA Classrooms"

The Identity Project: Exploring Personal Acts of Literacy through Documentary Storytelling Interventions

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Rainbow

The Identity Project's school-based residencies in documentary storytelling empower marginalized youth with invaluable opportunities to explore selfhood and personal acts of literacy. Featuring our partnerships with New Mexico ELA and Indigenous studies teachers, this session explores the potential of creative literacy intervention programming for Native American and Latinx students.

Presenter: Alfredo Celedón Luján, Monte del Sol School, Santa Fe, NM

Alesandra Zsiba, The Identity Project

A *i*Confluencia! of Queer Songs

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LGBTQ

This roundtable session offers a variety of teaching and research approaches to queer work (meaning both LGBTQ+ identities and work that disrupts norms) in ELA classrooms. Keynote speakers and roundtable leaders will engage attendees in conversations on how queer topics and pedagogy can confluence with reading and writing texts.

Chairs: Danielle Lee, SUNY, Old Westbury
Summer Pennell, Truman State University

Roundtable Leaders: Jill Bindewald, Oklahoma State University, Stillwater, "Writing for a Cause: LGBTQ+ Students, Teachers, and Allies Advocating for More Inclusive Schools"

Sherri Castillo, The University of Texas at Austin, "Advocating for Trans and Nonbinary Students through District Policy Development"

Stephen Adam Crawley, Oklahoma State University, Stillwater, "Multiliteracies and Multiple Voices: Learning from LGBTQ+ Activists in a Greece Study Abroad"

Darryn Diuguid, McKendree University, Lebanon, IL, "Exploring Identities of Picture Book Authors/Illustrators on the 2019 and 2020 Rainbow Book Lists"

Debra Goodman, Hofstra University, Hempstead, NY, "A *i*Confluencia! of Queer Songs: The Story of LGBTQ+ Activism in NCTE"

Dillon Graham, Stillwater Junior High School, OK, "Writing for a Cause: LGBTQ+ Students, Teachers, and Allies Advocating for More Inclusive Schools"

Roxanne Henkin, The University of Texas at San Antonio, "A *i*Confluencia! of Queer Songs: The Story of LGBTQ+ Activism in NCTE"

Megan Kennedy, Westfield University, MA, "Queering Field Experience: How Our Teacher Education Students Are Being Mentored to Develop Spaces for and Embodiment of a Confluencia of Queer Songs"

Kim Knight, Ithaca College, NY, "Queering Field Experience: How Our Teacher Education Students Are Being Mentored to Develop Spaces for and Embodiment of a *Confluencia* of Queer Songs"

Bethy Leonardi, University of Colorado Boulder, "Queering the Keynote: It Hurts to Become"

Ryan Schey, Auburn University, AL, "Humor, Conflict, and Resistance in Teaching Queer-Inclusive Curricula: Examples from a High School Classroom"

Kristy Self, Stillwater High School, OK, "Writing for a Cause: LGBTQ+ Students, Teachers, and Allies Advocating for More Inclusive Schools"

Nicole Sieben, SUNY Old Westbury, "Queering Teacher Activism"

Dana Stachowiak, The University of North Carolina Wilmington

Tadayuki Suzuki, SUNY at Cortland, "Exploring Identities of Picture Book Authors/Illustrators on the 2019 and 2020 Rainbow Book Lists"

Craig A. Young, Bloomsburg University of Pennsylvania, "Finding Our Own Inheritances: Using Literature Circles in Middle Grade and College Classrooms to Learn of Ourselves"

Deborah S. Zollmann, Greenwood Friends School, Millville, PA, "Finding Our Own Inheritances: Using Literature Circles in Middle Grade and College Classrooms to Learn of Ourselves"

Communities of Support: Writing Labs and Writing Centers

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This session examines three approaches to serving students in writing centers.

Presenters: Tina Matuchniak, California State University, Long Beach, "Writing at the Center: Tutor Training for Writing Instructor Professional Development"

Kaden C. Milliren, Purdue University, West Lafayette, IN

(Re)Considering the Library: Representation of LGBTQ+ and Other Identities in Classroom and School Libraries

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Panelists share their analyses and building of classroom and school libraries for racial, sexual, gender, and other identities. School librarians and teacher educators provide strategies for collection development along with research on censorship in light of NCTE's and the American Library Association's statements on students' freedom to read.

Presenters: Mary Cotillo, Mansfield Public Schools, "Building Classroom Libraries to Support Social and Emotional Learning in Adolescents"

Erin O'Leary, Franklin Public Schools, MA, "Books Build Bridges: YA Literature to Promote Inclusivity and Understanding Among Adolescents"

Parker Ruby, Central Catholic High School, San Antonio, TX, "The Words That Bind"

Erin Shaw, University of Central Arkansas, "Elementary School Librarian Practices in Selecting LGBTQ Materials"

Counterscripting and Interrupting the Convenience of Racism

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Rainbow

How might critical reading be developed in young adult literature in a global society? What understandings of race and racism are needed to support how we choose texts and how they are read? This panel provokes needed discussions and examples of how typographies of identity are normalized.

Chair: Seemi Aziz, University of Arizona, Tucson, "Representation Is Significant in Promoting or Questioning Stereotypes in Children's Books about Muslims"

Authors/Illustrators: S.K. Ali, Abrams

Hena Khan, Simon & Schuster, "Representation Is Significant in Promoting or Questioning Stereotypes in Books about Muslims"

Naheed Hasnat Senzai, Scholastic, "Writing about Muslims"

Facilitator: Amina Chaudhri, Northeastern Illinois University, Evanston, "Representation Is Significant in Promoting or Questioning Stereotypes in Children's Books about Muslims"

Becoming Teachers of Writing: A Confluence of Self, Pedagogy, and Reflection

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Three teacher educators share research on how preservice teachers' writing histories, coursework, and reflection create their writing teacher identities. This session highlights multiple research studies that both build and support writer teacher education.

Chair: Anne Whitney, Penn State University

Presenters: Kate Hope, California State University Stanislaus

Karen Morris, Penn State University

David Premont, Purdue University, West Lafayette, IN

#KidsCanTeachUs: Using Digital Tools for Student Voice, Choice, and Citizenship

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In today's connected world, it's no longer a question of whether or not students are using a device; it's about supporting students to create, reason, and connect responsibly. This student-led panel shows how kids vlog, blog, and podcast their stories around the world, and how adults support them.

Presenters: Louie DaCosta, Caldwell Schools

Cynthia Merrill, Consultant

Liv Van Ledtje, Oyster River Schools, Durham, NH

Ignite! Sparking Innovation in the (Physical and Virtual) Classroom

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Kindle classroom opportunities with Ignite! presentations on innovation. Topics include supporting English Language Learners, supporting students' social-emotional health, embracing technology, creating antiracist and community responsive curriculum, teaching in rural schools, grading practices, and supporting communities of teachers.

Presenters: Alexis Thieme, Littleton High School, Golden, CO
Members of the Colorado Language Arts Society

Critical Media Literacy

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In this session, participants will share and learn about strategies for teaching critical media literacy. This will be an important session for librarians and language arts teachers alike looking to upgrade their skill set through hearing about practical strategies.

Presenters: Christine Barrett, Teachers College, Columbia University, New York, NY, "Stereotypes of Race and Ethnicity: The Role of Media Literacy Education"

Kile Clabaugh, Teaching with Primary Sources Western Region

Florian Feucht, Thinking Habitats, "News Media Literacy: Students Use W-Questions to Evaluate the Content and Trustworthiness of News Reports."

Breanne Hicks, Saint Mary's Hall, TX, "How to Teach Critical Theory to High School Students"

Kate Michaelson, University of Toledo, OH

Jessica Miller, Richland Two School District, Columbia, SC, "Unmuting Your Students: Audience Empowers Secondary Writers"

Keith Patterson, Teaching with Primary Sources Western Region, "Historical Comics, Yellow Journalism, and the Media Today"

Regina Rotshtein, Thinking Habitats

Megan Soukup, Saint Mary's Hall, San Antonio, TX, "How to Teach Critical Theory to High School Students"

Creating Picture Book Biographies: Mentor Processes, Not Just Mentor Texts

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Learn how third graders reached a deeper understanding of the steps involved in creating biography, not just the attributes of biography, by adopting mentor processes, the methods used by professional authors and illustrators. By composing biographies of community members, students also created a unique confluencia of the human experience.

Presenters: Mary Ann Cappiello, Lesley University, Cambridge, MA

Erika Dawes, Lesley University, Cambridge, MA

Lorraine Leddy, Murray Avenue School

Tradebook Author: Jen Bryant, ABRAMS The Art of Books

Restorying Genders and Sexualities in and beyond Classrooms

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Roundtable presenters share findings from their critical research on the role played by multiple, diverse ways of knowing in the transformative restorying of genders, sexualities, and other identities within and across English classrooms.

Presenters: Emily Clay, Boulder Community School of Integrated Studies

James Coleman, San José State University, CA, "Restorying Queerphobia: Using Speculative Composing Practices to Rewrite Happy Endings for English Education"

Summer Davis, Indiana University, "'I Don't Want to Push Away from Places Like Here': Examining Lesbian, Gay, and Queer E/LA Preservice Teachers' Stories of Induction"

Mary Gilreath, University Hill Elementary School

Heidi Hadley, Missouri State University, "Navigating Tensions: Evangelical Teachers and Gender and Sexual Diversity in the ELA Classroom"

Bethy Leonardi, University of Colorado Boulder

Christopher Parsons, Keene State College, NH

A Confluence of Voices: Primary Sources and Performance



This session celebrates the confluence of voices from the past and the present. As students analyze a myriad of primary, secondary, and literary texts, they create performances to share the stories of Chinese Immigrants. Through the stories of others, students gain a deeper understanding of self.

Presenters: Bridget Morton, Teaching with Primary Sources, Mars Hill University, Mars Hill, NC, “Primary Sources and Performance”

Jenny Zimmerman, North Buncombe High School, Barnardsville, NC, “Primary Sources and Performance”

A Confluence of Pedagogy: Approaches to Composition Instruction



Composition teachers share their varied approaches to teaching writing to include working with basic writers, creating intrinsic motivation through Sun Tzu’s *The Art of War*, and a reading/writing combination. Join these panelists as they share their insights into improving instruction in the writing classroom.

Presenters: Heonsook Cho, University of Massachusetts Amherst, “Teaching Writing at a Confluence of Pedagogies, Practices, and Institutional Supports”

Kelsie Endicott, Salisbury University, MD, “Navigating the Confluence between Reading and Writing: Why These Metaphorical Rivers Need to Be Reunited”

Steven Nelson, Concordia University Wisconsin, Mequon, “Teaching the Way: Using the Principles of *The Art of War* to Teach Composition”

Authentic Writing Situations



Writing clubs, writing camps, and writing workshops will be the focus.

Presenters: Rebekah Buchanan, Western Illinois University, Macomb, “Creating Community Literacy Partnerships”

Barbara Lawhorn, Western Illinois University, Macomb

Amanda Montgomery, Park Street Elementary

Robert Montgomery, Kennesaw State University, GA, “Finding Authenticity in the Inauthentic: Using Place-Based Writing to Merge the Academic and the Personal”

Jessica Russell, Martha’s Vineyard Regional High School, Northampton, MA, “Beyond the Desk: Writing Instruction Outside the Classroom”

Susan Woodward, Webster Central Schools, NY, “Introducing Change with Place-Based Research”

Student Writings: Sharing Stories, Shaping Voices, and Enacting Resistance



These roundtable presentations will focus on the value of student writings across educational environments to elicit collaborative ways by which to engage with student stories, lives, and powerful acts of resisting normalized contexts and conditions.

Presenters: Amanda Brewer, Texas Woman’s University, Denton

Amy Burke, Texas Woman’s University, Denton, “High School Students’ Self-Efficacy in Writing through the Revision Process”

Carolina Torrejon Capurro, Arizona State University, Tempe

Trina Hill, University of Iowa/Tipton Community Schools, Iowa City, “Empowering Kindergarten Writers: Putting THEIR Voice on the Page”

Becci McCleary, Tipton Community Schools, IA, “Empowering Kindergarten Writers: Putting THEIR Voice on the Page”

Lindsey Moses, Arizona State University, Tempe

Meridith Ogden, Pinnacle Peak Preparatory, Paradise Valley, AZ

Danielle Rylak, Arizona State University, Tempe, “A Multimodal Analysis of First Graders’ Writing: Appropriating Mo Willems’s Semiotic Resources in Narrative Writing”

Efleda Tolentino, Long Island University, NY, “‘Eyebrows Starts with an Eye!’: The Role of Talk in Emergent Literacy Development”

Cale Zuiker, Holmen High School, WI, “Writing Conferences”

We Thought We Were Progressive

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LGBTQ

LLA

Rainbow

A teacher and librarian create a diversity and inclusion library collection audit. Presenters will discuss how to use a hyperdoc, Padlet, Adobe Spark, an LMS, and Google Sheets to facilitate a complex and real-world project.

Presenters: Jeanine Akers, St. Mary's Episcopal School, Memphis, TN, "Diversity Book Audit"
Caroline Goodman, St. Mary's Episcopal School, Memphis, TN, "Diversity Book Audit"

When Authentic Field and Technology Converge: Creating Effective Field Experiences in an Online Literacy Course

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This presentation describes research conducted in an online Master of Arts in Teaching program. Students participated in an online field experience by creating videos of a literacy lesson and then annotating and submitting those videos for feedback using the VideoAnt system. Participants completed pre/post surveys and also reflected on their experience.

Presenters: Sunny Styles-Foster, University of Central Arkansas, Conway, "Online Field"
Jeff Whittingham, University of Central Arkansas, Conway

A Confluence of Visual Arts and Written Text: Incorporating Visual Narratives and Deepening Thinking to Improve Craft

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This session unites visual theory with English education. Presenters will share strategies, lessons, and a bibliography of visual works for use in the classroom. Participants will explore how visual analysis methods can be transferred to the development of written text.

Presenters: Sierra Gilbertson, Fosston High School, Bagley, MN, "Deepening Thinking and Improving Craft through a Confluence of Visual Art and Written Text"

Stephanie Reid, University of Montana, Missoula, "Bringing Images and Words Together: Incorporating Visual Narratives in the Middle or High School English Classroom"

Justin Scholes, Arizona State University, Phoenix

The Write Blend of Poetry: Overcoming the Fear by Creating Confluence in the Classroom

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NATIONAL WRITING PROJECT

Let's explore various ways poetry ignites students' natural passion for playing with language. Poetry is a divisive topic among educators—between lovers and bemoaners of the genre. Billy Collins's antidote for "beating a poem"—simply read it aloud.

Presenters: Amanda Hall, High Point Academy, Spartanburg, SC

Joseph Pizzo, Black River Middle School, "The Write Blend of Poetry 2.0"

Shelly K. Unsicker-Durham, The University of Oklahoma, Oklahoma City, "Creating Confluence with Classroom Poetry"

Refining a Teacher Identity through the Confluence of Your Teacher Family's Influences

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Teaching is an act of collaborative creation. This poster presentation focuses on the team of teachers who shape our teacher identity. Participants are invited to "build their tribe" and find the ways that they can learn and grow from even the most challenging peers.

Presenter: Hannah Lewis, PA Leadership Charter School, West Chester, PA, "Finding a Teaching Identity through the Confluence of Your Teacher Tribe's Influences"

Acting toward Compassionate Solutions to Climate Change



Come explore and learn about the content, methods, and literacy resources to help students understand and advocate for compassionate solutions to climate change.

Presenter: Cheney Munson, Teacher's College, Columbia University, New York, NY, "Climate Literacy: Teaching the Climate Challenge in the 21st Century with Urgency, Compassion, and Social Justice"

Translanguaging as Confluence of Languages, Cultures, and Identities: Explorations of the Translanguaging Practices in Diverse Contexts



In the call for proposals, Lujàn explained *confluencia* as literally meaning the merging of the waters of two rivers. The powerful potential of the term for metaphor is undeniable. When considered in the realm of language, bilinguals can be imagined as incarnations of confluencia; within them languages, cultures, and identities.

Presenters: Xiaochen Du, University of Florida, Gainesville
Danling Fu, University of Florida, Gainesville
Xenia Hadjioannou, Pennsylvania State University, Harrisburg
Xiaodi Zhou, University of Texas at Rio Grande Valley

Up Close and Personal: Winners of the 2020 Orbis Pictus Awards



Meet authors, illustrators, and committee members of the 2020 Orbis Pictus Awards! Get up-close and personal with the award winners that are sure to enhance every K-8 library and support interdisciplinary instruction.

Presenters: Amina Chaudhri, Northeastern Illinois University
Suzanne Costner, Fairview Elementary School, TN
Denise Davila, The University of Texas at Austin
Sophie Ladd, University of Nevada, Las Vegas
Julia Lopez-Robertson, University of South Carolina, Columbia
Sanjuana Rodriguez, Kennesaw State University, GA
Jeanne Swafford, University of North Carolina Wilmington

Up Close and Personal: Winners of the 2020 Charlotte Huck Awards



Meet authors, illustrators, and committee members of the 2020 Charlotte Huck Awards! Get up-close and personal with the award winners that are sure to enhance every K-8 library and students' love of reading.

Presenters: Maria V. Acevedos, Texas A&M University, San Antonio
Patrick Andrus, Prairieview Elementary School, Eden Prairie, MN
Donna Bulatowicz, Montana State University, Billings
Desiree Cueto, Western Washington University, Bellingham
Cecilia Espinosa, Lehman College, CUNY
Mary Lee Hahn, Daniel Wright Elementary School, Columbus, OH
Bettie Parsons Barger, Winthrop University, SC

Piecing Our Reading Selves Back Together



This study examines the experiences of seven middle school teachers as they engage in a book club with the graphic novel *New Kid* by Jerry Craft. Teacher book clubs offer space for tears and laughter, questions and insights, but most important opportunities for teachers to reconnect with their reading lives.

Presenter: Coley Lehman, Teachers College, Columbia University, New York, NY

Todos Iguales/All Equal, the Culturally Competent Classroom, Puente Language Arts, and Oye Mi Canto: A Culturally Responsive Approach to Community Narratives and Teaching Writing



Rainbow

In 1930, Mexican American parents in Lemon Grove, CA, legally challenged their school district's segregation policies and won. What happens when students do not find themselves in the stories they read? A confluence of Student Voices and Community explore how the Puente Portfolio allows for student access and empowerment.

Presenters: Dulce-Marie Flecha, Cayuga Centers, "Oye Mi Canto: Representing Community Narratives of Trauma and Traditional Healing Practices in the Literacy Classroom"

Christy Hale, Lee & Low Books

Cindy Jenson-Elliott, Nativity Prep Academy, San Diego, CA, "Todos Iguales/All Equal—Helping Students Create Corridos and Comics to Tell Their Communities' Civil Rights Stories"

Melinda Martinez, Puente Project, "Puente Language Arts and Student Engagement: A Culturally Responsive Approach to Teaching Writing"

Gizelle Roberson, Puente Project, "Puente Language Arts and Student Engagement: A Culturally Responsive Approach to Teaching Writing"

Reena Shah, New Horizon School, Pasadena, CA, "Culturally Competent Classroom: A Convergence of Literature, Society, and Identity"

Affirming LGBTQ+ Identities in the Elementary Grades



LGBTQ

Rainbow

Come hear panelists share books and strategies they use to include and affirm LGBTQ+ identities in their elementary classrooms. Principals, instructional coaches, and teachers describe their experiences of queering the classroom—from read-alouds and beyond—to promote social justice and engage the heart.

Presenters: Christy Glaser, Country Club Elementary

Korby Saunders, Country Club Elementary, "A 'Confluent School Culture through Read-Aloud'"

Confluence and Contradiction: Teaching from the Atomic City—the Literature and Disruption of Place



Rainbow

As teachers from Los Alamos, we seek and teach texts that reflect and honor the confluence and contradictions of a place that is home to many diverse cultures. This session will incorporate teaching strategies on including, validating, and celebrating the diverse voices that contribute to a cultural understanding of place.

Chair and Presenter: Michelle Holland, Los Alamos High School, NM

Presenters: Margo Batha, Los Alamos High School, NM

Tracy Thompson, Los Alamos High School, NM

Studying Ourselves: Teacher Self-Reflection for Social Justice



What impacts does a teacher's race, gender, and educational history have on our work in the classroom? Drawing from Pinar's concept of *currere* and post-qualitative research, this presentation discusses a method for self-study designed to encourage teachers to examine their identities and power relations within schools to better serve our students.

Presenter: Natalie Carro, Florida International University, Miami

Affirming the Black Body Politic as a Social Construction of Reality



This session highlights social justice and Black identity as a platform for developing middle level and secondary students' writing. Included within this discussion will be approaches to thinking about equality through American Literature and American History.

Presenters: Samantha Chandler, NOVA Middle School, Olympia, WA, "Teaching Social Justice through *Just Mercy*"

Josh Robinson, Metea Valley High School, Aurora, IL

A New Song of Inclusion: Culturally Sustaining Literacy Practices and UDL



In this session, asset-based literacies are explored through children's literature, sports videos, and multiple texts to redefine ability and invisible identities. These engagements provide teachers with an opportunity to explore social-emotional learning and UDL within the literacy curriculum.

Presenters: Laurie Rabinowitz, Bank Street College of Education, New York, NY, "Balancing Literacies: A Universal Design for Learning Approach to Culturally Sustaining Elementary Reading Instruction"

Jennifer Stratton, Bay Path University, Longmeadow, MA, "Redefining the Song of Ability"

Amy Tondreau, Austin Peay State University, Clarksville, TN, "Balancing Literacies: A Universal Design for Learning Approach to Culturally Sustaining Elementary Reading Instruction"

Translanguaging, Writing, and Writing Processes



Join us to (1) Explore how dominant understandings of early formative literacy can be extended in primary writing classrooms. (2) Discover how multilingual writing partnerships can be a fruitful site for translanguaging and broaden your conception of academic language. (3) Discuss a language experience approach for making digital books.

Presenters: Anna Jennerjohn, University of Minnesota, Minneapolis, "Making Mirrors: Creating Books with Young Students and Their Families"

Emily Machado, University of Washington, Seattle

Cori Salmerón, Georgia State University, "Translingual Peer Writing Partnerships as an Embodiment of Authentic Cariño"

Eight Great Contemporary Novels in Which Place and Self Converge



This roundtable session celebrates contemporary novels whose places and characters converge to form identity, humanity, purpose, and self-awareness for characters and students reading the text. Facilitators and attendees engage in critical conversations about how such convergences create place memory that illuminates one's social, cultural, and emotional development.

Chairs and Roundtable Leaders: Alan Brown, Wake Forest University, Winston-Salem, NC, "Table 8: *Beartown* by Fredrik Backman"

Joan Mitchell, Wake Forest University, Winston-Salem, NC, "Table 8: *Beartown* by Fredrik Backman"

Lindsay Schneider, West Forsyth High School, "Table 8: *Beartown* by Fredrik Backman"

Heather Barto Wiley, R.J. Reynolds High School, "Table 7: *There There* by Tommy Orange"

Roundtable Leaders: Greg Bartley, University of Wisconsin Madison, "Table 7: *There There* by Tommy Orange"

Sam Best, Eno River Academy, Durham, NC, "Table 4: *I Am Not Your Perfect Mexican Daughter* by Erika Sánchez"

Tara Campbell, Douglas County School System "Table 1: *The Hate U Give* by Angie Thomas"

Becca Chase, Isidore Newman School, "Table 5: *Brown Girl Dreaming* by Jacqueline Woodson"

Robby Ciarrocca, Cranford High School, "Table 3: *Born a Crime* by Trevor Noah"

Michaela Colon, Ronald Reagan High School, "Table 3: *Born a Crime* by Trevor Noah"

Dawan Coombs, Brigham Young University, Provo, UT, "Table 5: *Brown Girl Dreaming* by Jacqueline Woodson"

Justin Corazza, Cranford High School, "Table 2: *Educated* by Tara Westover"

Jordan Daniels, Isidore Newman School, "Table 5: *Brown Girl Dreaming* by Jacqueline Woodson"

Elizabeth Davis, Sayre School, Lexington, KY, "Table 1: *The Hate U Give* by Angie Thomas"

Michelle Falter, North Carolina State University

Simrin Hooper, Isidore Newman School, "Table 5: *Brown Girl Dreaming* by Jacqueline Woodson"

Lauren Jensen, Fairfax County Public Schools, "Table 1: *The Hate U Give* by Angie Thomas"

Elizabeth Kennard, East Forsyth High School, "Table 2: *Educated* by Tara Westover"

Kristin Kennedy, R. J. Reynolds High School, "Table 7: *There There* by Tommy Orange"

Matthew Koval, Booz Allen Hamilton, "Table 3: *Born a Crime* by Trevor Noah"

Rachel Koval, Head Magnet Middle School, "Table 4: *I Am Not Your Perfect Mexican Daughter* by Erika Sánchez"

Sheryl Long, Salem College, "Table 5: *Brown Girl Dreaming* by Jacqueline Woodson"

Victor Malo-Juvera, University of North Carolina Wilmington, "Table 7: *There There* by Tommy Orange"

Caitlin Murphy, Bellarmine University, "Table 3: *Born a Crime* by Trevor Noah"

Tiffany Newsome, McDougale Elementary School, "Table 4: *I Am Not Your Perfect Mexican Daughter* by Erika Sánchez"

Angelique Reynolds, Stafford High School, "Table 1: *The Hate U Give* by Angie Thomas"

Nicole Sieben, SUNY, Old Westbury, "Table 6: *The House on Mango Street* by Sandra Cisneros"

Kelli Sowerbrower, Northgate High School, Newnan, GA, "Table 3: *Born a Crime* by Trevor Noah"

Carl Young, North Carolina State University, "Table 4: *I Am Not Your Perfect Mexican Daughter* by Erika Sánchez"

Kate Youngblood, Ben Franklin High School, "Table 6: *The House on Mango Street* by Sandra Cisneros"

Wandering through "The History House": South Asian Literature as a Gateway to Literary Discourse and Multimodal Composition



Rainbow

How can secondary teachers utilize culturally specific literature to speak to the universalities of good writing and critical thought? How do these explorations fit into the college prep landscape? The presenter will detail strategies for curriculum development at the nexus of South Asian history, literary theory, and multimodal composition.

Presenter: Deanne Battle, The Thaden School, Bentonville, AR

Civic Action in the Secondary Classroom

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In this panel presentation, participants will engage in the workshop model, examining statistics, historical documents, literature, and pop culture. Participants will leave with ready-to-use strategies. In addition, participants will hear how one teacher used a field trip to the Civil Rights Museum to engage students civically.

Presenters: Sarah Ballard, Murrah High School, Jackson, MS
Julie Rust, St. Andrew's Episcopal School, Brandon, MS, "More Than Just a Field Trip: Collisions of Selves at the Civil Rights Museum"

Trauma in the College English/Composition Class

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How can English professors respond to trauma that students have experienced prior to entering the college classroom, or that they reveal in course assignments? This panel will outline Trauma Theory and possible responses to students' trauma.

Presenters: Cassie Lo, St. Thomas Aquinas College, Sparkill, NY, "I felt myself dying in front of her and I couldn't even ask for any help": Creating a rubric and structuring feedback to encourage authentic narratives of risk and trauma in a college composition classroom"
Kristen Park Wedlock, Georgian Court University, Lakewood, NJ
Adam Wolfsdorf, New York University, "Using Trauma Theory to Promote Confluencia and Flow in the English Classroom"

Climate Crisis Confluence, History, and Social Justice: How Race, Place, Privilege, Past, and Present Flow Together in YA Literature

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The climate crisis exists at the confluence of capitalistic greed, white supremacy, and toxic masculinity. In this session two 8th grade teachers discuss how climate fiction literature circles encourage students to enter the environmental justice conversation. This engaging session also delivers frameworks for understanding genocide, dictators, and corrupt legal systems.

Presenters: Anna Bernstein, J.T. Moore Middle School, "Environmental Justice"
Kaela Sweeney, Clarke Central High School, Athens, GA, "Environmental Justice"

Korean American Children's Connections to Characters in Picture Books about Korean Americans

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This presentation introduces how Korean American children made connections to the characters in the picture books about Korean Americans during bilingual family literacy events.

Presenter: Jongsun Wee, Winona State University, MN

CNV Poster Session: Cultivating New Voices among Scholars of Color



In this session, fellows in the 2020–2022 cohort of the Cultivating New Voices among Scholars of Color (CNV) Program, sponsored by the Research Foundation of NCTE, present their research and address questions from participants.

- Presenters:** BernNadette Best-Green, San Joaquin Delta College, Stockton, CA, “Reframing ‘Broken English’ as ‘Counterhegemonic Linguistic Drip’: Investigating Ethnolinguistic Vitality within My 6th Grade Classroom”
- Laura C. Chávez-Moreno, University of California, Los Angeles, “Racial Literacy Practices of Dual-Language Teachers”
- Brittany L. Frieson, University of North Texas, Denton, “Linguistic Artistry and Flexibility in Dual-Language Classrooms: Young Black Children’s Language Practices”
- Hui-Ling Sunshine Malone, Michigan State University, East Lansing, “I Am Because We Are: The Role of Community Centric Pedagogy in Sustaining Students and a Neighborhood in the South Bronx”
- Giselle Martinez Negrette, University of Illinois at Urbana-Champaign, “Biculturalism for All?: Examining Teachers’ Ideologies toward Sociocultural Competence in Dual Language Immersion Programs”
- Alexis McGee, University of Alabama at Tuscaloosa, “Cultivating Intertextual Meaning-Making: Using Text, Media, and Sound to Teach Cultural Composition”
- Lakeya Omogun, University of Texas at Austin, “Coming to America: Black African Immigrant Youth Identities, Languages, and Literacies”
- Jenell Igeleke Penn, The Ohio State University, Columbus, “Garret Spaces: Collective and Collaborative Praxes with and for Black Preservice Teachers”
- Josephine H. Pham, California State University, Fullerton, “Toward Teacher Leadership for Solidarity, Love, and Justice: A Call to Uplift the Contested and Invisibilized Labor of Teacher Leaders of Color”
- Shamari K. Reid, Teachers College, Columbia University, New York, NY, “There’s More to Our Lives: Reflecting on the Materials We Select to ‘Culturally Relevantize’ Our Curricula”
- Cori Salmerón, Georgia State University, Atlanta, “Who Are We Writing For?: Translingual Writing in an Elementary English Dominant Classroom”
- S.R. Toliver, University of Colorado, Boulder, “‘Weird Is Normal’: A Womanist Discourse Analysis of Black Girl Nerd’s Community Building”
- Francisco L. Torres, Penn State University Berks, Reading, “Revolutionary Love and Possibilities for More Equitable Classrooms: Centering the Voices of Children in Issues of Practice”
- Qianqian Zhang-Wu, Northeastern University, Boston, MA, “(Re)Imagining Linguistically Responsive Instruction in College Composition Classrooms: Through the Looking Glasses of Four Freshman Multilingual Writers”

The Power Is Student Voice: The Confluence of Discussion, Literary/Media Analysis, and Assessment



This panel features the work of English teachers from East Side Community High School, a place where teachers believe that student voice, choice, and inquiry bolster engagement and are essential to the life of the classroom. Their students develop a passion for reading, social justice, inquiry, performance, and discussion.

Chair: Chantal Francois, Towson University, MD, “The Power Is Student Voice: The Confluence of Discussion, Literary/Media Analysis, and Assessment”

Presenters: Jennifer McLaughlin Cahill, East Side Community High School, Brooklyn, NY, “Queer Pedagogy and YA Book Clubs”

Joanna Dolgin, East Side Community High School, Brooklyn, NY, “Analytical Discussion as Assessment”

Kim Kelly, East Side Community High School, Brooklyn, NY, “Multimedia Exploration of Social Norms—Race, Gender, and Class”

Miyo Tubridy, East Side Community High School, Brooklyn, NY, “Persuasive Speeches: Voices in Action”

HĀ: Fostering Insights into Cultural Values through Children’s Books

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Two teacher educators share a literacy project based in a framework of universal Hawaiian values that can be meaningful and relevant across global contexts. Learn about how reading aloud children’s books anchored in these values promotes open-minded discussions and generates confluence within and amongst members of the learning community.

Presenters: Michele Ebersole, University of Hawaii at Hilo
Avis Masuda, University of Hawaii at Hilo, “Literature Discussion”

Seeking My Reflection: The Reality of Life in Rural Communities and Their Representations in Children’s Literature

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Join us for a close look at the representation of rural communities in the Caldecott Medal and Honors books over time. The results of a systematic analysis and methodology used to complete the study will be shared as the foundation for exploring children’s picture books in your collection.

Presenters: Morgan Wellman, University of Maine Farmington
Kathryn Will, University of Maine Farmington

Transforming Literacy Methods Courses through Critical Reading, Antiracist Instruction, and Transformative Pedagogies

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ELATE

In this session, the presenter will share their efforts to de-center whiteness, disrupt dominant discourses, and transform literacy methods courses through critical reading practices and critical performative pedagogies aimed toward social justice and antiracist action.

Presenter: Tiffany Nielsen-Winkelman, College of St. Scholastica, Duluth, MN, “Pedagogical Practice as Productive Disruptions: Critical Reading against the Grain”

Why Middle Matters—Songs of the Heart: Convergence of Academic and Social-Emotional Learning and Song of Our Teaching: The Power of Convergence in Pedagogy

M

Presenters: Brooke Eisenbach, Lesley University, Cambridge, MA
Kate Roberts, K & M Literacy, LLC
Justin Stygles, Wiscasset School Department, ME

Collaborative Climates and African American English: Professional Advocacy, Military Language Meshing, and Faculty Resources for Student Writing Assessments

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Rainbow

Based on pilot research conducted through Dartmouth College’s Institute for Writing and Rhetoric, this panel gathers ideas from across an interdisciplinary field of scholarship to recognize current gaps in institutional understanding and evaluation of features within African American English (AAE) alongside that of the Language of Wider Communication (LWC).

Presenters: Ji Young Kim, Fayetteville State University, NC, “Historically ‘Green’ Colleges and Universities: HBCUs and Military Discourses”
Quenton Nichols, Fayetteville State University, NC, “Doing Social Work, Using Social Media”

Connecting through Choice



An effective way to build community in a classroom is to honor individuality and offer choices that build upon strengths, empowering students to develop authentic relationships and identity. The presenters will share instructional strategies and techniques that offer choice and provide opportunities for students to come together.

Presenters: Natalie Johnson-Berry, Shawnee Mission School District, KS
Pamela Lingelbach, Fort Osage High School, Independence, MO

Celebrating Six Decades of African American Authors of Young Adult Literature: From Myers to Reynolds and from Taylor to Magoon



Beginning with keynotes from author/illustrator Christopher Myers and scholar KaaVonia Hinton-Johnson, this roundtable session—led by dynamic scholars, classroom teachers, and librarians who contributed to a three-volume series about African American authors of young adult literature—will celebrate the critical acclaim and impact of these authors' work on adolescents.

Chairs and Roundtable Leaders: Steven Bickmore, University of Nevada, Las Vegas
Shanetia Clark, Salisbury University, MD, “The Works of Christopher Paul Curtis”

Roundtable Leaders: Cathrene Connery, Salisbury University, MD
Dawan Coombs, Brigham Young University, Provo, UT, “The Works of Andrea Davis Pinkney”
Alex Corbitt, Boston College, MA, “The Works of Varian Johnson”
Bryan Ripley Crandall, Fairfield University, CT
Chris Crowe, Brigham Young University, UT, “The Works of Mildred Taylor”
Shimikqua Ellis, University of Mississippi, “The Works of Shelia P. Moses”
KaaVonia Hinton-Johnson, Old Dominion University, Norfolk, VA
Cheryl Logan, The Ohio State University, Mansfield, “The Works of Julius Lester”
Ruth Lowery, The University of North Texas, Denton, “The Works of Julius Lester”
Christopher Myers, Penguin Random House
Mary Napoli, Pennsylvania State University, Harrisburg, “The Works of Nikki Grimes”
Kim Parker, Shady Hill School, Cambridge, MA, “The Works of Kekla Magoon”
Dani Rimbach-Jones, Basic Academy of International Studies, “The Works of Jason Reynolds”
Matt Skillen, Elizabethtown College, PA, “The Works of Angela Johnson”
Tammy Szafranski, University of Nevada, Las Vegas, “The Works of Sharon Flake”
Nancy Tolson, University of South Carolina, Columbia, “The Work of Virginia Hamilton”
Barbara Ward, Washington State University, Pullman, “The Works of Nikki Grimes”

Pathways toward Understanding



Parents, educators, researchers, and policymakers can collaborate in support of linguistically diverse students' classroom experiences. We can learn new lessons of linguistic “appropriateness” from the students. The classroom can be a place where the children fill the air with languages full of experience, identity, hope, and promise.

Presenter: Clare Donovan Scane, CDS Literacies, Evanston, IL

Where Personal and Practical Meet: The Reading Habits of Teachers and Librarians



This session will present data related to research conducted to examine the reading habits of teachers and school librarians. The research relates to how teachers and school librarians impact the reading motivation of their students as well as how they make selections for their classroom libraries and school libraries.

Presenters: Kevin Powell, University of Central Arkansas, Conway
Erin Shaw, University of Central Arkansas, Conway
Amy Thompson, University of Central Arkansas, Conway
Jeff Whittingham, University of Central Arkansas, Conway

The Family Photo



Family photos are familiar yet filled with research-worthy detail. Using a family photo as a research starting point, students will be able to brainstorm, map, and vet essay topics from descriptive to persuasive, while learning a transferable process skill set.

Presenter: Ann Kendall, Heritage University, Henrico, VA

Understanding Manifestations of Students' Literacies Knowing: Reclaiming Literacies as Meaning Making



Literacy assessment has eliminated the unique identities of teachers and learners. We reclaim literacies as meaning making to value knowledge, identities, and processes by understanding the manifestations of learners' literacy lives. We share manifestations of learners' creativity, joy, and learning to talk back and reclaim what we know.

Roundtable Leaders: Eliza Braden, University of South Carolina, Columbia

Catherine Compton-Lilly, University of South Carolina, Columbia, "Honoring Manifestations of Multilingual Readers' Language Repertoire"

Keri-Anne Croce, Towson University, MD, "Processing the World through Mathematical Reasoning: The Sociocultural Contexts of Writers"

Nadine Duncan, The PrOOF Project, Inc., "Muting Diverse Voices: The Deleterious Effect of Acquisition-Based Literacies"

Alan Flurkey, Hofstra University, Hempstead, NY, "Revaluing Readers with RMA: Miscue Analysis as Handwork"

Carol Gilles, University of Missouri, Columbia, "'Actually, Everybody Miscues, Not Just Me': Exploring Teacher Moves Using Retrospective Miscue Analysis in 'Reading Intervention' Classes"

Danielle Johnson, Columbia Public Schools, MO, "'Actually, Everybody Miscues, Not Just Me': Exploring Teacher Moves Using Retrospective Miscue Analysis in 'Reading Intervention' Classes"

Chuck Jurich, University of North Carolina Wilmington, "Learning from Good Readers: Holistic Reading Practices within Sociocultural Models of Literacy"

Koomi Kim, Salisbury University, MD, "Understanding Manifestations of Reading through Eye Movement Miscue Analysis"

S. Rebecca Leigh, Oakland University, Rochester, MI, "Idea Poems: A Curricular Strategy for Manifesting a Sense of Identity in Writing"

Maria Perpetua Liwanag, Towson University, MD, "Understanding Manifestations of Reading through Eye Movement Miscue Analysis"

Rachel Meiklejohn, University of New Mexico, Albuquerque, "A Vygotskian Perspective on Manifestations of Voice"

Richard Meyer, University of New Mexico, Albuquerque

Michele Myers, University of South Carolina, Columbia, "Children as Informants for Kidwatching Profiles"

Anna Gotangco Osborn, Educator, Reading Specialist, Columbia, MO

Kathryn Mitchell Pierce, Saint Louis University, MO, "Taking Soundings: Listening in on Student Thinking"

Scott Ritchie, Kennesaw State University, GA, "Muting Diverse Voices: The Deleterious Effect of Acquisition-Based Literacies"

Amy Seely Flint, University of Louisville, KY, "Dialogic Practices to Support Translanguaging"

Yang Wang, University of South Carolina, Columbia, "Honoring Manifestations of Multilingual Readers' Language Repertoire"

Kathryn Whitmore, Metropolitan State University, Denver, CO, "Reclaiming Manifestations of Literacies: Cultivating a Discourse of Meaning Making"

Krystal Wood-Kofonow, Monte Vista Elementary School, Albuquerque, NM, "Reclaiming Agency with Young Writers"

Announcing: The Whippoorwill Award for Rural YA Literature!



The Whippoorwill Award for Rural Young Adult Literature emerged as a social action project to provide educators with recommendations for quality literature representing rural people and places. The inaugural Whippoorwill committee presents the ten 2019 winning titles, and three award authors discuss how they conceptualized rurality in their stories.

Presenters: Jill Bindewald, Oklahoma State University, Stillwater
David Bowles, Cinco Puntos Press
Devon Brenner, Mississippi State University, Starkville
Karen Eppley, Pennsylvania State University
Kate Kedley, Rowan University, Glassboro, NJ
Nick Kleese, University of Minnesota, Minneapolis
Anne Nesbet, Candlewick
Natalie Newsom, Richmond Hill High School
Jennifer Sanders, Oklahoma State University, Stillwater
Stephanie Short, University of North Georgia

Literate Voices: Personal Narrative as a Path to Literacy



Rainbow

This is a poster presentation of successful literacy projects conducted in middle schools and high schools in California's Central Valley with underprivileged students to increase student motivation and literacy. These personal narrative projects resulted in five published student anthologies, increasing student comprehension, attendance, engagement, and self-esteem.

Presenter: Jyothi Bathina, National University, Madera, CA

Confluent Critical Listening and Audio Composing: Reading and Writing Podcasts in the Secondary English Classroom



Podcasts and audio literature are at the confluence of traditional and new literacies with critical listening complementing students' own audio composing. This session will present research, strategies, and resources for teachers to engage their students in the critical listening of podcasts as well as the composition of student-generated podcasts.

Chair: Shanetia Clark, Salisbury University, MD

Presenters: Alex Corbitt, Boston College, MA

Jason Griffith, Pennsylvania State University

Joe Sweet, University of North Carolina, Pembroke

Respondent: Will Fassbender, University of Georgia

Finding the "Right" Graphic Novel



LGBTQ

This poster features graphic novel choices that were used in a clinical setting with preservice teachers to help readers who are reluctant and readers who struggle. It is a conversation piece about finding the "right" text to engage students at all levels, starting in the middle grades.

Presenter: Jason DeHart, Appalachian State University, Boone, NC

The Reading Notebook: A Confluence of Ideas, Insights, and Reflections



Reading notebooks can capture the flow of ideas generated while reading. Newbery Medal-winning author Avi and four educators will demonstrate the value of using Reading Notebooks for readers' responses. This resource-rich interactive panel presentation will show how notebooks can create connections, inspire discussions, generate reflections, and launch technology integrations.

Presenters: Avi, Candlewick Press, CO

Katlyn Bennett, Jefferson Middle School, Arlington Public Schools, VA

Sally Donnelly, DHMS, Arlington Public School, VA

Julianne Harmatz, Park Western Place Elementary School, Los Angeles Unified School District, CA

John Re, Discovery Elementary School, Arlington Public Schools, VA

Latina/o ESL Learners Persisting in College English at Community Colleges



This poster session presents the literature review and findings from the study of Hispanic ESL students and their lived academic experiences in persisting in English courses in urban community colleges.

Presenter: DuEwa Frazier, Maryville University

Transition to Teaching: Preparing Beginning Teachers for Professional Practice and Reading Instruction



Supporting beginning teachers with implementing literacy instruction is key to their professional success. As beginning teachers make the transition into professional practice differentiated support has an impact on instruction. In this poster presentation, participants will gain insight into the professional needs of beginning teachers.

Presenter: Lashenna Gaines, Northeastern University, Indian Trail, NC

Basic Writing as a Social Justice Movement: Legacies of Open Admissions and New Directions in the Age of Acceleration



This presentation looks to update the conversation of open admissions by understanding its function in moving Basic Writing from a sociopolitical literacy project in New York City's public colleges to a national program of research and pedagogy. The speakers will present approaches to training BW practitioners 50 years post-OA.

Presenters: Jack Morales, Community College of Allegheny County, PA

Lynn Reid, Fairleigh Dickinson University, Manville, NJ

At the Confluence: Reconsidering the Writing-Reading Connection



This poster session will consider the research over the past twenty years regarding the reading-writing connection. Rather than invoking the "breathing" metaphor to describe this connection, we will rethink the relationship as a confluence of two powerful forces coming together in students' lives.

Presenter: Vince Puzick, Colorado Language Arts Society, Colorado Springs, CO "The Reading-Writing Connection"

Working with University Experts to Implement Swales's [C.A.R.S.] Model in the High School Classroom



University papers are different from high school papers, but are we really teaching students how to really write as universities expect? Tom O'Connor is a Canadian teacher who has introduced his high school students to John Swales and his C.A.R.S. model. Now he knows they are prepared.

Presenter: Tom O'Connor, Waterloo Region District School Board, Ontario, Canada, Kitchener, ON

Cell Phones as Confluence Enablers: Empowering Student Voices



Teachers at Cleveland's Glenville High School collaborated with a university researcher and professional filmmaker to develop a community-based inquiry project around the concept of increasing student voice, while reading such canonical texts as *Things Fall Apart* and *To Kill a Mockingbird* and YA literature such as *The Hate U Give*.

Presenters: Shannon Davis, Cleveland Metropolitan School District, OH
GaVita Haynes, Glenville High School, Cleveland, OH
William Kist, Kent State University, Akron, OH
Christopher Serio, Glenville High School, Cleveland, OH

Why Self-Reflection Matters, and How You Can Teach It



Creating space for reflection may be the single most impactful shift a teacher can make to support the social-emotional and academic growth of students. Participants will be reminded of the importance of teaching students to write self-reflections and be given suggestions on how to embed writing skills into an advisory program.

Presenter: Hannah Kast, Cape Cod Lighthouse Charter School, East Harwich, MA

Changing Instruction, Changing Culture: One District's Emerging Model for Moving to Student-Centered Writing Instruction



This panel offers the experiences of four people engaged in change-making around writing instruction in a single district over the past six years. A teacher, district specialist, district leader, and outside consultant will offer their different perspectives of the model for change emerging around classroom writing instruction.

Presenters: Ann David, University of the Incarnate Word, San Antonio, TX, "A View from Outside"
Susan Diaz, North East Independent School District, San Antonio, TX, "A View from the Top"
Allison Dunsmore, Roosevelt High School, NEISD, San Antonio, TX, "A View from the Center"
Heathcliff Lopez, North East Independent School District, San Antonio, TX, "A View from All Over"
Respondent: Katrina Jansky, Texas State University, San Marcos

Intersections of Politics, Civic Engagement, and Social Justice



The session will focus on the intersections of politics, social justice, and civic engagement in English education. The roundtables will bring together the voices of preservice, inservice, and teacher educators, especially as they involve middle/high school students, and together speak to how they practice agency in the political arena.

Chairs: Terri Rodriguez, College of St. Benedict/St. John's University, MN
Melissa Schieble, Hunter College, CUNY

Amy Vetter, University of North Carolina Greensboro

Presenter: Antero Garcia, Stanford University, CA, "Framing the Issues around Politics and Civic Engagement in English Education"

Respondent: Deborah Bieler, University of Delaware

Roundtable 1

Roundtable Presenters: Briana Asmus, Aquinas College, Kalamazoo, and Christopher Nagle, Western Michigan University, Kalamazoo, "Asking For It: YAL Approaches to #MeToo in the Secondary Classroom"

Roundtable Presenter: Allen Webb, Western Michigan University, Kalamazoo, "Ethics of Teaching about Climate Crisis"

Roundtable 2

Roundtable Presenter: Jessica Singer Early, Arizona State University, Tempe, "The Teaching of Writing as Social Justice Work"

Roundtable Presenter: Jody Polleck, "'Our Voices Matter Most': Centering Writing for Social Justice with Urban Adolescent Youth"

Roundtable Presenter: Peter Newlove, University of Colorado Denver, "(Re)Writing our Racial Ideologies"

Roundtable 3:

Roundtable Presenter: Naitnaphit Limlamai, "University of Michigan, Ann Arbor, "Who Am I and Who Do I Want to Be: Understanding and Building an Identity for Justice"

Roundtable Presenter: Michael Cook, Auburn University, AL, and Brandon Sams, Iowa State University, Ames, "Activism in Teacher Education: Fostering Civic Engagement with Pre-Service ELA Teachers"

Roundtable Presenter: Molly Buckley-Marudas, Cleveland State University, OH, "Striving for Justice, Encountering Injustice: Cultivating Social Justice ELA Teachers in these Times"

Roundtable 4

Roundtable Presenter: Nadia Behizadeh, Georgia State University, Atlanta, "Integrating Criticality into ELA Methods Courses"

Roundtable Presenter: Summer Pennell, Truman State University, Kirksville, MO, "Preservice Teachers Engaging with Social Justice: Focusing on Theory to Encourage Practice"

Roundtable Presenter: Allison Skerrett, The University of Texas at Austin, "Learning Opportunities That Expand Preservice English Teachers' Civic Engagement"

Roundtable 5:

Roundtable Presenter: Michelle Knotts, Pennsylvania State University, University Park, and Kelsey Jones, Pennsylvania State University, University Park, "Building Knowledge and Courage: Antiracist Professional Development with and by Preservice ELA Teachers"

Roundtable Presenter: Kristine Lize, University of Wisconsin, Milwaukee, and Donna Pasternak, University of Wisconsin, Milwaukee, "ACCESSing an English Teacher Education Curriculum Based in Culturally-Based Practices"

Roundtable Presenters: Joanne Marciano, Michigan State University, East Lansing, and Hanna Rosemurgy, Michigan State University, East Lansing, "Examining Community-Based Youth Participatory Action Research as a Site for English Teacher Education"

Roundtable 6:

Roundtable Presenter: Cindi Koudelka, Aurora University, IL, "Apprenticing Adolescents' Civic Voices through Action Research"

Roundtable Presenter: Charles Gonzalez, Austin Peay State University, Clarksville, TN, "Advocating for and Supporting Black Voices/PSTs"

Confluence: Technology and Text, Using Digital Tools to Expand Learning in the ELA Classroom

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In this fast-paced roundtable session, hear from literacy teachers who have used technology to approach teaching language arts in innovative and engaging ways. Pick up new tips, tricks, and strategies to refresh your technology teaching toolkit by attending this session.

Presenters: Scott Cumberbatch, Diana C. Lobosco STEM Academy, Wayne, NJ, “Cultivating Confluence through Student Construction of AR, MR, and VR!”

Lindsay Doolittle, Granite City High School, IL, “Digital Media Is Lit”

Miles Harvey, University of New Mexico/Albuquerque Public Schools, “It’s the Actual Bomb!: 8th Grade Female ELA Students Use VR and Nonfiction Texts to Develop Digital Age Literacies”

Laura Israelsen, Denver Public Schools, CO, “Digital Tools to Map Your Literary World”

Lauren Jensen, Fairfax County Public Schools, VA, “Virtual Virtuosity: Leveraging Digital Tools for Writing in the Online Classroom”

Danna Pearsall, Hardin County Schools, Elizabethtown, KY, “Using Technology to Create a Confluent Classroom”

Michelle Pearson, Adams 12 School District, Teaching With Primary Sources, Broomfield, CO, “Digital Tools to Map Your Literary World”

Zachary Ramsey, University of New Mexico, Albuquerque, NM, “QR Code Adventure”

Meaghan Reitz, Hazelwood West High School, “Digital Media Is Lit”

Tracy Wade, Katy Independent School District, TX

Amplifying Student Voices: The Significance of Student Authors Going Public with Their Writing

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Student writing is often read by one person (a teacher) and for one reason (a grade). What if it could be different? This panel will introduce the Student Press Initiative and share details about our student-authored publication projects and what our research reveals about how students are impacted by these projects!

Presenters: Jorge Beltran, Teachers College, Columbia University, New York, NY
Cristina Compton, Teachers College, Columbia University, New York, NY
Jennifer DeCerff, Teachers College, Columbia University, New York, NY

Giving Voice: Empowering Students (and Teachers!) through Public Speaking

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The Ford's Theatre toolkit for public speaking empowers students to find their voices by truly integrating speaking and listening into literacy instruction. Developed and tested by teachers nationally, the four strategies highlighted in this session prepare students to understand and deliver historic speeches and to write and perform their own.

Chairs: Sarah Jencks, Ford's Theatre Society, Washington, DC, "Oracy Is Essential"
Catherine Nelson, Self-Employed Contractor, "Making Oracy Teachable"

Presenter: Joyce Erb-Appleman, Prince George's County Public Schools, Bowie, MD, "Empowering Students with Oracy"

Student Podcasting: A Confluence of Voices and Perspectives

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A good podcast can satisfy the same end goals of a good first-person narrative or persuasive essay: intriguing topic, self-reflection, evidence, nuance, compelling voice, but often in the plural and often with a broader audience. Let's discuss our diverse approaches to implementing, coaching, producing, and assessing podcasts.

Chair and Roundtable Leader: Palmer Seeley, Cary Academy, Cary, NC, "Podcasting: Fiction, Drama, Poetry"

Roundtable Leaders: Allyson Buie, Cary Academy, Cary, NC, "Podcasting: Memoir"

Jamie Roszel, Cary Academy, Cary, NC, "Podcasting: Persuasive Argument"

Morgan White, Cary Academy, Cary, NC, "Podcasting: Student Perspective"

Showcase Your Students' Voice with a Creative Alternative to the Traditional Book Report

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Rainbow

Are you tired of grading the same book reports every year? Are you looking for ways to showcase your students' voices? In this session, we will show you how to assess reading using alternative and creative options that foster a cultural connection between our students, novels, and the real world.

Presenters: Brittany Honea, McEachern High School, Powder Springs, GA
Sara Reid, McEachern High School, Powder Springs, GA

Ethics, Social Justice, and Civic Action in the Secondary Classroom



LGBTQ



Rainbow

In this roundtable session, participants will have an opportunity to engage with classroom-tested strategies using visual texts and civic engagement. Sessions include increasing social justice awareness, civic journalism summer camps, and raising student voice.

Presenters: Tanya Baker, National Writing Project, Berkeley, CA, “High School Civic Journalism Summer Camps: What, How, and Why”

Vicki Collet, University of Arkansas, Rogers, “High School Civic Journalism Summer Camps: What, How, and Why”

Joseph Deegan, Esperanza Academy, Philadelphia, PA, “Examining Race, Adolescence, and Identity as a Means of Encouraging Student Voice”

Caitlyn Farrow, Central Hardin High School, Elizabethtown, KY, “Increasing Literacy and Social Justice with the UN’s Sustainable Development Goals and Young Adult Literature”

Katie Frankey, Butler Tech Career Technology Schools, Cincinnati, OH, “Honoring Other Perspectives to Empower Students to Be Agents of Change”

Lauren McDaniel, Butler Tech Career Technology Schools, Cincinnati, OH, “Honoring Other Perspectives to Empower Students to Be Agents of Change”

Bryn Orum, University of Wisconsin, Greater Madison Writing Project, “High School Civic Journalism Summer Camps: What, How, and Why”

Jennifer Penaflorida, Berryville High School, “High School Civic Journalism Summer Camps: What, How, and Why”

Brandi Robertson, Butler Tech Career Technology Schools, Cincinnati, OH, “Honoring Other Perspectives to Empower Students to Be Agents of Change”

Ellen Shelton, The University of Mississippi, Oxford, “High School Civic Journalism Summer Camps: What, How, and Why”

Carla Truttman, Northern California Writing Project

Sarah Webster, Gallatin County Middle School, Warsaw, KY, “High School Civic Journalism Summer Camps: What, How, and Why”

Paige Wilson, Central Hardin High School

Heather Zaloudek, Berryville School District

Eli Zemper, Washtenaw Technical Middle College, Chelsea, MI, “When shall we three meet again? Ethics, Argument, and the English Classroom”

Writing for Change: Using Trauma-Informed Narrative Writing Activities



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Rainbow

Writing toward social and emotional change can be a challenge for middle grades. This presentation will provide curriculum and activities that aim to sustain a vibrant space to teachers to engage particular types of writers.

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

Measuring Social-Emotional Learning: What Happens When Things Don’t Align?



This poster shares potential pitfalls when conducting large scale studies of early childhood literacy platforms that state SEL alignment but may differ from the assessment suites districts use. Some assessment suites align to frameworks such as Whole Child and the CASEL Framework, while others, as in this study, do not.

Presenters: Matthew Farber, University of Northern Colorado, Greeley

William Merchant, University of Northern Colorado, Greeley

Diverse Books, Primary Documents, and the Canon: Critical Lenses for Teaching a Range of Texts



From project-based learning, students' experiences reading texts through the framing of critical race theories and whiteness studies, and the role of libraries in literacy instruction, to exploring the multiple roles of identities in young adult literature, children's literature, and creative texts, these presentations all focus on a similar question.

Presenters: Patricia Dean, Salisbury University, MD, "Singing a Song of Diversity: Reflections on Children's Access to Literature "

Jeanne Dyches, Iowa State University, Ames

Jessica Gonzales, The University of Texas at San Antonio, "The Confluence of Considerations Shaping Middle School Teachers' Decisions about Novel Study"

Janis Harmon, The University of Texas at San Antonio, "The Confluence of Considerations Shaping Middle School Teachers' Decisions about Novel Study"

Miriam Martinez, The University of Texas at San Antonio, "The Confluence of Considerations Shaping Middle School Teachers' Decisions about Novel Study"

Sharon O'Neal, Texas State University, "The Confluence of Considerations Shaping Middle School Teachers' Decisions about Novel Study"

Paul Sutton, Pacific Lutheran University, Tacoma, WA, "Are Literature-Centered English Classes Still Relevant? Documenting How High School Teachers Unpack the Debate"

Deani Thomas, Iowa State University, Ames

Marcy Wilburn, The University of Texas at San Antonio, "The Confluence of Considerations Shaping Middle School Teachers' Decisions about Novel Study"

A Confluence of Readers and Writers: Connecting Students and Authors



Building bridges between authors and students can help young people find their voices and empower them as writers and readers. Join us as we explore best practices for bringing an author into your classroom and getting the most out of their visit, be it virtual or in person.

Presenters: Dusti Bowling, LBYR, Hachette/Sterling Children's Books

Kwame Mbalia, Rick Riordan Presents

Alexandra Ott, Aladdin Books/Simon & Schuster

Scott Reintgen, Random House

Karuna Riaz, Simon & Schuster

Ali Standish, HarperCollins

Teacher Educator and Practitioner Partnerships: Creating a Content Area Literacy Resource Bank



Led by a teacher educator and literacy specialist, this poster session will present a resource bank that will include professional learning resources and instructional strategies to support teachers and teacher educators' work across disciplinary and interdisciplinary content areas situated within diverse social contexts.

Presenters: Tracy Marchionda, University at Buffalo, NY

Tiffany Karalis Noel, University of Buffalo, NY

Intersectionality for Middle School ELA



In this session, I propose a framework of an intersectional pedagogy for the secondary ELA classroom. My poster will include a curriculum map, units, teaching strategies, and preliminary findings. My research demonstrates students first grappling with intersectionality through reading YAL, then with their own lives, and ultimately sharing their stories.

Presenter: Victoria Gill, University of Pennsylvania

Community Pathways to Support Family Learning with Adult ESL Classes



Adult ESL classes offer opportunities to learn a target language and to also learn more about the target culture. This study observes an adult ESL class that was partnered with a local elementary school, and reports on boundary spanning efforts to empower families.

Presenter: Dorian Harrison, The Ohio State University, Columbus

A Social Exploration of Race/Ethnicity, Gender, and Disability in Newbery-Winning Titles



This study shares results from a literature exploration of Newbery-winning titles for representations of race/ethnicity, gender, and disability. A critical content analysis was undertaken to determine the confluence of Newbery-winning titles as they relate to today's public school population. Implications for curriculum and instruction are discussed.

Presenters: Melanie Koss, Northern Illinois University, DeKalb, "Literature, Social Justice, and Equity: Teacher Education and Professional Development"
Katie Paciga, Columbia College, Chicago, IL

Creating Confluence in the Classroom: Diverse Portrayals of Migration, the Middle East, and Muslims through Film and Literature



This session will introduce multimedia about the Middle East, migration, and Muslims. This confluence for the classroom will help teachers connect traditional curriculum with thematically compatible resources. The conversation will focus on enhancing lessons in a typical English class through engaging materials that incorporate multiple perspectives and underrepresented voices.

Presenter: Trisha Van Wagner, Baltimore City Schools, MD

Signs and Sliding Glass Doors: Exploring the Role of Affect in the Vygotskian Transformation of Books from Tools to Signs



This presentation explores the ways in which literature functions within Vygotsky's theory of tools and signs, specifically how it impacts the transformation of narratives from objects of external purpose—tools—to internal, personal signs. Writing as inquiry and poststructural theory frame this exploration of how books become signs and sliding glass doors.

Presenter: Kristin Bauck, University of Minnesota, Minneapolis

What Happened to William Frantz Public School: A Statement, Not a Question



Rainbow

Learn what happened to William Frantz Public School. The iconic school's story extends beyond 1960 when Ruby Bridges became the first African American student to attend the all-white school in New Orleans. Lesser known but equally important stories of race, resistance, resiliency, and recovery continued for decades.

Presenter: Connie Schaffer, University of Nebraska at Omaha
Meg White, Stockton University, Galloway, NJ

Agency and Agenda: Exploring Critical Multicultural Analysis and Visual Methods in Media



Rainbow

Join us to examine picture books, graphic novels, film portrayals, and other media through the confluence of visual methodologies and critical multicultural analysis. In this hands-on session, we'll analyze and evaluate multiple media texts and examine portrayals of power, race, class, and gender in connection to our sociopolitical histories.

Presenters: Jewel Davis, Appalachian State University, Boone, NC
Jennifer Luetkemeyer, Appalachian State University, Boone, NC
Theresa Redmond, Appalachian State University, Boone, NC

Beyond the Classroom: Literacy Confluences between Schools and Community Partners



While the classroom offers students valuable chances to engage with texts, they must also have opportunities outside of school to explore and become excited about books. This session examines how an independent bookstore owner and a teacher educator collaborate to show readers different paths to and reasons for reading.

Presenters: Kathy Burnette, Brain Lair Books
Terri Suico, Saint Mary's College, Notre Dame, IN

Apples to Ulus to You: Community Intersections in First-Year Composition



This poster session examines how the card game “Apples to Apples” and its parody “Ulus 2 Ulus” provide the foundation for students in first-year composition classrooms of a public university in Hawaii to connect rhetorical choices and the act of composing to the communities they and their classmates inhabit.

Presenter: Avree Ito-Fujita, University of Hawaii at Manoa, “Apples to Ulus to You: Community Intersections in First-Year Composition”

Promoting Critical Language Awareness in Writing Classrooms and Curricula



In this session, we will discuss why and how to promote Critical Language Awareness (“CLA”) in high school and college classrooms. A CLA approach, which focuses on intersections between language and power, can help to make English/writing classrooms more engaging and inclusive. Numerous pedagogical applications and examples will be shared.

Presenter: Shawna Shapiro, Middlebury College, Burlington, VT

Adolescent Literacy: More Than *Mockingbird*!



Building a culture of readers requires innovative approaches to literacy. Students must interact with motivating books and instruction that capture interest. Infusing diverse literature selections with truly stimulating instructional opportunities ensures that teachers are capturing student interest. This presentation arms participants with tools for meeting the needs of today's youth.

Presenter: Jessica Talada, Liberty University, Elmira College/Elmira City School District, PA

Confluencia of Practices and Experiences across a Border Space



In El Paso, confluencia represents a space for dialogue in which different positionalities can view each other as allies instead of enemies. Our dialogue seeks ways to transform the white gaze of a traditional public school into practices that alleviate some of the tensions in our predominantly bilingual schools.

Presenter: Corina Lerma, The University of Texas at El Paso, “Culturally Sustaining Pedagogies: Confluencia of Practices and Experiences”

Picture Book Read-Alouds to the Rescue: An Approach with Emerging College EFL Learners



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

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

Meaningful Choice in the Junior High Language Arts Classroom

M Allowing students choice increases student engagement, creativity, and independent thought, and extends learning beyond the page. Students can and should be given choice in what they read, how they respond to it, and extensions to their learning. However, it is important that choice is given meaningfully.

Presenter: Elizabeth Walls, Katy Independent School District/Tays Junior High School, TX

Promising Practices toward Culturally Sustaining Language and Literacy Practices in Pre-K-3rd Grade Classrooms

E Responding to the call to consider how literacy itself is a confluence, these presenters offer examples of processes and practices at the confluence of culturally relevant and culturally sustaining pedagogies.



Presenters: Alicia Arce-Boardman, Northern Parkway School, “Toward Culturally Sustaining Language and Literacy Practices for Pre-K-3rd Grade Classrooms”

Suzanne Chapman, University of Florida, “Children’s Literature as a Tool for Developing Global Competency in K–3 Learners”

Aijuan Cun, University of New Mexico, Albuquerque, “A Burmese Family, A Confluence of Ideas: Family Literacy and Funds of Knowledge”

Zarabeth Davis, Vanderbilt University, Peabody College, “Pre-Kindergarten Writers: The Stories They Write and What We Can Learn”

Kerry Elson, Central Park East II, New York Public Schools, “Toward Culturally Sustaining Language and Literacy Practices for Pre-K-3rd Grade Classrooms”

Brian Kissel, Vanderbilt University, “Pre-Kindergarten Writers: The Stories They Write and What We Can Learn”

Julia Lopez-Robertson, University of South Carolina, “Embedded Classrooms, Culturally Sustaining Pedagogy, and Growing Early Childhood Literacy Educators”

Haydee Dohrn Melendez-Morgan, Central Park East II, NYPS, “Toward Culturally Sustaining Language and Literacy Practices for Pre-K-3rd Grade Classrooms”

Jennifer D. Morrison, University of South Carolina, Columbia, “Embedded Classrooms, Culturally Sustaining Pedagogy, and Growing Early Childhood Literacy Educators”

Jessica Murdter-Atkinson, The University of Texas at Austin, “What Counts as Reading? Expanding Notions of Literacy through Emergent Readers’ Interactions with Wordless Picture Books”

Kindel Nash, University of Maryland Baltimore County, “Toward Culturally Sustaining Language and Literacy Practices for Pre-K-3rd Grade Classrooms”

Karen Pharis, Sanford Middle School, “Children’s Literature as a Tool for Developing Global Competency in K–3 Learners”

Elizabeth Ries, The University of Texas at Austin, “What Counts as Reading? Expanding Notions of Literacy through Emergent Readers’ Interactions with Wordless Picture Books”

A Confluence of Culturally Sustaining Pedagogy



Would you like to foster a confluence of diversity and multicultural learning through literacy practices involving various aspects of education? This session will provide different educator perspectives and practices regarding the implementation of resources, tools, and strategies that promote and support literacy.

Roundtable Leaders: Fredeisha Darrington, University of Alabama at Birmingham

Tonya Perry, University of Alabama at Birmingham

It’s Just Us Here: Supports for English Learners in Rural Ohio



Teacher candidates discuss specific tools and techniques to support English language learners in a rural school setting.

Presenters: Hayden Bates, Heidelberg University, Tiffin, OH

Michele Castleman, Heidelberg University, Tiffin, OH

Megan Zimmerman, Heidelberg University, Tiffin, OH

Changing the Conversation on Assessment with Assessment Leaders in Literacy

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This session will focus on how to change the conversation on assessment with expert teachers and assessment leaders working in, or working with teachers in K-16 classrooms.

Presenters: Bobbie Kabuto, Queens College, CUNY, “Biographic Biliteracy Profiles: Assessing through a Culturally Relevant Mindset”

Kathryn Mitchell Pierce, Saint Louis University, MO, “Collaborative Assessment Inquiry: Inviting Colleagues, Students, and Families to Craft New Narratives around Assessment”

Jessie Wheeler, Bedford County Public Schools, VA, “Teachers Collaborating around Assessment: Tools and Protocols for Growing Our Work”

Rewriting Professional Development: Coaching, Facilitating, and Cocreating Writing Competencies through a Researcher-Teacher Partnership Approach

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This presentation is based on a multi-year, ongoing professional development partnership between a university faculty member and a local school district. The content includes describing the WRITE principles for professional development for writing, with examples, materials, and resources from the ongoing partnership. Outcomes related to teacher competencies are presented.

Presenter: Tracey Hodges, University of Alabama, Tuscaloosa

This Is Us: A Personal Investigation of Whiteness and Its Effect on the ELA Classroom

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An African American-directed journey to investigate whiteness, this panel will explore both how the confluence of whiteness and Blackness either agitated or calmed classroom environments, and how each panelist’s pedagogy is a confluence of the realization of what whiteness means for future teachers and students.

Presenters: Roni Burren, Redwood Learning LLC, Pearland, TX

Margaret Hale, University of Houston, TX

Heather Pule, University of Houston, TX

Dawn Westfall, Fort Bend Independent School District, TX

What New Writing Teachers Need: How School Leaders Can Support

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While decades of research emphasize conditions that enable children as writers, little explores the conditions teachers need to teach writing effectively. This session describes how two literacy leaders inquire into the conditions that enable new K-8 teachers of writing and provides specific insights into how school leaders can help.

Presenters: Jamie Marsh, California State University, Los Angeles

Haley Sigler, Washington & Lee University, Lexington City, VA

Creating Confluence through Collaborative Conversations on Justice and Equity with Mixed Stakeholders Groups

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Collaborate! Collaborate! Collaborate! Examine how to nurture allyship and student co-collaboration by gaining strategies to lead discussions on the centrality of race, racism, and its structural nature, including storytelling and experiences; empowering historically marginalized groups; and strengthening the empathetic capacity of students, teachers, and schools.

Presenters: Alicia Funes, East Leyden High School, Franklin Park, IL, “Creating Confluence through Collaborative Conversations on Justice and Equity with Mixed Stakeholders Groups”

Lori Garcia, East Leyden High School, Franklin Park, IL

Sawsan Jaber, East Leyden High School, Franklin Park, IL, “Creating Confluence through Collaborative Conversations on Justice and Equity with Mixed Stakeholders Groups”

Michael Manderino, Leyden High Schools, Franklin Park, IL

Poetry Masters: Making a Difference in 5 Minutes or Less

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This poster session provides an overview of the Poetry Masters elementary school volunteer program, including samples of materials, guidelines, and incentives used with students as well as reference to current scholarship, with the goal of discussion about best ways to use 5 minutes or less to benefit these students.

Presenter: Beth Whitehead, Independent Scholar, Virginia, Sterling, VA

Beyond the Single Muslim Story

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When stereotypical representations of marginalized communities, including the Muslim community, gain most mainstream attention, how do educators choose materials that are helpful and not harmful to their students? This panel aims to help educators navigate the world of Muslim literature from children's, YA, to literary texts.

Presenters: S.K. Ali, Abrams

Rabiah York Lumbard, Crown Publisher

Aisha Saeed, Abrams Publishing

Nevien Shaabneh, University of Illinois at Chicago/District 230, Tinley Park, IL

Jamilah Thompkins-Bigelow, The Innovation Press, Simon & Schuster

The Reverse Case Method: Undergraduate Students' Writing Cases

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This exploratory research investigates case writing of undergraduate students. The theoretical underpinnings center on the Socratic method, case writing, and case analysis. The research design utilized to examine the written student cases is content analysis. First results show that this is an effective tool to impart writing and analysis skills.

Presenter: Christian Gilde, University of Montana Western

Critical Issues in English Education: Research by ELATE Research Initiative Award Winners

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

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

Presenters: Mandie Dunn, University of South Florida, "Teaching Literary Texts While Grieving a Death"

Russell Mayo, Purdue University Northwest, Chicago, IL, "Teaching English in the Anthropocene: Urban Preservice Teachers and the Climate Crisis"

Susan Weinstein, Louisiana State University, Baton Rouge, "Reflecting (on) Critical Pedagogy: Student Teachers Look Back on a Year with Humanities Amped"

Teachers' Challenges in Employing Process Writing Approaches in Chinese EFL Middle School Classrooms

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This poster session shows the challenges in employing process approaches of English writing teaching for several Chinese middle school ELA teachers. These challenges mirror their concept conflicts about how to teach English writing in EFL classrooms and under the pressure of high-stakes tests.

Presenter: Zexu Xi, University of Florida, Gainesville, "Teachers' Challenges in Employing Process Writing Approaches in Chinese EFL Middle School Classrooms"

Online Teacher Writing Groups: Writing Better Together

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In this presentation, two teacher writers will share their experiences and facilitate discussion about forming an online writing group. Presenters will discuss tips for making writing groups productive and sustainable. Participants will leave with ideas and resources, such as recommended technology tools, organization strategies, and accountability structures.

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

Advocating for Writers' Language Practices across Campus and Community: A Writing Center's Language Statement Policy

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We consider non-classroom sites of teaching around intersections and interactions among language, race, class, and ideology in the context of a university writing center, including its outreach programs across campus and into the community. We invite participants to interrogate and unpack assumptions through structured moments of reflecting, writing, and dialoguing.

Presenters: Grace Pregent, Michigan State University, East Lansing
Nicholas Sanders, Michigan State University, East Lansing
Trixie Smith, Michigan State University, East Lansing

Using Multiple Sources for Narrative Writing in Middle School Classrooms

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This research examines the confluence of sources that contribute to middle school students' narrative writing development. Pathways increasing access to the curriculum and building equity for all students are discussed. Writing strategies supporting English language learners and others who may struggle with the complexities of writing narrative text are highlighted.

Presenters: Tanya Reader, Sandburg Middle School, Glendora, CA
Nancy Walker, University of La Verne, Pasadena, CA

A Powerful Confluence: The Reading and Writing of Poetry to Bring Hearts and Minds Together in the English Language Arts Classroom

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Members of the ELATE Commission on the Teaching of Poetry will demonstrate how they use the reading and writing of poetry as points of confluence for deepening literature study, integrating various subjects, discussing controversial issues, cultivating self-awareness, exploring personal identity, and developing compassion and empathy.

Chairs and Roundtable Leaders: Vicki Sherbert, Kansas State University, Manhattan
Danny Wade, Washburn University, Topeka, KS

Roundtable Leaders: Crag Hill, University of Oklahoma, Norman
Anthony Kunkel, Nicholls State University, Thibodaux, LA
Bonner Slayton, Moore Norman Technology Center, OK
Kimberly Stormer, Langston University, OK
Ureka Williams, Tulsa Community College, OK

Bringing Literacy Outdoors: Building Literacy Skills through Nature-Based Education

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Come hear about a day in the life of public school kindergartners who spend one day each week learning outdoors. We walk through standards-based lessons with pictures and student voices and share how each part of the day is integrated with early literacy. Please dress for the outdoors.

Presenter: Anna Jennerjohn, University of Minnesota, Minneapolis

Calling All Tweachers! A Confluence of Twitter Experiences in Education

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This panel explores the confluence of factors that allowed four teacher educators from multiple institutions to use Twitter in their teaching, grow research projects, build connections with authors, and expand their personal learning networks. They'll share their experiences using Twitter as a powerful educational platform for teacher learning.

Presenters: Stephanie Affinito, University at Albany, NY
Kris McGee, Frostburg State University, Hagerstown, MD
Molly Ness, Fordham University, New York, NY
Susie Rolander, Bank Street Graduate School of Education, New York, NY

Ask, Explore, Write! Using Inquiry to Support Science and Literacy Learning

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With inquiry as a core component of the Next Generation Science Standards, English teachers have newfound opportunities to collaborate with their science colleagues. In this session, we will explore strategies for integrating science notebooks, creative nonfiction, infographic design, and other inquiry-based approaches in an interdisciplinary manner.

Chair and Presenter: Troy Hicks, Central Michigan University, Mount Pleasant

Presenters: Jeremy Hyler, Fulton Middle School
Wilene Pangle, Central Michigan University, Mount Pleasant

Confluencia of Texts, Topics, and Translanguaging with Latinx Bilingual Students

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This session features teacher educators and authors on the power of transformative texts that feature Latinx characters, experiences, and voices. Attendees will hear from researchers on pedagogies that bring together texts, topics, and translanguaging. Authors will share how they've developed stories that remain true to a variety of Latinx experiences.

Chairs and Presenters: Carla España, Bank Street College Graduate School of Education, New York, NY
Luz Yadira Herrera, California State University, Fresno

Presenters: David Bowles, Cinco Puntos Press
Emma Otheguy, Children's Author

Respondent: R. Joseph Rodriguez, *English Journal*, Austin, TX

Responding to the Climate Crisis in English Language Arts



Middle school, high school, and college English teachers and young adult authors share their experiences addressing the climate crisis. The session will include a brief introduction and three 20-minute sets of roundtable discussions allowing significant discussion and interaction.

Chair and Roundtable Leader: Richard Beach, University of Minnesota, “Using Digital Tools for Teaching about Climate Change”

Allen Webb, Western Michigan University, “Students Investigating Local Climate Crisis and Activism”

Roundtable Leaders: David Bowne, Elizabethtown College, PA, “The Confluence of English and Science: Writing Climate Fiction to Explore Climate Change Scenarios”

John Creger, American High School, Fremont, CA

Megan Dorsey, Matthews Middle School, “Teaching Climate Change through Neal Shusterman’s *Dry*”

Kathryn Eldridge, Jordan Elbridge High School, “Titania: Climate Change Prophet in *A Midsummer Night’s Dream*”

Jordan Goodson, Advantage Academy of Hillsborough, “Creating Sustaining Texts with Disciplinary Literacy Inquiries: Climate Crisis Approaches to Middle Grade English Language Arts”

Kylie Hamm, Penn High School, “Immediate Ways to Incorporate Environmental History”

Patricia Hans, Ridgewood High School, “Bringing Student Voices Together for Environmental Justice”

Amy Lannin, University of Missouri, “Linking Science and Literacy for All Learners: Using Multimodal Text Sets to Address Climate Change Impacts”

Rebecca Maldonado, University of Oklahoma

Russell Mayo, Purdue University Northwest, Chicago, IL

Todd Mitchell, Colorado State University, “Learning from Disasters: Using Apocalyptic Fiction to Engage and Empower Students”

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

Alexandra Panos, University of South Florida, Tampa, “Creating Sustaining Texts with Disciplinary Literacy Inquiries: Climate Crisis Approaches to Middle Grade English Language Arts”

Barbara Robbins, Staples High School, Westport, CT, “Exploring the Green New Deal through Response, Research, and Debate”

Luke Rodesiler, Purdue University Fort Wayne, “The Future Is Now: Using Climate Change Documentaries to Teach Critical Media Literacy”

April Rogers, St. Petersburg Christian School, “Creating Sustaining Texts with Disciplinary Literacy Inquiries: Climate Crisis Approaches to Middle Grade English Language Arts”

David Schaafsma, University of Illinois at Chicago, “The Teaching of Writing and the Water Crisis: Teaching Luis Urrea’s *The Water Museum*”

Jeff Share, University of California, Los Angeles

Kasey Short, Charlotte Country Day School, “Examining the Human Impact of the Climate Crisis through a Multimodal Study”

Mark Sulzer, University of Cincinnati, OH, “Reading the (Young Adult Cli-Fi) Text to Read the (Climate Crisis) World”

Katharine Werthwine, University of South Florida, Tampa, “Creating Sustaining Texts with Disciplinary Literacy Inquiries: Climate Crisis Approaches to Middle Grade English Language Arts”

The Swirl and Swing of Words: Grammar's Potential to Foster Expression



Rethinking grammar instruction can help educators remove the stigma and feelings of intimidation that many students have surrounding grammar and replace them with feelings of empowerment and mastery. Join educators and researchers as they share effective pedagogical techniques and practical functions of grammar for fostering self-expression in students.

Chair and Presenter: Steve Graham, Arizona State University, Tempe

Presenters: Michelle Glerum, Arizona State University, Tempe

Justin Scholes, Arizona State University, Tempe

Darby Simpson, Arizona State University, Tempe

Dire Straits: English Teacher Education and the Climate Crisis



This interactive session reimagines English education at the confluence of climate change and the environment. In light of the growing threat of ecological catastrophe, we show how English educators can and must prepare preservice teachers by making climate change and the environment central to the teaching of English.

Presenters: Richard Beach, University of Minnesota, "Climate Change and Interdisciplinary Curriculum Development"

Candance Doerr-Stevens, University of Wisconsin, Milwaukee, "Climate Change and Digital/Multimodal Literacies"

Russell Mayo, Purdue University Northwest, Chicago, IL, "Climate Change and English Methods"

Allen Webb, Western Michigan University, Kalamazoo, "Climate Change and Local Civic Engagement"

Through the Fun House Mirror: Representations and Readings of Gender in Children's and Young Adult Literature



Three researchers and teacher educators examine the complexities of representation and response regarding gender in children's and young adult literature. Using the "fun house mirrors" metaphor (Reese, 2018) to reframe Bishop's (1990) classic windows and mirrors concept, the panelists share and connect their qualitative studies focused on texts and reader response.

Chair and Presenter: Katrina Bartow Jacobs, University of Pittsburgh, PA

Presenters: Stephen Adam Crawley, Oklahoma State University, Stillwater

Thomas Hill Jr., University of Pittsburgh, PA

Katie Scieurba, San Diego State University, CA

A Confluence of Perspectives and Place: How We Merge Youth Awareness and Voice in High School Classrooms



This panel foregrounds a merging of text and place to accomplish increased awareness and amplified student voices. With two featured classrooms and one rural journalism camp, the presenters offer key moves that help students engage with their place as a way to infuse literature with local voices.

Chair: Allison Wynhoff Olsen, Montana State University, Bozeman

Presenters: Kirk Branch, Montana State University, Bozeman

Hali Kirby, Gardiner Public School

Annie Murphy, Belgrade High School

Cultivating Racial Literacy through Children's Literature



The field of children's literature is taking an introspective look at what it means to write books on diversity and social issues. In this presentation, teacher educators and classroom teachers explore the potential for racial literacy to support students' understanding of how racism, identity, and power are represented in literature.

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

Presenters: Katie Harlan Eller, Teachers College, Columbia University, New York, NY

Rachel Knight, Teachers College, Columbia University, New York, NY

Noelle Mapes, PS 142, New York, NY

Jenice Mateo-Toledo, Hastings-on-Hudson School District, NY

Cosmopolitan Literacies: Helping Our Students Feel at Home in the World through Global Literature and Dialogue with Diverse Others



Reading and discussing global literature can help students learn about the confluence of cultures and languages found at home and around the world. Using a cosmopolitan literacies frame, this panel features research on using literature and dialogue to help students learn about global cultures in critical and ethical ways.

Presenters: Jacquelyn Chappel, University of Hawaii

Rabani Garg, University of Pennsylvania, Philadelphia

Shea Kerkhoff, University of Missouri, St. Louis

Bethany Monea, University of Pennsylvania, Philadelphia

Amy Stornaiuolo, University of Pennsylvania, Philadelphia

Kelly Wissman, University at Albany, SUNY

How Words and Pictures Come Together



Picture books engage students by bringing together words and illustrations giving a sense of story, self, and place. Hear how #classroombookaday picture book read-alouds add complexity and build classroom community. Then sit in with author and illustrator pairs sharing how the confluence of their parts creates a complete story.

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

Presenter: Jessica Walsh, Indian Prairie School District

Author/Illustrator: Ryan T. Higgins, Disney

Tradebook Authors: Derrick Barnes, Penguin Young Readers

Jen Bryant, ABRAMS The Art of Books

Tami Charles, Scholastic

Beth Ferry, Houghton Mifflin Harcourt

Rita Lorraine Hubbard, Random House

Linda Sue Park, Simon & Schuster

Suzanne Slade, Little, Brown Books for Young Readers

Illustrators: Bryan Collier, Scholastic

Gordon James, Penguin Young Readers

Juana Martinez-Neal, Houghton Mifflin Harcourt

Oge Mora, Random House

Frank Morrison, ABRAMS The Art of Books

Debbie Ridpath Ohi, Simon & Schuster

Don Tate, Little Brown

Choosing Carefully: What to Read First in High School English

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Utilizing perspectives of teachers, teacher educators, and a renowned young adult author, this session explores how teachers choose first texts of the year—including classics, young adult selections, diverse literature, and digital texts. Considering the reasons for such selections, and the inquiry climate established from the beginning, can determine successful learning.

Presenters: Steven Bickmore, University of Nevada, Las Vegas
Fawn Canady, Sonoma State University, Rohnert Park, CA
Randy Ribay, Kokila/Penguin Random House
Rene Saldana, Texas Tech University, Lubbock

Legitimizing Pedagogies and Preparing Teachers for a Multilingual Reality

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Developed from research that suggests restrictive, English-centric language policies in schools may disconnect multilingual students from their cultural identities and daily realities, this session calls for a re(construction) of multilingual pedagogies, such as translanguaging, that embrace diversity in language learning and literacy development in P-12 contexts.

Presenters: Jessica Davis, University at Buffalo, NY
Tiffany Karalis Noel, University of Buffalo, NY

The Confluence: Best Practices for the Space Where Student Work Meets Teacher Response

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NATIONAL WRITING PROJECT
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Feedback plays a crucial—and often underrated—role in building student skills, crafting student writing identities, and making students feel welcome. In this session, writing teachers from across the country unpack feedback's unique power and shine a light on high-impact practices for getting every student to feel connected, confident, and competent.

Chair: Linda Christensen, Lewis & Clark College, Portland, OR
Presenters: Matthew Johnson, Ann Arbor Public Schools, MI
Julia Torres, Denver Public Schools, CO
Renee Watson, Bloomsbury Publishing
Sarah Zerwin, Fairview High School, Boulder, CO
Respondent: Andy Schoenborn, Mt. Pleasant High School, MI

A Song of Their Own: Celebrating Creativity and Neurodiversity through Chapter Books



This panel of chapter book authors—moderated by Colby Sharp—will discuss the inspiration behind their iconic characters, the powerful impact representation can have on young readers, and fostering environments that value the song of every child, including the voices most reluctant to speak and those that constantly surprise us.

Chair: Colby Sharp, Parma Elementary School

Presenters: Elana K. Arnold, HarperCollins/Balzer & Bray
Saadia Faruqi, HarperCollins
Shelley Johannes, Little, Brown Books for Young Readers
Erica Perl, Penguin Random House

The Nerdy Book Club: A Confluence of Readers and Writers



The Nerdy Book Club, a community literacy blog and educator resource, promotes the importance of independent reading, celebrates literature for young readers, and provides a platform for writers. In this interactive roundtable session, share your experiences and explore instructional moves, personal stories, and resources that support and enhance strong reading.

Chair: Donalyn Miller, The Book Whisperer, Inc

Roundtable Leaders: Jason Augustowski, Riverside High School, “The Bowtie Kids: Our Reading and Writing Lives”

Susan Campbell Bartoletti, HarperCollins
Sarah Baughman, Little, Brown and Company
Andrea Beaty, ABRAMS The Art of Books
Ruth Behar, Penguin Random House Books
Dusti Bowling, LBYSR-Hachette/Sterling Children’s Books
Mahogany Browne, Macmillan
Joseph Bruchac, Penguin Young Readers
Becky Calzada, Leander Independent School District, TX, “Forging Partnerships between Librarians and Teachers”
Jerry Craft, HarperCollins
Jo Hackl, Random House
Jodi-Beth Hazel, Agape Education Consulting
Shannon Hitchcock, Scholastic
Ellen Hopkins, Penguin Publishing Group
Molly Idle, Macmillan
Tony Keefer, Dublin City Schools, OH
Teri Lesesne, Sam Houston State University, Huntsville, TX
Cindy Minnich, Upper Dauphin Area High School
Cat Patrick, Penguin Random House Books
Naheed Hasnat Senzai, Scholastic
Colby Sharp, Parma Elementary School
Dashka Slater, Macmillan
Katherine Sokolowski, Monticello Middle School
Jillian Tamaki, ABRAMS The Art of Books
Susan Verde, ABRAMS The Art of Books

When and Where We Speak: The Joy and Trauma of Black Girls in Adolescent Literature



This session contends with the ways that our current pedagogical praxis denies Black girls and women space to actively articulate their full identities through presenting a critical content analysis concerning the representation of Black girls and women in popular young adult literature.

Presenters: Bria Harper, Michigan State University, East Lansing
Lauren Elizabeth Reine Johnson, Michigan State University, East Lansing

Affirming Students' Personal and Social Identities with Classroom Libraries



Each of us, at some point, has wished for the superpower of literary matchmaking. We've sought that one perfect book for that one kid. Participants will leave this workshop with book recommendations and classroom-tested strategies for embedding identity work into the curation, organization, and maintenance of diverse, inclusive classroom libraries.

Presenters: Arlene Casimir, Teachers College Reading and Writing Project, New York, NY
Sonja Cherry-Paul, Teachers College Reading and Writing Project, New York, NY
Shana Frazin, Teachers College Reading and Writing Project, New York, NY
Molly Ness, Fordham University, New York, NY
Katy Wischow, Teachers College Reading and Writing Project, New York, NY

"The Old Black Ram": Using *Othello* to Study Racializing Language



This presentation unpacks instruction on *Othello* in a culturally and linguistically diverse urban high school by focusing on three key teaching practices designed to examine student biases, disrupt a westernized canon, and translate Shakespeare's racializing language into modern contexts.

Presenters: Selena Hughes, Cristo Rey High School
Leah Panther, Mercer University, Atlanta, GA

Re-Constructing and Re-Positioning Reading Identities in a Fifth-Grade Classroom

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This session identifies routine-based literacy practices in a fifth-grade classroom and analyzes how these practices position and re-position Latinx students in unique ways to construct identities as readers, language learners, and students.

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Presenters: Jennifer Collett, CUNY, Lehman College, Bronx, NY
Laverne Thomas, NYC Department of Education

Beyond the Label: Creating a Supportive Space for Young Writers

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NATIONAL WRITING PROJECT

This presentation shares the work of elementary inclusion classroom writing teachers. Using teaching and student artifacts, we will share how, in the current culture of accountability, we work to see beyond the label and provide authentic purposes for writing to all writers, including students who have acquired labels in school.

Presenters: Meagan Best, Austin Independent School District, TX
Macy Dale, Austin Independent School District, TX
Melissa Gray, Austin Independent School District, TX
Susan Tily, The University of Texas at Austin

A Confluence of Dreams: Principal and Teacher-Coach Create a Culture of Reading

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Presenters will discuss the conditions and suggest the tools needed to develop a culture of reading across the curriculum. Participants will experience and learn to plan an instructional, interactive read-aloud, explore the how-to's and benefits of taking their school's reading temperature, and discuss finding time for independent reading.

Presenters: Laura Robb, Johnson Williams Middle School, Berryville, VA
Evan Robb, Principal, Johnson Williams Middle School, Berryville, VA

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

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When their voices are valued, student writers explore more, share more, and gain confidence along the way. Leaning on the *Framework for Success in Postsecondary Writing*, we situate promising writing habits within an inquiry-based classroom, exploring possibilities with reader response blogs, multimodal mentor texts, and Pecha Kucha-style talks.

Presenters: Troy Hicks, Central Michigan University, Mount Pleasant
Andy Schoenborn, Mt. Pleasant High School, Mt. Pleasant, MI

The Snowy Day's Legacy: 35 Years of the Ezra Jack Keats Award

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Named after the creator of *The Snowy Day*, the Ezra Jack Keats Award honors diverse picture books by new authors and illustrators. This panel introduces the EJK Award's 35th anniversary online toolkit and features author-illustrator Oge Mora and author Ame Dyckman, two of the award's recipients.

Chair and Presenter: Ramona Caponegro, Eastern Michigan University, Ypsilanti

Presenter: Jacqueline LaRose, Eastern Michigan University, Ypsilanti

Authors/Illustrators: Oge Mora, Little, Brown and Company
Chieri Uegaki, Kids Can Press
Phoebe Wahl, Penguin Random House

The Child in the World: Supporting Students to Connect, Care, Closely Observe, and Create through Children’s Literature

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Learn new ways to tap into students’ hearts and minds through children’s literature. Panelists will share a framework for considering and using a variety of texts to cultivate content knowledge, meaning making, and understandings of themselves and the world.

Presenters: Mary Ann Cappiello, Lesley University, Cambridge, MA
Katie Cunningham, Manhattanville College, Wilton, CT
Erika Dawes, Lesley University, Cambridge, MA
Grace Enriquez, Lesley University, Cambridge, MA

Confluencia in Community: Outreach as Readers, Writers, and Thinkers

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Community outreach projects move students from communicating on the page to building person-to-person connections in order to learn not just ABOUT community, but IN community. Professional community outreach and collaboration take teachers out of our bubbles, too, introducing us to new practices, making us more aware of our craft.

Chair: Stefanie Jochman, Trinity Episcopal School

Presenters: Elizabeth Dixon, West Lafayette High School, IN
Heather Lester, International School at LaGuardia Community College, NY

Respondent: Amy Heusterberg-Richards, Bay Port High School, Green Bay, WI

Turning Theory into Action: Building Capacity for Theoretical and Practical Confluencia with New Technology Belief Statements

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From 2016 to 2018, a group of English educators rewrote *NCTE’s Beliefs for Integrating Technology into the English Language Arts Classroom*. In this interactive presentation, members of the committee will unpack the statement and demonstrate specific classroom applications, including lesson and project ideas, handouts, and student work examples.

Presenters: Candance Doerr-Stevens, University of Wisconsin, Milwaukee
Troy Hicks, Central Michigan University, Mount Pleasant
Stephanie Loomis, University of Nevada, Las Vegas
Ewa McGrail, Georgia State University, Atlanta
Clarice Moran, Appalachian State University, Boone, NC
Donna Pasternak, University of Wisconsin, Milwaukee
Amy Piotrowski, Utah State University, Logan
Mary Rice, University of New Mexico, Albuquerque
Sunshine Sullivan, Houghton College, NY
Stephanie Thompson, Purdue University, West Lafayette, IN
Carl Young, North Carolina State University, Raleigh

Amplifying Youth Voices and Songs in University-Community Partnerships

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What happens when youth write, engage, and lead? This panel explores three university-community partnerships and will feature students’ voices, songs, and writing that are vehicles for community engagement. In this presentation, teachers, school leaders, professors, and community leaders will experience the power of literacy for community engagement.

Presenters: Crystal Lee, North Carolina State University, Raleigh
Joanne Marciano, Michigan State University, East Lansing
Rae L. Oviatt, Michigan State University, East Lansing

Audience, Purpose, and Publication: Creating and Promoting Opportunities for K-12 Students to Publish Their Writing

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The Writing Project at UConn provides three school-year opportunities for students to publish their writing. Our own K-12 contest, Letters About Literature (4-12), and Scholastic Writing Awards (7-12) involve thousands of students and hundreds of teachers in providing audience, purpose, and publication opportunities.

Presenters: Sophie Buckner, University of Connecticut, Storrs
Jason Courtmanche, University of Connecticut, Storrs
John Martin, Wethersfield High School
Megan Murphy, Enfield High School
Vicky Nordlund, Rockville High School

Arousing the Songs of Our Students: The Confluence of Student Memoir and Academic Writing

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NATIONAL WRITING PROJECT

Academic writing often comes at the expense of students' perspectives and narratives, but it doesn't have to. Please join us as we delve into ways to preserve and honor the lived experiences of our students as they pursue more scholarly approaches to understanding the world.

Presenter: Elizabeth Simison, University of Connecticut, Storrs

#HashtagTextSets

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Are you looking to incorporate new quality literature into your classroom? We will share quality text sets based on social media hashtags of current events affecting your students. Participants will encounter young adult literature featuring diverse empowered characters and explore and curate new text sets to use with their students.

Presenters: Clara Mikita, The Ohio State University, Columbus
Linda Parsons, The Ohio State University, Columbus
Lisa Patrick, The Ohio State University, Columbus

Contemporary Global Literature and the Classics: Building Bridges with Essential Questions

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Interested in refreshing your reading list with contemporary global literature, but not sure where to start? This workshop will help you craft Essential Questions that weave together stories from different eras and cultures, opening students' eyes to global crosscurrents of inquiry, influence, and inspiration.

Presenters: Nadia Kalman, Words Without Borders, Brooklyn, NY
Ann Neary, Staples High School, Westport, CT, "Contemporary Global Literature and the Classics: Building Bridges with Essential Questions"

Constructing Polychromatic Representations of People and Place through Prismatic Text Sets

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How can text sets act as prisms, providing a spectrum of representation? In this panel, four teacher educators (1) share prismatic text sets of children's and YA literature, (2) extend concepts of windows and mirrors and disrupt single stories, and (3) engage groups in dialogue while exploring sample sets.

Presenters: Jill Bindewald, Oklahoma State University, Stillwater
Stephen Adam Crawley, Oklahoma State University, Stillwater
Sue Christian Parsons, Oklahoma State University, Stillwater
Jennifer Sanders, Oklahoma State University, Stillwater

Personal Cuentos in School, Local, National, and Global Communities: Lo Que Cuenta, What Counts?

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Through a demonstration, we explore the confluence of communities, as we come together sharing writing through Cuentos. We'll highlight the work we've done with middle level students, preservice and inservice teachers, and teacher educators, in diverse communities in San Antonio, the US, and globally, and especially with LGBTQ+ students.

Presenters: Aurelia Dávila de Silva, San Antonio Public Schools, TX, "From Personal Cuentos to Local Cuentos: Lo Que Cuenta, What Counts?"
Yolanda Gonzales, Joe Barnhart Academy, Beeville, TX
Roxanne Henkin, The University of Texas at San Antonio

Translanguaging Pedagogy and Resistance in Formal Education

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This panel outlines the framework of translanguaging pedagogy to discuss its affordances and highlight resistance areas encountered at different levels. The three presenters will illuminate ideologies that underlie this resistance to validate and support translanguaging practice into curricula and instruction and will invite the audience to join the discussion.

Chair: Xiaodi Zhou, University of Texas at Rio Grande Valley
Presenters: Danling Fu, University of Florida, Gainesville
Xenia Hadjioannou, Pennsylvania State University, Harrisburg
Mark Pacheca, University of Florida, Gainesville

Technology, Motivation, and Early Adolescents

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What does research say about the relationship between motivation and technology use in the classroom to assist developing readers in the middle grades? This poster session will highlight the types of technology that support student motivation and provide practical ways to integrate technology effectively.

Presenter: Kelli Bippert, Texas A&M University, Corpus Christi

A Confluence of Arts: Mini-Workshops for Bringing All the Arts into ELA

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Expression through the arts provides flow for students and teachers to articulate ideas, emotions, questions. Our presenters come alive in the confluence of the arts in ELA classrooms. In this interactive session, participants practice with performing arts, visual arts, and literary arts and find new meanings for literacy and learning.

Chairs and Roundtable Leaders: Alisha White, Western Illinois University, Macomb, "Entanglements: Valuing Multiple Simultaneous Identities"

Michelle Zoss, Georgia State University, Decatur, "The Confluence of Drawings and Literature: Bringing Stories to Life"

Roundtable Leaders: David Acevedo, The University of Tennessee at Chattanooga, "Imaging the Word"
Leo Aguilar, Young Women's College Prep. Academy, "Sketch Notes, One-Pagers, Pecha Kuchas, Museums, IMAGERY-O My! Putting the Arts Back into English Language ARTS"

Christopher Bass, University of Illinois at Chicago, Oak Park, IL, "Mapping Your Ability"

Jessica Berg, Franklin Central High School, "Gallery Installation Inspiration: Merging Art and Flash Fiction to Enhance Student Literacy"

Jamie Collins, University of Arkansas, Fayetteville, "Playing with Poetic Lines: Working and Re-Working Words and Images"

Haley Couch, The University of Tennessee at Chattanooga, "Let It Be a Dance We Do"

Kay Cowan, The University of Tennessee at Chattanooga, "Telling Our Stories"

Nicole Damico, University of Central Florida, Orlando, "Entanglements: Valuing Multiple Simultaneous Identities"

Mike DiCicco, Northern Kentucky University, Highland Heights, "Student-Led Multimodal Research Projects"

Candance Doerr-Stevens, University of Wisconsin, Milwaukee, "Entanglements: Valuing Multiple Simultaneous Identities"

Ashley Domínguez, Arizona State University, Tempe, "Performing Texts: Integrating Theater into the ELA Classroom"

Timothy J. Duggan, Northeastern Illinois University, Chicago, "Let's Write a Song Together!"

Hannah Fulton, Ball State University, Muncie, IN, "Gallery Installation Inspiration: Merging Art and Flash Fiction to Enhance Student Literacy"

Stephen Goss, Kennesaw State University, GA, "Guerrilla Poets: Ears and Eyes Wide Open or Shut?"

Pamela Hartman, Ball State University, Muncie, IN, "Gallery Installation Inspiration: Merging Art and Flash Fiction to Enhance Student Literacy"

Scott Jarvie, San José State University, CA, "Not Even a Maester: Close Reading, Fandom, and Podcasting as ELA Practice"

Matthew Kruger-Ross, West Chester University, PA, "Infographics as Digital Artforms"

S. Rebecca Leigh, Oakland University, Rochester, MI, "Tiny Art and Tiny Stories: Discovering Songs of Self by Responding to Peers' Art"

Katherine J. Macro, Buffalo State College, NY, "Playing the Part: Creative Drama Gives Text Life"

Rebecca Maldonado, University of Oklahoma, Noble

Mary L. Neville, Michigan State University, East Lansing, "Not Even a Maester: Close Reading, Fandom, and Podcasting as ELA Practice"

Marcus North, Georgia State University, Atlanta, "Exploring Tone and Mood through Tableaux"

Morgan Phillips, The University of Tennessee at Chattanooga, "Picturing the Words: Developing Comprehension of Text through Visual Art Activities"

Peggy Rice, Ball State University, Muncie, IN, "Opening Windows: Dramatizing Literature Reflecting a Diverse Perspective to Ignite Critical Conversations"

Pauline Schmidt, West Chester University, PA

Nina Schoonover, North Carolina State University, Raleigh, "Culturally Responsive Photography: Using Cameras to Build Our Classroom Relationships"

Brandon Schuler, Purdue University, West Lafayette, IN, "Gallery Installation Inspiration: Merging Art and Flash Fiction to Enhance Student Literacy"

Tammie Sherry, Northern Kentucky University, Highland Heights, "Student-Led Multimodal Research Projects"

Jacob Sliger, Fort Wayne Community Schools, IN, "Opening Windows: Dramatizing Literature Reflecting a Diverse Perspective to Ignite Critical Conversations"

Jeannie Smith, The University of Tennessee at Chattanooga, "Singing Our Songs"

Sunshine Sullivan, Houghton College, NY, "Entanglements: Valuing Multiple Simultaneous Identities"

Amplify Access: The Confluence of Curiosity, Collaboration, Engagement, and Comprehension



Today, teachers are sensitized to issues of student access, understanding the ways some kids have been historically shut out, shuttled away, or labelled out of a full education. In this session, we act to expand access for more students, through fresh ways of inviting kids' Curiosity, Collaboration, Engagement, and Comprehension.

Chair: Stephanie Harvey, Stephanie Harvey Consulting, "Collaborative Conversations That Draw in More Kids"

Presenters: Harvey Daniels, Heinemann Publishers, "Expanding Access by Inviting Students' Curiosity"
Cris Tovani, Tovani Group, Centennial, CO
Kristin Ziemke, Big Shoulders Fund

Can Virtual Reality Experiences Impact the Writing of Primary Grade Students?



This study measured the impact of virtual reality on the writing of elementary students. Preservice teachers taught writing lessons to elementary students, half the lessons integrated virtual reality technology while the other half did not. Writing samples were analyzed to determine if the virtual reality experience had any impact.

Presenters: Amanda Morrish, Edinboro University, PA
Kristin Webber, Edinboro University, PA

Coding to Make a Difference



Learn how computer coding can provide learners with a platform to share their voices. During this poster session, you will learn ways to engage your diverse students in projects with a purpose. You will see examples of learners' digital writing and storytelling that allows them to share their knowledge

Presenter: Samantha Wise, SCOPE Academy, Akron, OH

What Can Reading Teachers Learn from Those Crazy Fangirls on Twitter?



Adult women, proudly calling themselves "fangirls," use Twitter and other social media to celebrate their favorite book or tv show. They tweet opinions and arguments and share original art. This session gives teachers a peek inside their literacy culture and take away ideas for authentic, motivating engagements with literature.

Presenter: Marva Solomon, Angelo State University, San Angelo, TX

Co-Constructing a Constellation: A Transdisciplinary Re-imagining of English Education

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We invite participants to engage in our jigsaw-style roundtable session that promotes a transdisciplinary approach to English Education. Participants will draw connections across disciplines and discuss ways these connections can inform and enhance conceptualizations of English Education in order to forward new meanings and possibilities in the field.

Presenters: Alecia Beymer, Michigan State University, East Lansing
Darshana Devarajan, Michigan State University, East Lansing
Sam Evalt, Michigan State University, East Lansing
Sarah Galvin, Michigan State University, East Lansing
Lauren Elizabeth Reine Johnson, Michigan State University, East Lansing
Mike McLane, Michigan State University, East Lansing
Heather Reichmuth, Michigan State University, East Lansing
Jennifer VanDerHeide, Michigan State University, East Lansing
Renee Wilmot, Michigan State University, East Lansing

#TeachLivingPoets: Re-imagining Whole Class Texts with Poetry Collections

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Traditionally, whole class texts are novels and plays, while poetry collections rarely get taught. This #TeachLivingPoets session will illuminate the value of teaching a single-volume poetry collection as a whole class read, share instructional strategies, provide complete unit plans for two different recent poetry collections, and more.

Presenters: Susan Barber, Henry W. Grady High School, Atlanta, GA
Melissa Smith, Lake Norman Charter High School, Huntersville, NC

Confluencia: Gamification and Next-Generation Education

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Colleagues engage in a lively presentation of a gamification study that employs elements of Project-Based Learning, Standards-Based Grading, Interdisciplinary Learning, applied traditional vocabulary, CAD design, and 3-D printing, as the team has successfully introduced student prototypes to professional game designers, producers, and companies who are thirsty for student work.

Presenters: Michael Guigliano, East Syracuse Minoa Central High School, NY, "Confluencia: Gamification and Critical Thinking"
Jennifer Kirchoff, East Syracuse Minoa Central High School, NY, "Confluencia: Gamification and Best Practices"
Keith Ward, East Syracuse Minoa Central High School, NY, "Confluencia: Gamification and Next-Generation Education"

Collective Agency: Students Interpreting Texts through Conversation, Drama, and Environmental Activism

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Participants will learn strategies for engaging children in collaborative conversations and drama-based pedagogies centered on wordless and post-modern picture books as well as gain classroom ideas and annotated picture book lists for activism around local and global environmental issues.

Presenters: Amanda Deliman, Utah State University, Logan, "Collective Agency Revealed in Young Readers While Interpreting Wordless and Post Modern-Picture Books"
Melissa Parks, Stetson University, DeLand, FL, "Becoming Environmental Stewards: Using Literature to Inspire and Empower Young Environmentalists"

Creating a New, Meaningful Curriculum and Redefining Canon for Middle Grades and YA Readers

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Participants will learn about a curriculum journey that engaged eighth graders in self-reflection and their own confluence of childhood and adulthood. Another aspect covered in this session is the use of popular culture to uncover non-traditional texts such as hip-hop poetry, multimedia, and graphics.

Presenters: Honey Beth Kropp, Charles F. Patton Middle School, Chadds Ford School District, PA, “Marching into a New, Meaningful Curriculum for Eighth Graders”
Kristie Smith, GCPS, Suwanee, GA

There’s Something about Reading: A Confluencia of Identities

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Presenters in this session will show how the confluencia of three reading identities—student as reader, teacher as reader, teacher as reader of research on reading—enhances independent reading in and out of the classroom for all parties.

Presenters: Tessie Curran, Moore High School, OK
Crag Hill, University of Oklahoma, Stillwater
Candace Hinnergart, Moore High School, OK

Breaking Down the Binary in Education

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What does it mean to break down the gender binary? In this presentation, you will walk away with a better understanding of how to address, teach, and reinforce inclusivity around gender and gender identity in your educational environment. Be prepared to engage, discuss, and complete hands-on activities!

Presenters: Ace Schwarz, Washington County Public Schools, Shippensburg, PA
Skye Tooley, Saturn St. Elementary, Glendale, CA

Neurodiversity and Exceptional Learning

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Grow your skills for teaching and collaborating with exceptional learners in this session for language arts educators working with those whose learning differences affect the ways they develop in the educational environment.

Presenters: Nicholas Azzarella, Niagara Wheatfield High School
Melissa Eckler, Shenendehowa High School, Burnt Hills, NY
Brendan Lee, Oak Park River Forest High School, IL, “Teaching High School Students Who Are Years behind Their Peers”
Rachel Besharat Mann, Fordham University, New York, NY, “Understanding the Whole Student: How Learner Differences Can Affect Adolescent Literacy across the Content Areas”
Jody Polleck, Hunter College, CUNY, “‘There’s Books about Me?’ How to Engage Culturally and Linguistically Diverse Youth with Autism in Bibliotherapeutic and Culturally Sustaining Book Clubs”
Angela Porter, Niagara Wheatfield High School, NY, “Our Voices Matter”
Medha Tare, Digital Promise
Wendy Xiao, Digital Promise

Be Loud! Empowering Students through Podcasting, Visual Thinking, Debate, and Dialogue

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In this session, participants will learn how students can use visual thinking strategies, podcasting, written debates, and small group dialogue to find and own their voices and points of view, while validating cultures and identities.

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Presenters: Charity Hughes, The Woodlands High School, TX, “Cultivating Meaning-Makers: Empowering Students to Think Their Own Thoughts through VTS and Writers Workshop”

Jen Lucas, The Woodlands, TX, “Cultivating Meaning-Makers: Empowering Students to Think Their Own Thoughts through VTS and Writers Workshop”

Alex Owens, Be Loud Studios

Diana Turner, Be Loud Studios, “Be Loud: Elementary Reporting and Podcasting”

Confluencia, Arab American Students Experiences in Middle and High School English Classrooms

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Every student should feel empowered. By seeing themselves and their stories reflected accurately in curriculum, teachers amplify the voices of diverse students providing them with opportunities to be heard. This session will empower participants to integrate culturally sustaining practices using research-based strategies that create confluence between diverse students.

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Presenters: Sawsan Jaber, East Leyden High School, Franklin Park, IL, “Confluencia, Arab American Students’ Experiences in Middle and High School English Classrooms”

Nina Shoman-Dajani, Moraine Valley Community College, “Confluencia, Arab American Students Experiences in Middle and High School English Classrooms”

Book Clubs as Personal, Social, and Political Revolution

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What is the confluence between talk, reading, and identities? Presenters will share lessons, strategies, and resources to help students have fascinating book club discussions, read more deeply, build strong relationships and, most importantly, understand that reading in the company of others is a practice that can change the world.

Presenters: Sonja Cherry-Paul, Teachers College Reading and Writing Project, New York, NY

Maria Colleen Cruz

Shana Frazin, Teachers College Reading and Writing Project, New York, NY

Katy Wischow, Teachers College Reading and Writing Project, New York, NY

Containing Multitudes: How Teachers Balance Life as Writers, Too

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NATIONAL WRITING PROJECT

What happens when teacher-writers pursue publication? Presenters will explore details on life as teachers who write. How do we publish personal, creative work? How do we manage response from students, peers, or the public? How do we make time to write? Attendees will also do some writing of their own.

Presenters: Angela Knight, Eastern Michigan University & Henry Ford College

Shannon McLeod Mound, Monticello High School, Albemarle County Public Schools, VA

Mitchell Nobis, Birmingham Public Schools, MI

Paul Shepherd, Monticello High School, Albemarle County Public Schools, VA

Thomas Warren, Monticello High School, Albemarle County Public Schools, VA

Bridging Denver's Communities and Schools



This panel presentation provides attendees the opportunity to learn how Denver has increased academic opportunities for their most vulnerable populations, forged strong connections between schools and their communities, and problem-solved the issues cities encounter when tasked with turning schools into community anchors.

Presenters: Eric Golden, Denver Public Schools, CO
Christopher Herndon, Denver City Council, CO
Jamie Torres, Denver City Council, CO

Team Up to Give Students a Voice with Podcasting



12 students. 2 microphones. 1 podcast.

Come learn how a team of teachers started a student podcast club to help their students take over the narrative of their school.

Get the inside tips on how to bring this initiative back to your school to elevate students' voices.

Presenter: Jennifer Gasser, Beechwood Elementary, "Student-Led Podcast"

Trenzas de Identidades: Braiding Our Linguistic and Cultural Selves into K-12 and Teacher Education Literacy Practices



Trenzas de identidades is a metaphor and analytical tool used to describe the personal, professional, and community identities shaping Latinx teachers' experiences and perspectives. Panelists discuss how the braid metaphor offered three K-12 literacy studies transformational potential for improving literacy for students from minoritized communities.

Chair: Maria Leija, The University of Texas at San Antonio

Presenters: María E. Fránquiz, The University of Texas at Austin
Minda Lopez, Texas State University, San Marcos
Joaquin Muñoz, Augsburg University, Minneapolis, MN
Jane Saunders, Texas State University, San Marcos

Respondent: Maria Del Carmen Salazar, University of Denver, CO

Creating Authors in Our Classroom: Developing Authors via Book Making



This session will discuss the importance of giving students the opportunity to create their own books. Participants will view different types of books created by first-grade bilingual students of different backgrounds. Participants will also view the thinking process used as students developed their books.

Presenter: Yalitza Martinez, JC Mitchell Elementary, Houston, TX

“All Mixed Together in a Big Bowl”: Using Picture Books about Food to Lead Conversations about Culture, Power, Justice, and Action



In this interactive session, we advocate for moving beyond superficial analyses of food in children’s literature in order to facilitate conversations about culture, power, and justice with young children. In small groups, participants will use the Anti-Bias Framework to discuss food justice in contemporary picture books.

Presenters: Rebekah Degener, Minnesota State University, Mankato
Sarah Jackson, Millersville University, PA
Nithya Sivashankar, The Ohio State University, Columbus

Teaching with Primary Sources Regional Program



Engage in conversation about how to enrich the quality of your organization’s curriculum and instruction by using the Library of Congress Teaching with Primary Sources (TPS) materials for K-16 classrooms. Grant funding is available to integrate TPS into existing teacher professional development.

Presenter: Sue Wise, TPS Eastern Region, Waynesburg, PA

Bridging the Roles of Teacher and Consultant



Being a teacher consultant bridges the two roles of “teacher” and “consultant.” This session will present a single-case study of five teacher consultants and the beliefs and impressions that surfaced after a 3-day professional development session.

Presenter: Jameka Thomas, UAB Red Mountain Writing Project, Birmingham, AL, “Bridging the Roles of Teacher and Consultant”

From Words to Action



From Words to Action documents a journey of curriculum revision for English 12. The poster presentation looks at the framing of 12th grade English class with a final, summative Service Learning Project (SLP).

Presenter: Adriana Coppolla, Randolph High School

The Value of Human Rights: A Four-Book Perspective



The Universal Doctrine of Human Rights will be used as a lens to examine how characters in four novels are used to represent commonalities in equality and social justice.

Presenter: Kate Ryan, Cape Cod Lighthouse Charter School, East Harwich, MA

Codices as Confluentia: Cross-Classroom Exchanges



The power of a people is in their words. To destroy a people, the Spanish conquistadors burned the scholarly writing (codices) of the Aztec and Maya. We heal through creation: see the results of an exchange between students in Mexico, Massachusetts, and California who collaborated on their own codices.

Presenters: Grace Hunter, Bread Loaf Teacher Network
Anjali Nirmalan, Bread Loaf Teacher Network
Yulissa Nunez, Bread Loaf Teacher Network

Reading/Writing Relationship: It Is NOT an Inhale/Exhale



Although reading and writing work together, they are far from mirror images of one another as mental processes. The presenter will share research about the differences in the cognitive requirements for the tasks and offer ideas and resources about differentiating writing instruction to meet student needs.

Presenter: Pamela Lingelbach, Fort Osage High School, Independence, MO

The Magic of a Good Book: Adolescent Readers and the Making of Meaning



"I don't like to read!" These five words haunt ELAR teachers across the world. What if your students really DO love to read, they just don't know it yet? Please join me to discuss contemporary fiction books that your students won't be able to put down.

Presenter: Charles Aron Jones, Arizona State University

Examining Student Voice: Listening to Students with Disabilities



In a case study of fifth and sixth graders identified as students with disabilities, student interviews and work samples opened the eyes of educators to unveil instructional strategies that were and were not successful in optimally supporting these students as unique learners.

Presenter: Leni Caldwell, Greensboro College/Moore Elementary, Winston-Salem, NC

Countywide Battle of the Books: How One District Brings Schools and Students Together through Reading



Connect readers around your county with Battle of the Books. Learn how to pitch, organize, and implement a countywide reading competition based on the needs of your students and your district.

Presenter: Jessica Reid, Braden River High School, Palmetto, FL

Opening the Doors to Preservice Teachers



Preservice and mentor teachers working together - Creating an authentic teaching experience.

Presenters: Megan Barone, Buffalo State College, Kenmore, NY

Nicholas Ilardi, Buffalo State College, Kenmore, NY

Kristina Rovison, Buffalo State College, Kenmore, NY

Emily Wynne, Buffalo State College, Kenmore, NY

The 1000 Books before Kindergarten Movement: Supporting Early Literacy and Nurturing a Lifelong Love for Reading



The 1000 Books before Kindergarten foundation does important work by promoting reading to children starting in their youngest years. Their simple, accessible, and fun approach to intentional language exposure in the early years provides foundational early literacy skills that will sustain and support children by setting them up for success.

Presenter: Samantha Cronin, University of Minnesota, Minneapolis

Bringing All Perspectives through the Use of Text to Promote Equity and Diversity



This session focuses on multidisciplinary ways to build a classroom community where students are exposed to texts representing multiple perspectives and where they feel comfortable to question and/or validate each other's perceptions when interacting with any text. It will provide actionable examples of instructional practices and activities.

Presenter: Monika Moorman, Newsela Fellow, Plantation, FL

Increasing Literacy and Reader Identity for ELLs in Secondary ELA Classes through Contemporary Multicultural Texts



In order to invite ELLs into an ELA classroom that values their experiences/backgrounds as readers, they should be supported in reading appropriate, culturally relevant, contemporary texts. This session includes practical support for teachers to link cultures through text and reader so that students can engage with texts deeply to foster their Reader Identities.

Presenter: Sarah Shepherd, Florida State University, Lynn Haven, FL

Navigating Assessment and Grading Practices

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These roundtables will focus on grading practices. Interest includes areas in project-based classrooms, gradeless rooms, and workshop spaces.

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Presenters: Kyle McKillop, LA Matheson Secondary, Surrey, BC, Canada, “Side by Side: Building a Gradeless Classroom”

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Kelsey Sabori, Desert Vista High School, “Increasing Student Engagement through Project-Based Learning”

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Elizabeth Simison, University of Connecticut, Storrs, “The Confluence of Conference: Using Conversations on Grading to Foster Student Agency and Navigate the Agitated Waters of Assessment Practices”

Navigating the Poetic River: Helping Students Deconstruct and Construct Figurative Language

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Poetry is the merging of the soul with words. While sometimes challenging to teach, helping students learn to write, read, and enjoy poetry leads to powerful learning experiences. This roundtable session will provide participants with lessons, ideas, and strategies to support poetry in the classroom.

Chair: Teresa Strait, Spartanburg Day School, Spartanburg, SC, “Where All Roads Meet: Purposeful and Creative Poetry Units”

Presenters: Eric Abrams, Teachers College, Columbia University, New York, NY, “Teaching of Poetry through Inquiry”

Lori Fisher, Animas High School, Durango, CO

Ryan Hurnevich, Wolcott School

Elizabeth Jorgensen, Arrowhead Union High School, Hartland, WI, “Korean Poetry Competition Provides Opportunity for American Students”

Abigail Kindelsperger, University of Illinois at Chicago, “Brain to Page to Stage: The Power of Spoken Word Poetry for Neurodiverse Learners”

Ariela Robinson, Teachers College, Columbia University, New York, NY, “Mixing Paint to Teach Poetry”

Bobbie Jean Shepard, Spartanburg Day School, Spartanburg, SC

Jahkari Taylor, Purpose Pushers LLC, Chesapeake, VA, “Hip-Hop Pedagogy and Literacy Instruction”

Jesse Wilder, NEXUS, Pallas Communications, Inc., Cleveland, OH, “Defamiliarization in Poetry”

Haeny Yoon, Teachers College, Columbia University, New York, NY

On Common Ground: A “Parallel-Process” Model for Writing-Focused Elementary-College Partnerships

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Our poster documents the attempts of a first-year writing instructor at a private university and a fifth-grade public school teacher to create a shared, community-engaged writing space that cultivates mutual investment and positive outcomes for both elementary and college students alike.

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Presenters: Ryan Kelley, Charles Hay World School
Heather Martin, University of Denver, Englewood, CO

Based on a True Story: Confluence of Reality and Fiction in YA Literature

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Writers are told to write what they know, but where is the line between truth and engaging tales? Like any point of junction, convergence of art and real life can be a tricky, dangerous place. This session examines YA authors who balance what really happened with telling a good story.

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Presenters: Cathy Leogrande, Le Moyne College, Syracuse, NY, “Based on a True Story: Confluence of Reality and Fiction in YA Literature”

ELATE

LGBTQ

Rainbow

Mark Oshiro, Tor Teen, “Based on a True Story: Confluence of Reality and Fiction in YA Literature”

Crystal Ponto, Cayuga, Onondaga BOCES, Syracuse, NY, “Based on a True Story: Confluence of Reality and Fiction in YA Literature”

Shifting from “One School, One Book” to “One School Honoring Hundreds of Readers, Hundreds of Books”



In this presentation, we will discuss the justification for and outcomes of shifting from a “One School, One Book” program to letting students choose what they want to read in small literature circles and daily independent reading. The importance of centering diverse voices within school-wide reading programs will also be discussed.

Presenters: Jennifer Ledford, Alcoa High School
Kelly Wallace, University of Tennessee, Maryville

Acts of Resistance: Subversive Teaching in the English Language Arts Classroom



This roundtable session will highlight how English language arts teachers act as change agents in subverting their curricular restraints. Roundtable leaders will describe the nature of their subversive teaching, how they achieve traditional markers of mainstream success while also intentionally working to move students toward effecting more socially just futures.

Chairs: Ashley Boyd, Washington State University, Pullman, “Subversive Literacies”

Jeanne Dyches, Iowa State University, Ames, “Subversive Literacies”

Brandon Sams, Iowa State University, Ames, Subversive Literacies”

Presenter: Janine Boiselle, Joseph L. McCourt Middle School

Roundtable Leaders: Katie Aquino, Leyden District 212, “Revolutionizing the Canon: Repositioning Texts during Politically Tumultuous Times”

Ryan Burns, Smithfield High School, RI, “Gender Bending the Curriculum: Queer Approaches to Teaching Shakespeare”

Caroline Clark, The Ohio State University, Columbus, “Making a ‘Safe’ and Subversive Space for Students’ Lives through Open Mic”

Heather Coffey, University of North Carolina, Charlotte

Michelle Falter, North Carolina State University, Raleigh

Megan DuVarney Forbes, Arcadia Unified School District, “Instagram as a Subversive Tool for ELA Teachers”

Steve Fulton, Kannapolis Middle School, “Subverting the Middle School ELA Curriculum”

Lori Garcia, East Leyden High School, “Interrupting ‘Single Stories’: Using Socially Just Media Texts to Teach Rhetorical Analysis”

Meghan Kessler, University of Illinois at Springfield, “The Case of Courtenay: Subversive Resistance in Teacher Evaluation”

Gena Khodos, Leyden District 212, “Revolutionizing the Canon: Repositioning Texts during Politically Tumultuous Times”

Michael Manderino, Leyden High Schools, “Interrupting ‘Single Stories’: Using Socially Just Media Texts to Teach Rhetorical Analysis”

Angie Masters, Mahomet-Seymour High School, Mahomet, IL, “The Case of Courtenay: Subversive Resistance in Teacher Evaluation”

R. Joseph Rodriguez, *English Journal*, Austin, TX

Melanie Shoffner, James Madison University, Harrisonburg, VA, “Arguing for Controversial Curriculum”

Crystal Soggar, Summit Preparatory Charter High School, “Arguing for Controversial Curriculum”

Scott Storm, New York University, NY

Kristen Strom, Knox College, “Subverting Curricula and Assessment Design by Using Culturally Responsive Teaching Practices”

Anna Mae Tempus, Menomonie High School, WI, “‘Climb into their Skin’: Whiteness and the Subversion of Perspective”

Queer Is Lit: Honoring the Confluence, Brilliance, and Resilience in Queerness through Liberatory Literacy Instruction

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Join a dynamic panel of queer educators of color as we explore, discuss, and demonstrate resources, texts, and strategies that center the confluence, brilliance, and resilience within the LGBTQ+ communities of color in order to create more inclusive and liberatory classrooms for all students.

Chair: Shea Martin, Boston University, MA

Presenters: Liz Kleinrock, Heinemann/Teach and Transform, Los Angeles, CA
Nic Strack, Perspective Perspective

Puzzling Together the Truth: Author-Tested Tricks for Sifting through Sources in the Digital Age

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How can we train students to weed out bias and inaccuracies from their research? Seven picture-book and middle-grade authors and author/educators lead roundtables on best practices for gathering and synthesizing information for writing nonfiction and informational fiction. Participants rotate among five different tables for 10-12-minute, interactive discussions.

Roundtable Leaders: Angela Burke Kunkel, Vergennes Union High School, Addison Northwest School District, Vergennes, VT, “Moving from Viral Videos to Reliable Reporting”

Kirsten W. Larson, Boyds Mills & Kane/Calkins Creek, “Primary and Secondary Sources for Historical Topics”

Jen Malia, Norfolk State University, Virginia Beach, VA, “Integrating Facts into Fiction Writing”

Lindsay H. Metcalf, Charlesbridge Publishing/Boyds Mills & Kane/Calkins Creek/Albert Whitman & Co., “Tools for Detecting Bias”

Saira Mir, Simon & Schuster/Salaam Reads, “Interview Tips for Primary-Source Generation”

Colleen Paeff, Margaret K. McElderry Books; Chronicle Books, Los Angeles, CA, “Primary and Secondary Sources for Historical Topics”

Christina Soontornvat, Candlewick Press, Austin, TX, “Moving from Viral Videos to Reliable Reporting”

Grappling with Self and Other in Eudora Welty’s “Where Is the Voice Coming From?”

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In this session, facilitated by two high school English faculty situated in Jackson, Mississippi, one a Eudora Welty scholar and another a lesson plan contributor to the Eudora Welty Foundation, participants will explore strategies for engaging youth in explorations of self/other with Welty’s “Where Is the Voice Coming From?”

Chair: Julie Rust, St. Andrew’s Episcopal School, Brandon, MS

Presenters: Sarah Ballard, Murrah High School, Jackson, MS
Carolyn Brown, St. Andrew’s Episcopal School, Jackson, MS

Composing Critical Civic Futures: Convening Community Artists, Activists, Educators, and Youth to Imagine Together

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This session brings together artist activists working in and around Denver who work with children and youth to understand, problematize, and restory salient issues of our times. Interactive dialogues will explore the varied participatory literacy practices and humanizing relationships that emerge as communities compose together within and across multiple settings.

Presenters: David Low, California State University, Fresno

Nicole Mirra, Rutgers University, NY

Vaughn Watson, Michigan State University, East Lansing

Narrative Nonfiction: Writing Un-Put-Down-able True Stories That Sing



In this roundtable session, eight award-winning picture book authors and author-educators share resources for developing page-turning narrative nonfiction. Attendees rotate among four 17-minute interactive discussions on voice, research, story, and the perspective from which historical narratives are written, taking home handouts with tools for crafting compelling true stories.

Presenters: Nancy Churnin, Creston Books/Lerner Books/Albert Whitman & Co.

Rita Lorraine Hubbard, Schwartz & Wade

Silvia López, Little Bee Books/Albert Whitman & Co./Macmillan/Henry Holt/Capstone

Lindsay H. Metcalf, Charlesbridge Publishing/Boyd's Mills & Kane/Calkins Creek/Albert Whitman & Co.

Annette Bay Pimentel, Sourcebooks/Nancy Paulsen Books/Charlesbridge

Meeg Pincus, Sleeping Bear Press

Emma Bland Smith, Calkins Creek/Little Bigfoot/West Margin Press

Laurie Wallmark, Abrams Books

Ho'okaulike: Balancing Literacy Instruction through an Indigenous, Hawaii-Focused Perspective



How do we empower those student voices that may otherwise feel unwelcome by the curriculum in our schools? How do we instill the belief in students that our minority and indigenous stories are valuable and worth committing to paper? Join us as we share our stories of confluence and success.



Rainbow

Roundtable Leaders: Lydia Haff, Waianae High School, Waianae, HI

Cathy Ikeda, University of Hawaii, West Oahu

Naturalee Puou, Nanakuli High and Intermediate School

Coralyn Sunico, Farrington High School

A Confluence of Chapter Books: Empowering Young Readers by Celebrating Our Differences



Our world often views differences with either suspicion or disregard. This author panel will discuss how their chapter books model an alternate view for young readers—that our differences are actually strengths to be celebrated. We win, individually and collectively, when students feel empowered to be their full selves.

Chair: Aliza Werner, Glendale-River Hills School District

Presenters: Angela Dominguez, Macmillan

Saadia Faruqi, HarperCollins

Shelley Johannes, Little, Brown Books for Young Readers

Christina Soontornvat, Candlewick Press



Rainbow

Disrupting Language Arts Curricula through Decolonizing the Canon



Hear from practitioners who are exploring the work of decolonizing the traditionally taught language arts canon. Share ideas, collaborate, discuss problems of practice, and join the movement.

Presenters: Jacquay Durant, San Bernardino City Unified School District, CA, “Decolonizing the Classroom—Implementing a Culturally Responsive Curriculum into the Classroom”
Denny Gonzalez, St. Albans School/Bread Loaf School of English, Washington, DC, “Firing the Canon”
Kathryn Hoving, Community Unit School District 300/Judson University, “Curing the Secondary Literacy Epidemic by Cultivating Motivated Readers”
Bermude Jules, Orange High School, NJ, “When Ortiz Cofer Met Hong Kingston and Other Writers Who Sound Like Us: Exploring the Confluence of Rhetoric and Literature across Multicultural Writings”
Vaneé Matsalia, San Bernardino City Unified School District, CA, “Decolonizing the Classroom—Implementing a Culturally Responsive Curriculum into the Classroom”
Ashley Pollitt, Ridgewood High School/Montclair State University, NJ
Marcey Thomas, Orange High School, NJ, “When Ortiz Cofer Met Hong Kingston and Other Writers Who Sound Like Us: Exploring the Confluence of Rhetoric and Literature across Multicultural Writings”
Kaleb Watkins, Columbia High School, Lake City, FL, “A Confluencia of Reading Lives: YA Books and the Canon as Curriculum”
Katie Whitley, Bergen County Technical Schools, Paramus, NJ/Montclair State University, NJ
Nichole Woodruff, Batavia School District/Judson University, Dekalb, IL, “Curing the Secondary Literacy Epidemic by Cultivating Motivated Readers”

The Power of Perspective: Using Text Sets and Book Clubs to Tackle Difficult Dialogues in Elementary Social Studies Methods Courses



This panel features four elementary social studies teacher educators from across the United States who engaged preservice teachers in explorations of children’s and young adult literature. This session offers important possibilities of practice for teacher educators and demonstrates how literacy and social studies methods coursework can complement each other.

Presenters: Noreen Rodríguez, Iowa State University, Ames
Sarah Shear, University of Washington, Bothell
Katy Swalwell, Iowa State University, Ames
Amanda Vickery, University of North Texas, Denton

Curating a Collection to Uplift, Amplify, and Reflect



How many times have you trusted internet book lists only to find out they don’t accurately reflect learners and the world that exists beyond our classrooms? We’ll work together to evaluate children’s books and have the opportunity to examine and curate an anti-oppressive collection using an antibias, antiracist framework.

Presenters: Antonia Adams, Houston, TX, “Curating a Collection to Uplift, Amplify and Reflect”
Patrick Harris, Good Trouble Media, Detroit, MI

The Silent Struggle of Anxiety and Depression in Educators’ Lives: The Confluence of Coping and Healing While Serving Our Students



Many educators struggle silently with anxiety and depression while publicly striving to appear “on” for their students, colleagues, and community. This session will be an empathetic space for personal testimony, sharing journeys of struggle and hope, and provide a confluence of community to connect and advocate for mental health.

Presenter: Dulce-Marie Flecha, Cayuga Centers

Belonging, Being, and Extending: Seven Years of Writing with Immigrant and Refugee Youth

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Since 2014, CWP-Fairfield teachers from Bridgeport Public Schools have collaborated and led literacy programs in support of teaching writing to immigrant and refugee youth. Through summer programs, classroom pedagogy, after-school opportunities, and “humbled togetherness”—Ubuntu—they have enhanced the reading and writing success of students.

Presenters: Jessica Baldizon, Cesar Batalla K-8

Bryan Ripley Crandall, Fairfield University, CT

William King, Bridgeport Public Schools/Fairfield University

Author/Illustrator: Ger Duaney, UNHCR

Respondents: Michelle Frey, Random Penguin House

Christopher Myers, Penguin Random House

See the Child, Understand the Disability, Visible and Invisible

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Diversity of abilities exists in all classrooms. Books that accurately reflect this reality can emphasize the importance of seeing the whole child first as an individual and not as the disability. Panelists will discuss books that have gotten it right and provide lesson plans using story to build authentic, inclusive communities.

Presenters: Nancy Flood, Simon & Schuster

Lyn Miller-Lachmann, Farrar, Straus and Giroux/Carolrhoda Lab

Kelly Finan Richards, Baltimore Public Schools, MD

Rebecca Weber, Oklahoma State University, Stillwater

Sandip LeeAnn Wilson, Husson University, Bangor, ME

Canciones de Nuestras Comunidades: Learning and Listening to the Songs of Families and Communities

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In this session, we share stories from a field-based Family and Community Literacies course in which a teacher educator, a parent-support specialist, graduate students, and *mamás* collaborated to design monthly *juntas*. We share our collective learning and suggest ways to center families and communities in your classroom and schools.

Chair and Presenter: Mohit Mehta, The University of Texas at Austin

Presenters: Lori Adair, The University of Texas at Austin

Dai Dong, Little Tiger Chinese Immersion School

Alexandra Saclarides, The University of Texas at Austin

Constanza Serna, Barbara Jordan Early College Prep

Respondent: Tracey Flores, The University of Texas at Austin

Amplifying Student Identity through Nonfiction Writing

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Classrooms often center identity work in narrative writing. However, many of our students need nonfiction writing as a vehicle to explore, claim, and ultimately, celebrate their identity. In this interactive session, the presenters will share concrete ways to amplify student voice through informational writing.

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

Katrina Davino, Teachers College Reading and Writing Project, New York, NY

Valerie Geschwind, Teachers College Reading and Writing Project, New York, NY

Molly Picardi, Teachers College Reading and Writing Project, New York, NY

Confluencia! Rivers of Writing: An Argument for Both Narrative and Argument in the ELA Classroom



In this session participants will experience, reflect on, and discuss lessons exemplifying best practice in teaching narrative and argument in order to develop a more deeply articulated understanding of the choices they make in the teaching of writing and of the relative importance of teaching both forms of writing.

Presenters: Deborah Appleman, Carleton College, Northfield, MN, “Teaching Narrative”
Michael W. Smith, Temple University, Philadelphia, PA, “Teaching Argument”
Jeffrey D. Wilhelm, Boise State University, ID, “The Place of Narrative and Argument in the Writing Curriculum”

Respondent: John Schmit, Augsburg University, Minneapolis, MN, “The Place of Narrative and Argument in the Writing Curriculum: Reprise”

The Writer in the Composition Classroom



Writers who teach composition bring a unique perspective and connection to their students. They practice on a daily basis what they must teach: the craft of writing, including all the struggles and the pleasures. This panel presentation offers four new ways to teach composition from a writer’s point of view.

Presenters: Alexandra Alessandri, Albert Whitman & Company
Rebecca Balcarcel, Chronicle Books/Tarrant County College, Bedford, TX
Christopher Baron, Feiwel and Friends/Macmillan
Alex Giardino, Cameron Kids/Creative Eds. & De Anza College, Cupertino, CA



Blurring Boundaries between Secondary and Postsecondary: Working Together Helps Students Write Their Way Into College



In this interactive session, two former English teachers, in new roles as a college professor and a college and career coach, will share how they joined forces to help students to share their stories beyond their transcripts. Participants will learn how to use creative nonfiction as a way to engage.

Presenters: Megan Breaux, University of Louisiana at Lafayette
Toby Daspit, University of Louisiana at Lafayette
Helen Kreamer, University of Louisiana at Lafayette



Upper Middle Grade: The Confluence of MG and YA



This panel discussion by one teacher and six well-known authors explores how incorporating recent “Upper Middle Grade” fiction can foster empathy and connection for all students. The panel will consider the need for books that reflect and represent the interests and concerns of upper middle grade readers.

Facilitator: Katlyn Bennett, Jefferson Middle School, Arlington Public Schools, VA “Upper Middle Grade Literature”

Authors/Illustrators: Paula Chase, Greenwillow/HarperCollins
Barbara Dee, Aladdin/Simon & Schuster
Henry Lien, Holt/Macmillan
Torrey Maldonado, Penguin/Nancy Paulsen
Laurie Morrison, Amulet/Abrams
Melanie Sumrow, Yellow Jacket/Simon & Schuster



Centering Children’s Voices and Cultural Worlds in the Reading Wars

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In this panel sponsored by the Elementary Section Steering Committee, rather than centering policies and narratives that constrict teachers’ pedagogical methods and children’s ways of being/becoming readers and composers, we center children’s voices and cultural worlds.

Facilitators: Roberta Price Gardner, Kennesaw State University, GA
Haeny Yoon, Teachers College, Columbia University, New York, NY

Presenter: Anne Haas Dyson, University of Illinois at Urbana-Champaign

Confluence of Choice and Curiosity: Exploring the Questions Google Can’t Answer

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In an age defined by multiple choice and smart devices, ELA has the distinct privilege of approaching questions demanding distinctly human inquiry brimming with complexity and empathy. This interactive session models how choice reading allows students to explore complex questions through the confluence of their and others’ experiences.

Presenters: Sam Best, Eno River Academy, Durham, NC, “How Can Book Clubs Inspire Student-Led Research and Writing?”

Elizabeth Kennard, East Forsyth High School, “How Can We Support Our Students during Daily Independent Reading?”

Lindsay Schneider, West Forsyth High School, “How Does Inquiry Lead to Empathy?”

Confluences between Past and Present: Discovering Critical Connections through Holocaust and Social Justice Education

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NWP
NATIONAL WRITING PROJECT

Educators from diverse settings, contributors to the forthcoming Opportunities and Challenges in Holocaust Education and leaders in The Olga Lengyel Institute for Holocaust Studies and Human Rights, consider how we arouse students’ songs in response to studying the Holocaust and navigate confluences between classroom and community when teaching social justice.

Chairs: Jennifer Lemberg, The Olga Lengyel Institute for Holocaust Studies and Human Rights (TOLI), New York, NY

Alexander Pope, Salisbury University, MD

Presenters: Michelle Sadrena Pledger, High Tech High Graduate School of Education, “Student Response to Holocaust Education: Making Change through Community Action”

Carol Revelle, Texas A&M University, Commerce, “Essential Questions on Forgiveness: Connecting Past and Present through Personal Inquiry”

Wendy Warren, Berea College, KY, “Inquiry, Compassion, and the Power of Story: Finding Confluences with Survivor Testimony”

The Winding Roads and Rabbit Holes of Writing: Investigating Standardized Test Writing as One Genre among Many to Be Analyzed

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NWP
NATIONAL WRITING PROJECT

This interactive discussion explores how teachers help students dissect writing tasks, including standardized test writing, through a genre analysis workshop. Each panelist will share classroom resources to support participants’ efforts to teach test writing skills but also to engage their students’ interest in and curiosity about real-world 21st-century writing skills.

Presenters: Katie Alford, McKendree University, “Genre Analysis”

Rebecca Chatham, Arizona State University, “Genre Analysis”

Michelle Glerum, Arizona State University, “Genre Analysis”

Evolving a Department with Truth and Equity in Mind: Designing Course Offerings and Selecting Literature for Student Voice and Agency

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Colleagues committed to teaching for equity share their challenging and inspiring process to prioritize student voice and agency in their department's courses/curriculum design evolution. Participants will leave the session with ideas about redesigning courses and curricula to ensure diverse literary perspectives and encourage students to develop as whole people.

Presenter: Natalie Koblenki, Edgewood High School, Madison, WI

A Family Tree of Heritage and Community Pedagogies: Early Childhood Educators Honor Children with Practices for Equity and Change

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In our poster session, we will connect early literacy stories and practices to a family tree of heritage and community pedagogies, invoked to communicate the history, lineage, heritage, and legacies on which our work was built, ultimately leading to our convictions about culturally relevant and sustaining pedagogies.

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

Beyond Appreciation: The Confluentia of YA and Digital Texts for Engaging Diverse Perspectives

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This panel addresses the need to support teachers in moving stances beyond appreciation of diversity and toward practices for enacting literacy teaching as a sociopolitical act. Join three teacher educators as we share methods for using young adult literature and digital texts in teaching/teacher education practice.

Presenters: Briana Asmus, Aquinas College, Kalamazoo, MI
Aimee Hendrix-Soto, Murray State University, KY
Amy Piotrowski, Utah State University, Logan

From Passion to Purpose: Creating Spaces with Youth for Connection and Confluence

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NATIONAL WRITING PROJECT

The LRNG Innovators Challenge, an initiative of the National Writing Project and John Legend's Show Me Campaign, supports educators in designing, testing, and sharing solutions that build the future of creative and connected learning. This roundtable brings together voices of educators and youth from five current projects across the country.

Presenters: Molly Buckley-Marudas, Cleveland State University, OH
Christina Cantrill, National Writing Project, Berkeley, CA
Cathy DeForest, Vision Quilt, Ashland, OR
Thor Gibbins, SUNY, Oneonta
Melissa Hughes, Michele Clark High School, Chicago Public Schools, IL
Shanendra Nowell, Oklahoma State University, Stillwater

Technology, Motivation, and Early Adolescents



What does research say about the relationship between motivation and technology use in the classroom to assist developing readers in the middle grades? This poster session will highlight the types of technology that support student motivation and provide practical ways to integrate technology effectively.

Presenter: Kelli Bippert, Texas A&M University, Corpus Christi

(Re)Formatting the Writing Portfolio: A Remix



Writing is difficult to learn, maintain, and sustain, for anyone. As intentional practitioners, we must provide our students with opportunities to process the world through open-ended avenues for expressing their creativity in emergent modalities. The move toward (re)formatting the traditional portfolio offers flexibility and choice.

Presenters: Erin Horton, Clarke County Schools, Athens, GA
David Ragsdale, Clarke Central High School, Athens, GA
Jennifer Tesler, Clarke Central High School, Athens, GA

“What Does This Book Have to Do with Me?” Creating and Sequencing Confluent Text Sets to Increase Reading Engagement and Achievement



As teachers, we are familiar with our students’ common refrain: “What does this book have to do with me?” How can we help students connect to what we teach? In this interactive session, participants explore creating and sequencing texts to foster background knowledge and meaningful connections to increase reading engagement.

Presenters: Kathryn Kelly, Salt Lake City School District, UT
Margaret Osgood Opatz, University of Utah, Salt Lake City
Elizabeth Thackeray, University of Utah, Salt Lake City

Connecting with Readers through Novels in Verse: A Confluence of the Heart



Many young readers, especially those whose reading skills are emergent, connect powerfully with verse novels. Dynamic and accessible, novels-in-verse offer voice-driven, eloquent storytelling on a range of topics. A panel of authors and educators will share strategies for incorporating novels-in-verse into curricula and model poetry as an alternative storytelling method.

Facilitator: Lorie Barber, Lisle Elementary School, IL

Tradebook Authors: Christopher Baron, Feiwel and Friends/Macmillan, “Literature, Reading, Content Area Literacies/Writing across the Curriculum, Teacher Education, and Professional Development”
Nikki Grimes, Bloomsbury

Joy McCullough, Penguin Random House

Aida Salazar, Scholastic

Laura Shovan, Random House Children’s Books

Consultant: Sylvia Vardell, Texas Woman’s University, “Literature, Reading, Content Area Literacies/Writing across the Curriculum, Teacher Education, and Professional Development”

#SpeculativeFrictions: Restorying Imaginative Spaces with Youth



Speculative fiction and fandom communities are popular among youth readers and writers. Despite this popularity, speculative fiction and its affinity spaces often reify racist, ableist, and heterosexist rhetoric. In this session, researchers and secondary educators discuss how they work with youth to foster inclusion within problematic genres and fan communities.

Chair and Presenter: Stephanie Toliver, University of Colorado Boulder

Presenters: Karis Jones, New York University

Scott Storm, New York University

Respondent: Alex Corbitt, Boston College

POSTCONVENTION EVENTS



CONFERENCE ON
ENGLISH LEADERSHIP

CEL VIRTUAL ANNUAL CONVENTION

NOVEMBER 22-23

**Dynamic Leadership: Inspiring Literacy
Leaders to Imagine, Innovate, and Invent**

Register via the CEL Convention website, <http://ncte.org/groups/cel/convention/>, where you can also find the most up-to-date information about the schedule, speakers, and topics.

Sure, problems abound in our daily lives as leaders. We rush to put out fires and take care of the multitude of issues on our doorstep: we need to plan PD, sit on an interview committee, discipline a student, create schedules, collect data, grade papers, observe a teacher, and teach classes. There are so many things awaiting our attention. How do we ever have enough time to imagine the possibilities of an English classroom and actually bring them to fruition?

Literacy leaders need a community to grow as leaders and to surround themselves with visionaries in order to create and channel vision into reality. That's where CEL comes in. CEL is a community of leaders with a mission to raise our leadership potential, imagine a new idea, collaborate around a problem or practice, and envision instruction and programs that exceed expectations. In order to truly be more than managers, we need dedicated time and space to imagine, innovate, and invent alongside other dynamic leaders. The CEL Annual Convention provides us this opportunity.

—Karen Reed-Nordwall, 2020 Program Chair



ALAN WORKSHOP

NOVEMBER 23-24

**Book Brave: Using YAL to
Rethink Spaces Together**

Register on the NCTE Convention registration page, <http://convention.ncte.org/2020-convention/registration/>, and for the most up-to-date information, see the ALAN website: <http://www.alan-ya.org/workshop>.

The theme of this year's workshop is "Book Brave: Using YAL to Rethink Spaces Together." For our 2020 gathering, we hope to shift power structures—both within and beyond the workshop. Responding to workshop participants' requests, we aim to have greater diversity of session topics and presenters and more engaging interactions between authors, presenters, and attendees. We hope that sessions will spark conversation and explore the possibilities of young adult literature.

This year's workshop will feature authors and presenters who are keenly focused on pushing the field and reimagining spaces—classroom spaces; library spaces; and spaces at large. We hope to design sessions that feature characters and/or themes that celebrate the diversity of young people in our schools and libraries.

—Ricki Ginsberg, 2020 ALAN President