New Attendee Orientation

Set your alarm because you don’t want to miss this event in honor of you!

Join first-time attendees and NCTE leaders for an informative session that will orient you to the NCTE Annual Convention. This special breakfast meeting provides an opportunity for you to meet council leaders and other new members while learning about what it means to be an engaged and active NCTE member. You will learn ways to maximize your convention experience while gaining quick tips and strategies that will expand your knowledge of NCTE and your professional network. This popular breakfast meeting has been sponsored by EMC School and includes a coffee bar and yogurt parfaits to welcome all first-time convention attendees.
FRIDAY GENERAL SESSION

8:00–9:15 A.M.
EXHIBIT HALL 1

Jimmy Santiago Baca

“I Got Mountains to Move!”
A Conversation with Students and Audience

Based on Jimmy Santiago Baca’s amazing poetry and prose and his passion and championship for lifelong literacy, this session takes the audience through a literary audial and visual narrative conversation of his life—from before he could read and write to the present. Even more exciting, Baca will share with the audience his work with the students who have been collaborating with him: the Red Poet’s Society and an ELA class from Cypress-Fairbanks High School in Houston, TX, and Alternatives in Action School in Oakland, CA. I collaborated with the teachers and students throughout the entire process, customizing resources to address skills and research resources. I met, virtually, once every week with these classes. I encouraged students to email their queries, ideas, and comments, as well.

Baca has worked with these students, who will write and perform some of their poetry via prerecorded video. Students will present, read some of their own poetry, and interact with him. One of the teachers, Dr. Logan Manning, will attend in person. Ms. Pollitt and Ms. Montgomery we will see with students via video recordings.

Watching students interact and think and write with Baca was exhilarating for them, for their teachers, and for me. The questions they posed illustrated that these students, Generation Z, are thinking quite differently and more deliberately than, perhaps, our students of the past. In fact, working with these students has illustrated they are most assuredly in a different space and place and possess different expectations.

An added plus, this session will also feature a recorded conversation with Baca and Ms. Amanda Gorman, the first Youth Poet Laureate of the United States.

Jocelyn A. Chadwick
NCTE President
2017 Program Chair

While serving a five-year sentence in a maximum security prison, Jimmy Santiago Baca learned to read and began to turn his life around, emerging as a prolific artist.

Baca has received a Pushcart Prize and the Hispanic Heritage Award for Literature, in addition to a National Book Award. In 2006, Baca was awarded the Cornelius P. Turner Award, which honors GED graduates who have made “outstanding contributions” in areas such as education, justice, and social welfare.

He is a winner of the International Prize for his memoir, A Place to Stand. Students with whom Baca has worked will present with him.
**A.01 Where Must We Go from Here? PreK-Graduate: Exploring Our Voice, Agency, Mission Collectively, Collaboratively (NCTE Past Presidents and Teachers)**

*131 & 132*

Who are we and what defines us? Have our own definitive delineations served over time to where we now function best alone, “among our own kind”? This session drills into our discipline—its past, present, and future. In today’s challenging times, how must we reimagine and reconfigure ourselves at all levels so that we and our students succeed?

This panel explores and considers these crucial issues and considers how we move forward together, blending our talents and experiences as teachers, new and old, to prepare all our students with the life-long literacy skills it is our goal to nurture and provide.

**Chair:** Jocelyn A. Chadwick, NCTE President, Harvard Graduate School of Education, Cambridge, MA  
**Presenters:** Jeff Andelora, Mesa Community College, AZ  
Lawrence Butti, LIU-CW Post/New York State English Council, Greenvale, NY  
Angela Cannady, George Wythe High School for the Arts, Richmond, VA  
Beverly Ann Chin, University of Montana, Missoula  
Leila Christenbury, Virginia Commonwealth University, Richmond  
Kristin M. Comment, Belmont High School, MA  
Sharon M. Draper, Atheneum Books for Young Readers, Simon & Schuster  
Keith Gilyard, Pennsylvania State University, University Park  
Erika Lindemann, University of North Carolina, Chapel Hill  
Lindsey Rinder, Belmont Public Schools, MA  
Matthew Skillen, Elizabethtown College, PA  
Jason Torres-Rangel, National Writing Project, Berkeley, CA  
Julia E. Torres, DCIS at Montbello, Denver, CO

**A.02 Believing Them Up: Hope and Respect in Literacy Education**

*230*

**Sponsored by the Elementary Section Steering Committee**

Katherine Bomer and Randy Bomer will lead participants in examining deficit assumptions, reframing children as capable and resource-rich, and imagining curriculum in ways that draw upon students’ strengths to engage in high-level thinking and powerful purposes for literacy.

**Presenters:** Katherine Bomer, The University of Texas at Austin, “Reframing Children as Strong and Capable”  
Randy Bomer, The University of North Texas, Denton, “Recent Inflammations of Deficit Thinking”

**A.03 Why Middle Matters: Beyond the First Chapter—Motivating Middle Grade Readers and Writers with Series Books**

*276*

**Sponsored by the Middle Level Section Steering Committee**

Series books offer middle grade readers an opportunity to move beyond the first chapter and find themselves lost in a book. Join five middle grade authors to learn how to use series books to motivate students to not only read, but to write as well.

**Chair:** Margaret Hale, University of Houston, TX  
**Tradebook Authors:** Jeff Anderson, San Antonio, TX  
Molly B. Burnham, HarperCollins/Katherine Tegen Books
Pedagogies of Possibility/Responsibility: Race Radical Literacies and College Classrooms in the #BlackLivesMatter Era

Sponsored by the College Section Steering Committee

Framing BLM is more than a moment or occasion for race-related current events curriculum; BLM is a central force of energy and gravity for classrooms today. This panel provokes critical inquiry and addresses praxis in the contemporary composition classroom. The objective is to think through pedagogical approaches that draw upon and affirm BLM, that engage with the rhetoric of and about #blacklivesmatter.

Co-Chairs: Aimee Mapes, University of Arizona, Tucson
Shelley Rodrigo, University of Arizona, Tucson

Respondents: Aja Martinez, Syracuse University, NY
Neisha-Anne Green, American University, Middletown, DE
Vershawn Young, University of Waterloo, Ontario

Decolonizing English Literacies in the Classroom: Ideas for Consideration

Sponsored by the Standing Committee on Global Citizenship

In this presentation we argue for the decolonization of English literacies in the classroom that exclude nondominant cultural ways of knowing. Explaining how the English classroom is a colonized space, we share strategies to integrate classroom practices to begin to decolonize that space and allow for more voices to participate.

Chair: Vivian Yenika-Agbaw, Pennsylvania State University, University Park

Presenters: Tim Bostic, Norfolk, VA, “What Strategies Are Some Teachers Currently Using to Decolonize the English Classroom?”
Kevin DePew, Old Dominion University, Newport News, VA, “Why Is It Necessary to Decolonize the English Classroom?”
Kyloowna Moton, California State University, Northridge, and Los Angeles City College, CA, “How Can Teachers Decolonize This ‘Colonized’ Space?”
Michael Seward, Minneapolis Community and Technical College, MN, “How Is the English Classroom a Colonized Space?”

Religion, Spirituality, and the Work of Literacy Education

Sponsored by the Standing Committee on Research

Historically, Christianity has been deeply intertwined with English teaching and literacy learning in US education; today, religion and spirituality continue to impact an ever-diversifying educational landscape, if sometimes indirectly. These research roundtables explore religion and spirituality in relation to students’ and teachers’ work with language, literacy, literature, writing, and education.

Co-Chairs: Mary Juzwik, coeditor, Research in the Teaching of English, Michigan State University, East Lansing
Jennifer Stone, University of Alaska Anchorage

Roundtable 1: Myth and Uncertainty in English Education
Scott Jarvie, Michigan State University, East Lansing, MI

Roundtable 2: When Words Become Flesh: Literary Reading as Transubstantiation
Kati Macaluso, University of Notre Dame, IN

Roundtable 3: Reading and Writing Mystical Experience: What Teachers Can Learn from Women Mystics Engaging Literate Practices to Connect with the Divine
Mary Juzwik, coeditor, Research in the Teaching of English, Michigan State University, East Lansing

Roundtable 4: Regulating Language: Language Ideologies of Early Alaskan Christian Missions
Jennifer Stone, University of Alaska Anchorage

Roundtable 5: Roots and Writing: Southern Hoodoo Workers and Their Literacy Traditions
Tiffany Pogue, Albany State University, Albany, GA

Roundtable 6: Guard Your Heart: Evangelical Purity and Classroom Engagement
Bree Gannon, Michigan State University, East Lansing

Roundtable 7: Recognition Theory, Ethical Dialogue, and the Problem of Religion in English Education
Kevin Burke, The University of Georgia, Athens
Will Fassbender, The University of Georgia, Athens
Heidi Hadley, The University of Georgia, Athens

Roundtable 8: Intersections of Race, Religion, and Identity in Discussion around Text in an Urban Catholic School
Robert LeBlanc, University of Lethbridge, Alberta
Roundtable 9: “Racism is a God-damned thing”: Race, K–12 Catholic Schools, and the Secondary English Classroom
Mary Neville, Michigan State University, East Lansing

Roundtable 10: “Buddhalupe”: Interreligious Literacies and Spiritual Code-Switching in Picturebooks and Public Spaces
Denise Dávila, The University of Nevada, Las Vegas
Allison Volz, Highland Elementary School, Columbus, OH

Roundtable 11: Black Muslim Girls Navigating Multiple Oppositional Binaries through Literacy and Letter Writing
Sherell McArthur, The University of Georgia, Athens
Gholneskar Muhammad, Georgia State University, Atlanta

Respondent: Anne Elrod Whitney, Pennsylvania State University, University Park

A.07 Supporting the Academic Achievement and Cultural Identity of Latinx Immigrant Children in a Time of Peril
142

Sponsored by the Cultivating New Voices among Scholars of Color Program
In this session, former fellows in NCTE’s Cultivating New Voices (CNV) among Scholars of Color Program examine the role that two after-school learning communities play in building confianza between students and adults, the extent to which elementary school students are aware of how the current political situation is influencing their own families and lives, and the importance of recognizing Latinx children as brilliant individuals whose lives need not be measured or constrained by the current politics of hate.

Chair: Juan Guerra, University of Washington, Seattle
Presenters: Steven Alvarez, St. John’s University, New York City, NY
Ramon Martinez, Stanford University, CA
Sandra L. Osorio, Illinois State University, Normal

A.08 Using YA Lit and a Youth Lens to Promote Student Voices in the Classroom
102

Sponsored by the Early Career Educators of Color Award Program
Our interactive presentation will focus on the implementation of a youth lens and culturally relevant pedagogy to promote student literacy in and outside of the classroom. Presenters will share specific strategies that can empower students to raise their voices to challenge and critique the dominant, often deficit, narrative of adolescence/:border.

Chair: KaaVonia Hinton-Johnson, Old Dominion University, Norfolk, VA
Consultant: Anna J. Small Roseboro, consultant, author, mentor, Grand Rapids, MI
Presenters: Steven Arenas, Alhambra High School, Buckeye, AZ
Sahar Shafqat, Lane Tech College Preparatory High School, Chicago, IL
Renee Wilmot, Church Hill Academy, Richmond, VA

A.09 Recapturing Our Shared Voices: Humor and Play as a Healing Force in Literature for Children
229

Sponsored by the Children’s Literature Assembly
Author Nikki Grimes will introduce participants to the power of humor in children’s literature. Picturebook creators Yuyi Morales, Dan Santat, Jon Klassen, and Mac Barnett will discuss how humor in children’s literature can serve as the common ground that connects people, heals wounds, and helps children find their voices.

Chair: Angie Zapata, University of Missouri, Columbia
“The Power of Humor in Children’s Literature”
Presenters: Mac Barnett, Candlewick Press, Somerville, MA
Nikki Grimes, Penguin Books for Young Readers, Bloomsbury
Jon Klassen, Candlewick Press, Somerville, MA
Miriam Martinez, The University of Texas at San Antonio
Yuyi Morales, Macmillan Children’s Publishing Group
Sharon O’Neal, Texas State University, Round Rock
Dan Santat, Little, Brown Books for Young Readers
A.10  The Next Chapter in Digital Literacies: Teacher Education for Today and Tomorrow

Sponsored by the CEE Commission for Digital Literacies and Teacher Education

Attendees at this roundtable session will take away a variety of tools and research pertaining to digital literacies and teacher education. Presentations include information about new apps and digital tools as well as current research and trends regarding the use of digital literacies in the classroom.

Co-Chairs: Amy Piotrowski, Utah State University, Vernal, “How Preservice Secondary English Teachers Perceive Digital Technologies and Digital Literacy”
Katie Rybakova, Thomas College, Waterville, ME
Speaker: Shelbie Witte, Oklahoma State University, Stillwater

Amber Jensen, George Mason University, Alexandria, VA

Roundtable 2: Engaging Preservice English Teachers in Community Literacy through Digital Writing
Candance Doerr-Stevens, University of Wisconsin-Milwaukee

Roundtable 3: ELA Today: What It Means to Teach ELA in the Digital Age — Preliminary National Survey Findings
Rachael Debnam-O’Dea, North Carolina State University, Raleigh
Nicole Filson, North Carolina State University, Raleigh
Carl Young, North Carolina State University, Raleigh

Roundtable 4: Critical Considerations for Digital Literacies in Pre- and Inservice Teacher Education
Dani Kachorsky, Arizona State University, Tempe

Roundtable 5: Viral Videos: How Can We Analyze and Use These Digital Compositions in the Classroom?
Ewa McGrail, Georgia State University, Atlanta
J. Patrick McGrail, Jacksonville State University, Alabama

Roundtable 6: Sounding Out Synthesis: Hearing Practitioner Inquiry through Remixing Reflection
Jon Wargo, Boston College, MA

Roundtable 7: Digitally Responsive: Using Google Docs to Co-edit Student Writing in the Moment
Rebecca Beucher, Illinois State University, Normal
Joseph Durling, Illinois State University, Normal

Roundtable 8: Adolescents’ Digital Reading Practices: What Are They Doing Well, and What Can We Teach Them?
Lauren Zucker, Fordham University, New York, NY

Roundtable 9: Exploring the Complexities of Digital Literacies and Assessment with Practicing Teachers
Mary Rice, University of Kansas, Lawrence

Roundtable 10: Transforming Digital Literacy into Digital Citizenship: Effective Behaviors of Preservice and Practicing ELA Teachers
Maureen McDermott, Nova Southeastern University, Fort Lauderdale, FL

Roundtable 11: Using FlipGrid and VoiceThread to Conceptualize and Talk about Race with Preservice ELA Teachers
Michelle Falter, North Carolina State University, Raleigh, NC

Roundtable 12: Mindfulness in the Digital Age: Engaging Preservice English Teachers in New Ways with Social Media
Nicole Darmo, University of Central Florida, Orlando

Roundtable 13: Best Apps 2017 for Renewal, Engagement & Understanding
Rae Schipke, Central Connecticut State University, New Britain

Roundtable 14: We’re Teaching with Google Drive: Preservice Students’ Uses of Google Drive to Collaboratively Develop and Refine Teaching Materials, and to Assess and Provide Feedback to Students
Suzie Null, Durango, CO

Roundtable 15: (Re)visioning Place-Based Writing with Digital Ethnography
Thor Gibbins, SUNY Oneonta, NY
A.11  CEE Social Justice Commission Roundtables

Sponsored by the CEE Social Justice Commission

Intersecting the NCTE17 theme with our Commission’s emphasis, we wonder: How can we strengthen both our voices to speak out against inequity and our vision for what’s possible in more just educational spaces? Building from this question, we investigate current justice-oriented educational work and look forward to its future iterations.

Chair: Deborah Bieler, University of Delaware, Wilmington

Roundtable Leaders: Briana Asmus, Western Michigan University, Kalamazoo
Meghan Barnes, University of North Carolina, Charlotte
Ashley Boyd, Washington State University, Pullman
Charles Gonzalez, University at Buffalo, NY
Shana Hartman, Gardner-Webb University, Boiling Springs, NC
sj Miller, NYU Metropolitan Center, New York, NY
Jeanie Reynolds, University of North Carolina, Greensboro

A.12  Using Poetry to Motivate, Inspire, and Enhance Instruction in ELA Teacher Preparation Courses

Sponsored by the CEE Commission on the Teaching of Poetry

During this roundtable presentation, English educators will share ideas and encourage participant discussion centering on how to use poetry to motivate, inspire, and enhance instruction in ELA teacher preparation courses. This includes but is not limited to ideas for using poetry to teach ELA theory, concepts, strategies, and skills.

Roundtable Leaders: Lawrence Baines, University of Oklahoma, Norman
Craig Hill, University of Oklahoma, Norman
Michael Moore, Georgia Southern University, Statesboro
Anthony Kunkel, University of Oklahoma, Norman
Vicki Sherbert, Kansas State University, Manhattan
Bonner Slayton, Moore Norman Technology Center, Norman, OK
Danny Wade, Washburn University, Topeka, KS

A.13  Teaching The Great Gatsby and Fun Home: High School and College English Teachers Share Ideas

Sponsored by the Modern Language Association

With the goal of developing stronger alliances between secondary and college-level teachers, this session brings together two pairs of high school and college English instructors to discuss the similarities and differences in how they teach the same works of literature.

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

Presenters: Jason Courtmanche, University of Connecticut, Storrs
Judith Dewoskin, Ann Arbor, MI
Nicole Brittingham Furlonge, The Holderness School, Plymouth, NH
Elizabeth Hutton, University of Michigan, Ann Arbor

A.14  Truth-Telling Narratives: The Artistry of Folktales as International Storytelling

Sponsored by the USBBY and NCTE

Folklore, as cultural narratives, enables many voices and experiences to be heard and understood. It is agentive in purpose and form. In this USBBY cosponsored session, renowned storytellers Grace Lin and Rashin Kheiriyeh discuss how their infusion of folklore in their narratives helps cultivate international and transnational understanding. Successful storytelling strategies will also be shared.

Chair: Jennifer Graff, The University of Georgia, Athens
Co-Chair: Shanetia P. Clark, Salisbury University, MD

Presenters: Rashin Kheiriyeh, NorthSouth Books
Grace Lin, Little Brown and Company
A.15 Youth Writing Leaders In Action: Training the Next Generation of Literacy Advocates

143

Sponsored by the Bread Loaf Teacher Network

Young people from the Lawrence (MA) Bread Loaf Teacher Network will present models for implementing youth-led writing workshops in a high school classroom, a summer enrichment program, and a local café. Participants will engage in a writing workshop, and will learn specific models they can implement in their own contexts.

Chair: Richard Gorham, Bread Loaf School of English, Lawrence, MA

Presenters: Amaryllis Lopez, Bread Loaf Teacher Network, Lawrence, MA
Yulissa Nunez, Bread Loaf Teacher Network, Lawrence, MA
Monica Sim, Bread Loaf Teacher Network, Lawrence, MA

Respondent: Beverly Moss, The Ohio State University, Columbus

A.16 From Marvel to the Mannequin Challenge: Using Pop Culture to Revitalize the Classroom

280

Why does pop culture matter? How can teachers captivate modern learners? Presenters will share meaningful ways to integrate popular TV shows, movies, books, and digital media into the classroom. From Buzzfeed to Netflix, Instagram to Snapchat, attendees will leave with practical ideas and materials to make content more accessible and relevant.

Presenters: Sarah Chan, Forcey Christian School, Silver Spring, MD
Alison Daniels, Thomas Viaduct Middle School, Hanover, MD

A.17 Empowering Student Voice: Teaching Writing Voice

144

This hands-on session will provide teachers resources and experiences for exploring and teaching voice in their classrooms. Led by four English teachers at Northgate High School in suburban Atlanta, GA, this session will bring authentic student writing to the forefront of the classroom without sacrificing rigor or sanity.

Presenters: Susan Barber, Northgate High School, Newnan, GA
Kima Brown, Northgate High School, Newnan, GA
Diane Dombrowski, Northgate High School, Newnan, GA
Lynn Vance, Northgate High School, Newnan, GA

A.18 Reading and Writing outside of the Box: How Unconventional Narrators Help Readers Bring Understanding to Their Lives and the World

141

Authors often take the approach of an unconventional narrator to help readers experience various perspectives and produce windows into the unknown. Four children’s authors and a middle school teacher discuss unconventional narrators, how they help readers build empathy and understanding, and how students can explore different perspectives in their writing.

Chair: Kellee Moye, Hunter’s Creek Middle School, Orange County, Orlando, FL

Tradebook Authors: Katherine Applegate, Macmillan Children’s Publishing Group
Lisa Bunker, Penguin Young Readers
Josh Funk, Sterling Publishing
Adam Rex, Chronicle Books

A.19 Voices in a Chorus: Discussing Texts That Promote Empathy, Collaboration, and Respect

267

How can students engage with text and find their empathy, as well as their own voices? This group of middle grade authors and educators will discuss how to help students empathize and engage with literature while using it as a means to uncover their own voices.

Chair: Pernille Ripp, The Global Read Aloud, Oregon School District, Madison, WI

Respondents: Elana Arnold, HarperCollins & Lerner Press
Tracey Baptiste, Algonquin Young Readers & Lesley University, New York, NY
Karen Romano Young, Chronicle Books
A SESSIONS / 9:30–10:45 A.M.

A.20  A University/Middle School Partnership: From Planning to Performance Assessment

We will demonstrate a new model for university/school collaboration in teacher education where preservice teachers plan and implement a unit around a work of literature in a 7th-grade classroom. Candidates work together to plan the unit and teach individual lessons in the classroom with communal support.

Chair: Meg Petersen, Plymouth State University, NH
Presenters: Jennifer Desloges, Plymouth Elementary School, NH
Sandra Gurall, Plymouth State University, NH
Hannah Hounsel, Plymouth State University, NH
David MacNeil, Plymouth State University, NH
Kendall Panaggio, Plymouth State University, NH
Shana Rowe, Plymouth State University, NH

A.21  Equity Matters in Culturally Responsive Text Selection

Diversity and equity matter in culturally responsive texts. In this session, presenters explore picture books and YA literature to understand youth identities and literacies.

Chair: Heba Mostafa, Saint Louis University, MO
Presenters: Amy Clark, Erikson Institute, Chicago, IL, “Unlocking Students’ Potential: New Research on the Impact of Culturally Relevant Texts on Reading and Writing Development”
Soowon Jo, University of Florida, Gainesville, “A Study of Common Core English Language Arts K-3 Text Exemplar Picture Books”
Christopher Parsons, Keene State College, NH, “Ideologies about Gender and Literacy in Jon Scieszka’s Guys Read Series”
Xuezi Zhang, University of Florida, Gainesville, “A Study of Common Core English Language Arts K-3 Text Exemplar Picture Books”

A.22  The Mighty Curriculum Power of Picture-Book Biographies

Writing biographies for children requires translating facts from actual lives into works that captivate readers—and complement curricula. This panel of authors discusses the writing process and elements of outstanding picture-book biographies that can enhance K-12 literacy skills, provide interdisciplinary potential, and offer engaging activities (come prepared to try one!).

Tradebook Authors: Jacqueline Briggs-Martin, Hamline University, St. Paul, MN, “Leveraging the Interdisciplinary Power of Picture-Book Biographies”
Tracy Maurer, Minneapolis, MN, “Back Matter Matters”
Phyllis Root, University of Minnesota Press, Candlewick, Hamline University, St. Paul, MN, “Fictional Techniques in Today’s Narrative Nonfiction”
Presenter: Ann Matzke, Wilson Public Library, Cozad, NE, “Connecting Historical Biographies to Real Life Today”

A.23  Honoring Student Agency, Choice, and Needs: Two Curricular Approaches to Literacy

We describe two approaches to classroom literature that honor student choice, agency, and needs. We’ll discuss ways we reimagined learning, to encourage student ownership, collaboration, and inquiry. One literature unit engages students in literacies through gamification; the other builds reading analysis skills through personalized learning and student choice.

Presenters: Jackie Biger, Iowa City Community Schools, IA
Stacy Haynes-Moore, University of Iowa, Iowa City
Mackenzie Kaspar, Kennedy High School, Cedar Rapids, IA, and University of Iowa, Iowa City
A.24  **Podcasts, Social Media, Websites and More: Using Multimodal Technology to Capture and Share Elementary Students' Voices**  
**120 & 121**

Using podcasts, social media, and Web-based tools, this session centers on ways technology can be utilized to support K–5 students’ learning and literacy development. Panelists will provide multiple K–5 classroom and school-based examples connected to helping teachers and students use technology to represent thinking and learning in multimodal, interactive ways.

**Chair:** Erica Hamilton, Grand Valley State University, Grand Rapids, MI  
**Presenters:** Julie Johnson, Hilliard City Schools, OH  
Tricia Kiepert, Hudsonville Christian Schools, MI  
Jim Smalley, Hilliard City Schools, OH  
Mary Jo Staal, Hudsonville Christian Schools, MI

**101**

Using picture books as mentor texts, nature as a universal language to connect global learners across cultures, and questioning to evoke curiosity and creativity, presentations will include three stations of classroom-ready, STEM-aligned literacy strategies that engage, inspire, and empower students with the efficacy of reading, writing, speaking, and listening.

**Presenters:** Cindy Jenson-Elliott, author, San Diego, CA, “Nature: The Universal Language”  
Alice McGinty, author, Champaign, IL, “Fuel the Fire: Ignite Reading, Writing, and Imagination through Questions”  
Jennifer Ward, author, Edwardsville, IL, “Writing Recaptured!”

A.26  **Getting Engaged with Place-Based Writing: Writing in Real Places to Reclaim Agency and Authenticity**  
**163**

Tired of teaching writing to formulas? Looking for ways to help students write for different audiences and purposes? Place-based writing is one solution. The National Writing Project-affiliated teachers in this session will present lessons that help students write more authentically using real places in their own communities.

**Presenters:** Chrissy Harris, East Paulding High School, Dallas, GA  
Amanda Montgomery, Park Street Elementary School, Marietta, GA  
Robert Montgomery, Kennesaw State University, Kennesaw, GA

A.27  **Exploring the Potential of Technology for Agency and Transformation in Literacy Instruction**  
**123**

This session examines how technology can be used to develop agency and transformation in literacy instruction.

**Chair:** Jody Feldman, author, St. Louis, MO  
**Roundtable 1: Strengthening Teacher Voices: Building Agency and Transforming Literacy Instruction through Connected Learning**  
Christina Cantrill, National Writing Project, Berkeley, CA  
Antero Garcia, Stanford University, Redwood City, CA  
Nicole Mirra, Rutgers University, New Brunswick, NJ  
Robyn Seglem, Illinois State University, Normal  
Anna Smith, Illinois State University, Normal  
Stephanie West-Puckett, University of Rhode Island, Kingston

**Roundtable 2: Verbal Processing Activities — How Teachers Can Use 1:1 Technology to Increase Student Agency while Reading**  
Heather Clagett, Lausanne Collegiate School, Memphis, TN

**Roundtable 3: Young Adolescents as Critical Media Literacy Learners: What Parent-Researchers’ Children Say about Their Digital Practices**  
Charlotte Abrams, St. John’s University, Queens, NY  
Sandra Abrams, St. John’s University, Queens, NY  
Molly Kurpis, St. John’s University, Queens, NY  
Daniel Ness, St. John’s University, Queens, NY  
Eric Ness, St. John’s University, Queens, NY  
Mary Beth Schaefer, St. John’s University, Queens, NY
A.28  What Is My English Teacher Up To? Four Teachers in Chicago Collaborate to Empower Students

What happens when we ask our students to surmise and evaluate what we are “up to”? Are we reaching all our students in the way that we think we are? Are we setting them free? Are we giving them the tools to think critically, make ethical judgements, and take meaningful action?

Presenters: Bethany Costello-Stebelton, De La Salle Institute, Chicago, IL
Jessica Lafontaine, De La Salle Institute, Chicago, IL
Ashley Nagle, Back of the Yards College Prep High School, Chicago, IL
Meghan Senjanin, Back of the Yards College Prep High School, Chicago, IL

A.29  The Power of Play: Rethinking Writing in a Digital Age

Play is an integral part of the writing process, but it might be lost in our world of tweets, texts, blogs, and snaps. This session will explore how playful writing can be brought into the classroom through digital tools and expand the messages and audiences of our students.

Chair: Kristen Hawley Turner, Drew University, Madison, NJ
Franki Sibberson, NCTE President-Elect, Dublin City Schools, Dublin, OH, “Digital Mentor Texts: The Power of Play when Learning from Other Writers”

A.30  All Things Considered: Social Justice Teaching in an Inquiry Setting

This session will demonstrate the ways in which our school embraces diverse literature aimed at issues of social justice. We will share the processes our school has developed to select books and resources and offer classroom anecdotes, student samples, and videos to demonstrate how we support students’ critical thinking skills.

Chair: Lyn Mueller, Center for Inquiry, Columbia, SC

A.31  PreK Stories: Young Children as Authors

This presentation will offer strategies and insights for building preK and early childhood classrooms that support young children as authors and their book-making projects. In doing so, it highlights the ways in which preK and early childhood teachers and students can create more inclusive and responsive classrooms, which honor the multiple stories and authoring processes in which young children engage.

Presenters: Dana Frantz Bentley, Buckingham Browne & Nichols School, Cambridge, MA
Mariana Souto-Manning, Teachers College, Columbia University, New York, NY

A.32  Coaching Conversations

Educators will learn how to lead colleagues by improving communication skills. This includes learning conversational habits such as asking better questions, controlling toxic emotions, and building trust. You will take back a framework with question stems, a reflective tool, and confidence to lead from within your school.

Presenters: Cincy Mathis, Fayetteville Public Schools, AR
Holly Smith, Fayetteville Public Schools, AR
Sandra Taylor, Fayetteville Public Schools, AR

A.33  Reading & Writing with the 5Cs: Collaboration, Communication, Creativity, Critical Thinking, and Checking Facts

Roundtable leaders will focus on topics that promote 21st-century learning. Discussions zoom in on reading and writing through the lens of the 5Cs to improve students’ thinking. Participants can attend conversations by teachers, educational writers, and researchers from elementary, middle, and high school, and authors of children’s books.
Chair: Laura Robb, Johnson Williams Middle School, Berryville, VA, “Dig into the 5Cs with Literary Conversations”

Roundtable 1: The Value of Quiet in a World of Noise
Donalyn Miller, The Book Whisperer, Inc., Bedford, TX

Roundtable 2: Students Collaborating in Response to Texts: Broadening Possibilities, Building Independence
Ellin Oliver Keene, author/consultant, Denver, CO

Roundtable 3: Following Your Students’ Lead: Creating Tomorrow’s Teaching from Today’s Learning and Collaboration
Gravity Goldberg, Gravity Goldberg, LLC., South Nyack, NY

Roundtable 4: Five Ways to Use “How Do You Know?” and “I Don’t Think So”
Gretchen Bernabei, writer/consultant, San Antonio, TX

Roundtable 5: Reading and Writing Together: Practicing Collaborative Literacy
Harvey “Smokey” Daniels, author and consultant, Lamy, NM

Roundtable 6: Jelly Bombs and the Island Adventure: Using Key Vocabularies and Student-Created Readers Theater to Improve Reading Fluency and Comprehension
James Nageldinger, Elmira College, Elmira, NY

Roundtable 7: Partnerships and Clubs in Reading and Writing: Strategies for Supporting Collaboration
Jennifer Serravallo, Heinemann/Scholastic, New York, NY

Roundtable 8: Designing Writing Assignments around the 5Cs
Jim Burke, Burlingame High School, Burlingame, CA

Roundtable 9: Checking Facts in the Age of Disinformation
Kelly Gallagher, Anaheim Union High School District, CA

Roundtable 10: When Fiction and Nonfiction Overlap
Lester Laminack, author/consultant, Asheville, NC

Roundtable 11: Investigating Conventions as Tools for Communication, Creativity, and Powerful Nonfiction Writing
Linda Hoyt, author/consultant, Powell Butte, OR

Roundtable 12: Keeping Poetry Central to the Core of Reading and Writing
Linda Rief, Oyster River Middle School, Durham, NH

Roundtable 13: Engaging Students in Collaborative Writing Projects and Critical Thinking with Nonfiction Mentor Texts
Lynne Dorfman, PA Writing & Literature Project, West Chester, PA
Rose Cappelli, PA Writing and Literature Project, West Chester, PA

Roundtable 14: Creating a Classroom Culture of Dialogue to Maximize the Potential of Read-Aloud & Independent Reading
Mary Howard, literacy author/consultant, Broken Arrow, OK

Roundtable 15: How the Collaboration Path Leads to Student-Focused Critical Thinking
Nancy Akhavan, California State University, Fresno

Roundtable 16: Teaching Writing with Creativity and Critical Thinking
Nancy Steineke, Illinois Writing Project, Brookfield
Ruth Culham, The Culham Writing Company, Portland, OR

Roundtable 17: Taming the Wild Text: New, Powerful Dimensions in the Synergy of Technology and Reading
Pam Allyn, Scholastic Inc., New York, NY

Roundtable 18: Creative Structures for Organizing Writing: Well beyond the 5-Paragraph Essay
Penny Kittle, Kennett High School, North Conway, NH

Roundtable 19: Beyond the English Classroom: Casting the 5Cs in All Disciplines
ReLeah Cossett Lent, writer/consultant, Atlanta, GA

Roundtable 20: Evidence-Based Writing with the 5Cs: Teaching Students to Develop Meaningful Writing
Rozlyn Linder, The Literacy Initiative, Atlanta, GA

Two-Fers: Poems for Two Voices — Evidencing Learning from Multiple Points of View

Panelists will present practical and fun strategies showing how writing and performing poems for two voices can be used in language arts and with content area colleagues to evidence understanding, encourage meaningful collaboration and revision, foster deeper thinking, and promote good speaking and listening skills.

Chair: Michael Salinger, author, Mentor, OH
Presenters: Sara Holbrook, Boyds Mills Press
Nancy Johnson, Western Washington University, Bellingham
Karen McDowell, Singapore American School, Singapore
Scott Riley, Singapore American School, Singapore
A.35 Empowerment across Modes and Contexts: High Schoolers Stepping Up in the Digital Dialogue Project
151
Featuring a high school English teacher and a partnering researcher, this panel session will explore a twelfth-grade classroom's transposition of expression from personal narrative to iMovie during a collaboration that gave students opportunities to create and comment on digital products created by and for an authentic, diverse audience of peers.

Presenters: Sarah Ballard, Murrah High School, Jackson, MS
Julie Rust, Millsaps College, Jackson, MS

A.36 Getting to the Heart: Remixing Conversations on Hip-Hop, Black Adolescent Girls, and Academic Engagement
160
This interactive session brings together hip-hop, community literacy, and urban education research to explore newer research findings.

Chair: Kristen Marakoff, Travelers Rest High School, SC
& Furman University, Greenville, SC

Presenters: Adrian Clifton, University of Missouri, Columbia, “How Black Adolescent Girls Rise from Poverty to Reclaim Their Identity”
John Eugene, Notre Dame of Maryland University, Baltimore, “A Matter of Trust: Getting to the Heart of Academic Engagement”
H. Bernard Hall, West Chester University, PA, “Hip-Hop Pedagogies: Remixing Informational Texts”

A.37 Don't Give Up on Boys! How to Nurture Boy Readers and Writers
221
In this panel presentation, we will explore how to reach and teach boy readers and writers from various perspectives: authors and classroom teachers. Through an interactive, informal discussion, panelists will discuss their own literate lives, how they became who they are, and practical ways teachers can nurture their boy students.

Co-Chairs: Margaret Simon, Iberia Parish Gifted Program, New Iberia, LA
Julieanne Harmatz, Los Angeles Unified School District, CA

Presenters: Ralph Fletcher, author/consultant, Lee, NH
Dan Gemeinhart, Scholastic Inc.
Jason Reynolds, Simon & Schuster
Peter Reynolds, The Reynolds Center for Teaching, Learning, and Creativity, Boston, MA
Jon Scieszka, Listening Library/Books on Tape, New York, NY

A.38 Culture Mapping: Learning about Our Students, Ourselves, and the World through Interactions with Characters and Each Other
152
As our classrooms grow more diverse, we continue to look for meaningful ways to push students beyond just “tolerating” differences. Come be part of a conversation about how culture mapping, an idea developed for the business world, can be leveraged in literacy classrooms to understand our students, ourselves, and others.

Presenters: Jessica Giah, Acorn Learning & Teaching, Minneapolis, MN
Lynn Hagen, Muriel Williams Battle High School, Columbia, MO

A.39 I Thought I Could Read! Empathizing with Illiteracy and Demonstrating Differentiation
262
Participants will complete an activity which emphasizes the struggles of beginning readers and the use of differentiated instruction. This activity is useful to implement with parents, preservice teachers, inservice teachers, and other stakeholders. Participants will receive complete instructions for replicating the activity.

Presenters: Haleigh Alexander, University of Tennessee, Martin
Jill Bland, University of Tennessee, Martin
Alexandra Daniels, University of Tennessee, Martin
Amron Forsythe, University of Tennessee, Martin
Joyce Swan, University of Tennessee, Martin
A.40 Why Are All the Trans Youth So “Normal”?: Intersectionality and Absence in Current Trans Fiction for Youth

This panel will examine possible reasons behind the current lack of engagement with racial and class difference and disability in the field of YA literature studies and publishing. How can we critically explore the concept of representation in college classrooms and high schools when there is so little diversity within the larger body of trans literature for teen readers?

Chair: Robert Bittner, Okanagan College, Kelowna, British Columbia

Presenters: Kheryn Callender, Scholastic Inc.
Angel Matos, San Diego State University, CA
Anna-Marie McLemore, Thomas Dunne Books, Macmillan Children’s Publishers
Vee Signorelli, GayYA.Org, Saint Paul, MN
Parrish Turner, New School / Lambda Literary, New York City, NY

A.41 Making Noise: Students Owning Their Learning, Owning Their World through Modality Choice in Classroom

Presenters will share how educators can engender student agency by creating opportunities for expression and voice through culturally relevant practices. Participants will engage in an interactive panel, explore resources and tools that support the development of literacy identities, and ignite engagement in all students, with consideration to their individual needs.

Chair: Tiana Silvas-Brunetti, PS 59, New York, NY

Presenters: Amy Fabrikant, Teachers College, Columbia University, New York, NY
Kara Langer, New York City Department of Education, NY
Anastasia Macris, New York City Department of Education, NY
Anna G. Osborn, Columbia Public Schools, MO

A.42 From Summer Slide to Literacy Ladder: Designing a Summer Camp to Grow Young Readers

Unfortunately, the summer can mean a decline in reading achievement for students. This session will share the program design of a 4-week summer literacy camp for diverse learners in grades K-3. Through rich texts, field trips, elective activities, and family connections, students experienced reading gains and improved attitudes toward literacy.

Presenters: Sarah Duncan, Lipscomb University, Nashville, TN
Jeanne Gilliam Fain, Lipscomb University, Nashville, TN

A.43 Casualties of War: Mislabeling Students within the Resilience Movement

A teacher educator and a teacher candidate from a minority-serving institution work together to problematize the concepts of growth mindset and resilience and their use to further marginalize raced and classed minority students. They detail their experiences with teaching Macbeth to a group of students in a high-needs school.

Presenters: Monique Cherry-McDaniel, Central State University, Wilberforce, OH
Ashley Tharbs, Central State University, Wilberforce, OH

A.44 The Fiction of Real Life: Using Nonfiction to Support the Study of Literary Texts

Too often in the secondary English classroom, we segregate our text types into separate units or we focus on a single work, missing out on opportunities for discovery across modes. This session will present a model unit that uses multiple text types to sustain student engagement.

Chair: Renee Shea, independent writer and consultant, Columbus, OH

Presenters: John Golden, Portland Public Schools, Portland, OR
Tracy Scholz, Alief Independent School District, Houston, TX
A.45 Conferring as a Path to Help Students Develop Voice and Agency: Today, Tomorrow, and Forever

Conferring is a practice that belongs in the toolkit of every teacher. Yet, many teachers still feel uncertain when it comes time to confer. This session is for any teacher who wants to discover or revitalize the practice of intentional conferring, making conferring more joyful and meaningful starting immediately.

Roundtable 1: Conferring with Reluctant Writers
Kristin Ackerman, St. Mark’s Episcopal School, Palm Beach Gardens, FL

Roundtable 2: Powerful Writing Conferences
Lisa Eickholdt, Georgia Gwinnett College, Lawrenceville, GA

Roundtable 3: Conferring with Writers: What Works?
Jennifer McDonough, The Pine School, Hobe Sound, FL

Roundtable 4: Intentional Teacher Language to Promote Agency and Independence
Christina Nosek, Nixon Elementary School, Stanford, CA

Roundtable 5: Making Conferring Stick
Patricia Vitale-Reilly, PVR Consulting, Washington Township, NJ

Roundtable 6: Which Direction to Go: Developing Your Conferring Compass
Kari Yates, Moorhead Public Schools, Moorhead, MN

A.46 Shakespeare Whispers in Your Ear: Using Folio Technique to Promote Student Engagement from Fluent to Struggling Readers

Shakespeare had to create a system that quickly provided the actor with the entirety of their character. He achieved this by placing essential clues directly into the text, so we should go back to the First Folio to unlock those secrets. This session provides participants clearly demonstrated physical and vocal activities that comprise “Folio Technique” to demystify the intricacies of Shakespeare’s verse and to promote students’ confidence in tackling a Shakespeare play as classroom performance and close reading experiences. The presentation highlights how this approach even works effectively with students who find reading challenging and Shakespeare “impossible.”

Presenters: Mary Christel, TimeLine Theater, Chicago, IL
Kevin Long, Harper College, Palatine, IL

A.47 Mirror, Mirror, on the Wall: What’s the Fairest Example of All? Mimesis and Exemplars in the Writing Class

Are you original? Mimesis, learning through example, creates some of the best learning opportunities in a writing practice, yet may come with anxiety over authenticity. When used in constructive ways, composition exemplars bring real-world proximity and foster a sense of agency and writerly identity.

Presenters: Carrie Bailey, University of Phoenix, Tempe, AZ
Susan Honea, Excelsior College, Albany, NY
Sherry Salois, Maryville University, St. Louis, MO

A.48 Sing a New Song: Helping Students Recapture Their Voices and Agency through Protest Music and Creative Songwriting

Through the music and lyrics of the Civil Rights Movement, session participants will explore pragmatic ways to effectively foster student voice while teaching creative songwriting and rhetorical strategies.

Chair: Amy Spiker, University of Wyoming, Laramie

Presenters: Timothy Duggan, Northeastern Illinois University, Chicago, “‘Sing Ourselves’: Students Creating Meaning and Music in English Class”
Seth D. French, University of Arkansas, Fayetteville, “‘Sing Ourselves’: Students Creating Meaning and Music in English Class”
Christian Goering, University of Arkansas, Fayetteville, “‘Sing Ourselves’: Students Creating Meaning and Music in English Class”
Alan Lawrence Sitomer, Scholastic Inc., “‘Sing Ourselves’: Students Creating Meaning and Music in English Class”
William Sewell, Dakota State University, Madison, SD, “We Shall Overcome: Recapturing Our Voices and Our Agency with Protest Music”
A.49 Cultivating Agency: Community Advocacy and Teacher Professional Development

Presenters will describe professional development as it intersects with local communities, in urban and Native American school settings.

Chair: Angela Faulhaber, Miami University, Oxford, OH

Roundtable 1: Enacting Social Justice–Focused English Curricula
Alex Kameen, J. T. Moore Middle School, Nashville, TN
Allison Skerrett, The University of Texas at Austin

Roundtable 2: Innovative Professional Development at the Onondaga Nation School
Jennifer Kagan, Oswego State University, East Syracuse, NY

Roundtable 3: It Takes a Village: Utilizing Community Partnerships to Cultivate Strong Reader Identity in Urban Education Settings
Victoria Abdulla, Schenectady City School District, NY
Kerri Messler, Schenectady City School District, NY

A.50 Folger Shakespeare Library: Make *Romeo and Juliet* Lively and Rewarding for ALL Students!

Learn wildly effective strategies for connecting all kinds of students to the language and characters of *Romeo and Juliet*. Practice active techniques that get ALL readers understanding and enjoying that tricky opening scene, Juliet’s soliloquies, and lots more in between. Students end up improving their abilities to read closely, ask good questions, cite textual evidence, collaborate with peers, and embrace new challenges with confidence.

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

Presenters: Mary Dea, Great Falls High School, Great Falls, MT
Jillian Ratti, McMinn County High School, Athens, TN

A.51 Public Education in Troubled Times

Sponsored by the National Council for Research on Language and Literacy (NCRL)

A recent blog post from NCTE’s Standing Committee Against Racism and Bias states, “There is no apolitical classroom. Teachers must examine how racism has shaped their beliefs.” Critical voices in the field will explore issues related to segregated schools, racism, and the privileging of English. Our focus is on possibilities for change.

Co-Chairs: Catherine Compton-Lilly, University of Wisconsin, Madison
Ted Kesler, Queens College, CUNY, White Plains, NY

Respondent: Janeann Bean-Folkes, Marist College, Poughkeepsie, NY

Presenters: Garrett Albert Duncan, Washington University, St. Louis, MO
Valerie Kinloch, University of Pittsburgh, PA
Timothy Lensmire, University of Minnesota, Minneapolis

A.52 Exhibitor Session: Shared Space Planning

Sponsored by Shared Space Professional Development

Learn how to cut your planning time in half and reach ALL students in your class. Come and try Shared Space Planning to see how it can guide you through lesson planning from multiple entry points to new strategies for exploration to automatically generated and trans-languaged student guides. Participants receive a free 30-day trial.

Presenter: Nicole Galante, Shared Space Planning, Sound Beach, NY
B.01  Teachers as Assessment Leaders in Literacy: Roundtable Discussions

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Sponsored by the Standing Committee on Literacy Assessment

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

Chairs: Peggy O’Neill, Loyola University Maryland, Baltimore

Roundtable 1: The Impact of the AAC&U Scoring Guide on College Writing
Kathleen Blake Yancey, Florida State University, Tallahassee

Roundtable 2: Culturally Relevant Ways to Assess Bilingual and English Language Learners (Elementary)
Bobbie Kabuto, Queens College, NY

Roundtable 3: Preparing Students for First-Year College Assessments (Transition to College)
Peggy O’Neill, Loyola University Maryland, Baltimore

Roundtable 4: Including Families in Literacy Assessment Conversations
Kathryn Mitchell Pierce, Saint Louis University, MO

Roundtable 5: Using Data to Emphasize Formative Assessment (Secondary)
Jennifer Sellenriek, Clayton High School, MO
Katie Storms, Clayton High School, MO

Respondent: Kathleen Blake Yancey, Florida State University, Tallahassee

B.02  The Movement for Black Educational Justice: Historic and Contemporary Lessons from Ferguson, Mizzou, and St. Louis

221

Sponsored by the Standing Committee on Research

St. Louis has long been a site of the struggle for Black educational and cultural justice. As we gather here for NCTE, this session uses historic and recent events and activist scholarship in the host city and state as a lens through which to offer a vision of educational equity.

Presenters: Tamara Butler, Michigan State University, East Lansing
Keona Ervin, University of Missouri, Columbia
Keisha Green, University of Massachusetts, Amherst
Django Paris, Michigan State University, East Lansing
Michelle Purdy, Washington University, St. Louis, MO

B.03  WLU Opening Session: Literacy Educators Talking Back to Public Education Policy, Mandates, and Legislative Trends

230

Sponsored by the Whole Language Umbrella

To assert agency, teachers must learn to work subversively within and around policy. This session provides examples of transformative teacher educators and award-winning teachers redesigning policy mandates to do what is best for students. We’ll demonstrate using digital devices to talk back to power and impact future policy.

Chair: Richard Meyer, University of New Mexico, Albuquerque, “Take Out Your Phone and Talk Back”

Presenters: Bess Altwerger, Towson University, Towson, MD, “Staying on Board: Finding the Courage to Lead”
Kimberly Feldman, University of Maryland, Baltimore County, Baltimore, “Creating Space: How Teachers of the Year Negotiate Literacy Policy and Practice”
Nancy Rankie Shelton, University of Maryland, Baltimore County, Baltimore, “Redesigning Their Redesign: Keeping State Mandates Still”
B.04  Using Jewish Children’s Literature in the Elementary Classroom

Sponsored by the NCTE Jewish Caucus

This session discusses Jewish children’s literature and its use in P–6 classrooms. The session focuses on award-winning Jewish children’s literature as part of a broad-based multicultural curriculum, the correction of misrepresentations of Jewish life, and engaging children in philosophical discussions about the nature and variation of being human.

Co-Chairs: Rosemary Horowitz, Appalachian State University, Boone, NC
Mara Grayson, Pace University, New York, NY

Presenters:
David Bloom, The Ohio State University, Columbus, “Using Jewish Children’s Literature to Engage Children in Philosophical Discussions”
Evelyn Freeman, The Ohio State University, Columbus, “The Sydney Taylor Book Award: Sharing Jewish Children’s Literature in the Classroom”
Laurie Katz, The Ohio State University, Columbus, “Hanukkah is Not the Jewish Christmas: Using Jewish Children’s Literature to Discuss Cultural Differences in the Elementary Classroom”

B.05  2017 Orbis Pictus Award-Winning Books: Sharing Nonfiction with Children

Sponsored by the NCTE Orbis Pictus Award for Outstanding Nonfiction

The 2017 Orbis Pictus Award-winning books will be shared along with the qualities that make them appealing to children. Orbis Pictus titles motivate children to read nonfiction for pleasure and provide teachers with the opportunity to extend learning across curricular areas.

Chair: Cyndi Giorgis, Arizona State University, Tempe

Presenters:
Seemi Aziz Raina, University of Arizona, Tucson
Mary Ann Cappiello, Lesley University, Stratham, NH
Denise D'Avila, The University of Nevada, Las Vegas
Jennifer Graff, The University of Georgia, Athens
Daryl Grabarek, School Library Journal, New York, NY & Las Vegas, NV
Jeanne Gilliam Fain, Lipscomb University, Nashville, TN
Julie Waugh, Hong Kong International School, Repulse Bay
Marianne Richardson, The Heritage School, Newman, GA
Scott Riley, Singapore American School, Singapore

B.06  Reclaiming Our Classrooms: Exercising Agency in an Assessment-Driven Environment

Sponsored by the Language Collaborative

This interactive session is designed to share best practices through which teachers from different contexts are actively maintaining/reclaiming their voice and agency as professional educators of children. Following short presentations, teacher panelists will lead roundtable conversations with participants, inviting them to share practices that have been effective in their settings.

Roundtable Leaders:
Allyson Guida, Lakewood Elementary, Sunnyvale, CA
April Silimperi, Shafer Elementary, Nazareth, PA
Brenda White, Towne Acres Elementary School, Johnson City, TN
Jennifer Concepcion, Lakewood Elementary, Sunnyvale, CA
Jonathan Lebowitz, Lakewood Elementary, Sunnyvale, CA
Mathew Espinosa, Santa Clara County Office of Education, San Jose, CA
Pamela Cheng, Lakewood Elementary, Sunnyvale, CA
Rachel Swords, Sanford Elementary School, Newport News, VA

Discussion Leaders:
Mary C. Hutchinson, Pennsylvania State University, Center Valley
Xenia Hadjioannou, Penn State Harrisburg, Middletown
Huili Hong, Towson University, MD

B.07  Bring Blogging, Media Literacy, and Student Voice into Your Classroom

Sponsored by the Journalism Education Association (JEA)

Come see how teachers are using websites, blogging, video, and podcasting to publish authentic stories. Resources on blogs, writing activities, media literacy, and how teaching media can align with the Core to teach students 21st-century skills will all be here.

Presenter: Jonathan Rogers, Journalism Education Association, Iowa City, IA, “How to Bring Blogging, Media Literacy, and Student Voice to the Classroom”
On the Wonder Pathway to Deepen Inquiry-Based Learning and Amplify Voice

Sponsored by the National Center for Families Learning (NCFL)

In a culture of curiosity, choice options lead students on pathways of wonder, inquiry, and discovery. How can educators foster wonder pathways to deeper learning, while challenging students to own their learning and exceed expectations? Our roundtable presenters will share strategies to encourage wonder and inquiry leading to amplified voices.

Chair: Carol Varsalona, independent ELA consultant, Rockville Centre, NY

Blanca Duarte, LogicWing, Inc., Jericho, NY

Roundtable 2: Can I Touch Your Hair? Wonder as a Starting Place for Teaching Tolerance
Irene Latham, Lerner Publishing
Charles Waters, Lerner Publishing

Roundtable 3: Creating a “Wonder-Full” Classroom Environment
Jennifer McDonough, The Pine School, Jupiter, FL

Roundtable 4: e-Igniting Wonder in Adolescence
Kristie Ennis, Murray State University, Murray, KY

Laura Robb, Johnson Williams Middle School, Berryville, VA

Roundtable 6: First Wonder, Then Structure and Voice
Louise Borden, Houghton Mifflin Harcourt

Roundtable 7: Ignite a Sense of Wonder in Your Classroom and Home with Wonderopolis!
John MacLeod, National Center for Families Learning, Louisville, KY

Roundtable 8: Inquiry, Games & Wonder: An Introduction to Quest-Based Learning
Michele Haiken, Rye Middle School, NY & Manhattanville College, Harrison, NY

Roundtable 9: Inquiry-Based Learning in the Digital World: Bring Learning to Life with WONDER & Tech!
Brittany Howell, St. Patrick Catholic School, Louisville, KY

Roundtable 10: Keep Reading! Keep Thinking! My Wonder-Filled Digital Identity Journey
Olivia Van Ledtje, Moharimet Elementary School, Durham, NH

Roundtable 11: Noticing and Wondering to Stimulate Creative Thinking and Impact a Writerly Life in a Digital World
Carol Varsalona, independent ELA consultant, Rockville Centre, NY

Roundtable 12: Take a Look at T.H.I.S. (Thematic, Holistic, Individualized/Innovative, and Standards-Based) Project!
Paul Hankins, Silver Creek High School, Floyds Knobs, IN

Roundtable 13: Tech That! Mobile Devices to Fuel Inquiry, Foster Empathy, and Be an Agent in the Global Community
Kristin Ziemke, Big Shoulders Fund, Chicago, IL

Roundtable 14: Wonder: The First Ingredient in Fascinating Nonfiction
Laura Purdie Salas, Lerner Books

Integrating International Narratives into K–12 Classrooms: A Conversation with USBBY, Andrea Davis Pinkney, and Emma Otheguy

Sponsored by the United States Board on Books for Young People (USBBY)

Join the United States Board on Books for Young People (USBBY) and authors Andrea Davis Pinkney and Emma Otheguy as they discuss the art of storytelling and expanding the literary canon in and out of the classroom. This interactive session will help educators successfully integrate international narratives into K–12 classrooms.

Co-Chairs: Shanetia P. Clark, Salisbury University, MD
Jennifer Graff, The University of Georgia, Athens

Tradebook Authors: Emma Otheguy, New York University, Lee & Low Books
Andrea Davis Pinkney, Scholastic Inc.
B.10 **Toe Tag Monologues: Bring Voice and Agency to Student Struggles through Writing, Acting, and Responding in the ELA Classroom**

224

Sponsored by the Vision Theatrical Foundation

Watch students perform Toe Tag Monologues that give voice to the struggles that too frequently place students in body bags. Learn how listening to, writing, editing, and performing monologues can help students develop both voice and agency that allow them to confront the burdens of bullying, violence, and neglect.

Chair: Steven Bickmore, Executive Director, The University of Nevada, Las Vegas

Presenters: R. Byron Stringer, Vision Theatrical Foundation, Las Vegas, NV

Chris Crutcher, HarperCollins

Student Performers: Daevion Barnes, Mabel Hoggard Elementary, Las Vegas, NV

Sabrina L. Bevill, Las Vegas Academy of the Arts, NV

Ke’Andre Blackston Jr, attended Sunrise High School, Las Vegas, NV, and University of Nevada, Las Vegas

Jabari Flanagan, Advance Technologies Academy, Las Vegas, NV

Chanel Flowers, recording artist, attended Liberty High School, Henderson, NV

Frank Hoopes, attended Centennial High School, Las Vegas, NV

Dustan H. Mack, Thurman White Middle School, Henderson, NV

Zacharis Tapp II, Odyssey Charter School, Las Vegas, NV

Ayaka R. Taylor, American Preparatory Academy, Las Vegas, NV

Julia Wegner, attended Las Vegas Academy of the Arts, NV

Zaire White, attended The Mojave High School, North Las Vegas, NV

Toe Tag Monologues: Antion Fargus, celebrity guest

Kim Flowers, Manager

Terry Knox, Stage Manager

B.11 **MISSOURI STRAND: Exploring How Reading Major American Writers of the Twentieth and Twenty-First Centuries Can Heal and Empower Our Divided Society**

260

We will focus on facilitating students’ reading of American texts of the last century that depict people’s journeys through oppression to empowerment and reintegration. The texts, which address class, racial, and gender struggles, are by Lorraine Hansberry, James Baldwin, Toni Morrison, Malcolm Gladwell, Jeannette Walls, Edward Jones, and Ta-Nehisi Coates.

Presenters: Ashleigh Bertrand, Blue Springs School District, MO

Maridella Carter, Blue Springs School District, MO

Sara Crump, Blue Springs High School, MO

Megan Montgomery, Blue Springs School District, MO

B.12 **Shaping Personal Narratives with Shakespeare and Students**

232

The American Shakespeare Center and the Shakespeare Festival St. Louis team up to provide teachers with a guide to using Shakespeare’s linguistic character construction as a model for expression and personal narratives.

Presenters: Sarah Enloe, American Shakespeare Center, Staunton, VA

Cass Morris, American Shakespeare Center, Staunton, VA

Jennifer Wintzer, Shakespeare Festival St. Louis, St. Louis, MO

Respondent: John Snodgrass, Scott County High School, Sikeston, MO

B.13 **Recapturing the Love of Teaching through Blogging and Social Media**

280

Educators know the best professional development occurs when we productively communicate and collaborate. As teacher-writers, our diverse group will share how writing/blogging has rekindled the joy of teaching. We will discuss how we strive to use our passion to create meaningful opportunities for teachers to learn from each other.

Chair: Katie Sluiter, Wyoming Public Schools, Wyoming, MI

Presenters: Dan McConnell, Marathon Central School District, Marathon, NY

Riina Hirsch, Ritenour High School, St. Louis, MO

Franchesca Warren, The Educator’s Room, Atlanta, GA

Jennifer Wolfe, Emerson Junior High School, Davis, CA
B.14 Interrupting Anti-Fat Discourse through Response to Literature

The YA novel *Dumplin’* explores “fat” as a construction with profound ramifications for girls. We explore the novel from three perspectives seeking to interrupt the discourse that stigmatizes and ostracizes fat girls: a critical analysis of the protagonist’s experience, adolescent girls’ responses to *Dumplin’*, and classroom strategies for critical reading.

**Presenters:** Caitlin Murphy, The Ohio State University, Columbus, “Girls in Conversation about Body Image Issues”
Linda Parsons, The Ohio State University, Marion, “Identity Construction and Anti-Fat Bias in YAL”
Lisa Patrick, The Ohio State University, Columbus, “Using Response to Literature to Disrupt Anti-Fat Discourse”

B.15 Building a Multi-Institutional English Collaborative: Understanding How Cross-Sectoral Collaborations Yield Equitable Opportunities for Teachers and Historically Marginalized Students

This English collaborative is a multi-institutional effort that brings together high school teachers and community college faculty working toward educational equity within a racial justice agenda. The session will include context of the English collaborative; session participants’ engagement in activities; panelists’ insights; and time for open dialogue (Q&A).

**Presenters:** D’Angelo Bridges, Pennsylvania State University, State College
Jennifer Escobar, Moreno Valley College, CA
Sherrine Nikniai, Moreno Valley High School, CA
Martha Rivas, Moreno Valley College, CA
Ashley Rodriguez, Rancho Verde High School, Moreno Valley, CA

B.16 Blended Learning, Blended Lives: Reimagining Reading and Writing Workshops

One-to-one classrooms are rapidly emerging. As a result, teachers are reimagining reading and writing workshops as spaces where technology is utilized meaningfully. A blended-learning approach to reading and writing helps students make meaning of the texts they encounter and the world they live in. Digital resources will be provided.

**Presenters:** Sonja Cherry-Paul, Teachers College, Columbia University, New York, NY
Dana Johansen, Teachers College, Columbia University, New York, NY

B.17 Rediscovering and Sustaining Relevance with the Literature We Teach: Presenting Authors Whose Books Share Diverse Voices and Perspectives with Students, to Engage Them and Ignite Their Love of Reading, Inquiry, and Learning

Award-winning authors will discuss their research, idea formation, unique writing styles, and creative ways they engage and inform readers, and ways they give voice to unique characters, real-life people, and cultural groups, past and present, whose lives, ideas, and circumstances bring relevance and opportunities to connect with today’s diverse students.

**Chair:** Donna Knoell, educational consultant and author, Shawnee Mission, KS

**Tradebook Authors:**
- Candace Fleming, Macmillan Children’s Publishing Group, “Giving Voice to Imagination and to Significant Individuals and Families throughout History: Making Stories and History Engaging and Meaningful to Today’s Diverse Readers”

**Presenters:** Donna Knoell, educational consultant and author, Shawnee Mission, KS, “Rediscovering the Joys and Passion for Teaching English Language Arts: Using Engaging and Relevant Literature to Reach and Teach Diverse Students, and Sharing New Ways to Use Voice as a Literary Tool to ‘Connect’ Students with Engaging Characters, Times, and Life-Changing Ideas”

**B.18 Learning as Serious Play: Rural Teachers, Digital Video, and Learning Communities**

This panel presents the collaborative efforts that brought rural teachers together to form a learning community around digital literacies. We provide an overview of the professional development institute, teacher-created artifacts, and examples from classroom/curricular integration. This research emerged from a 2015 CEE Research Initiative grant.

**Presenters:**
- David Bruce, University at Buffalo, NY, “Composing in New Yet Familiar Ways: Teachers Learning Digital Video”
- Nichole Barrett, University at Buffalo, NY, “Voices from an After-School Film Club: Exploring the Digital Composing Experiences of Rural Students and Their Teacher”
- Tim Clarke, Board of Cooperative Educational Services, Buffalo, NY, “Providing Spaces and Support for Teacher Collaboration”

**B.19 Becoming “Jealous Guardians of Democracy”: Using YPAR to Cultivate the Voices of Marginalized Youth and the Teacher Allies Who Support Them**

In this session, participants will learn from educators involved in the “Youth Making Positive Changes Together” project, who will describe how they use Youth Participatory Action Research (YPAR) to help their students investigate important youth issues with the goal of making transformative change in their schools and communities.

**Presenters:**
- Kelly Burns, Poudre School District, Fort Collins, CO
- Christopher Glatfelter, Poudre High School, Fort Collins, CO
- Nicole Mirra, Rutgers University, New Brunswick, NJ
- Cindy O’Donnell-Allen, Colorado State University, Fort Collins
- Tara Rigby, Fossil Ridge High School, Fort Collins, CO
- Kate Stevens, Poudre Global Academy, Fort Collins, CO
- Nancy Wendrad, Fort Lupton School District, Fort Lupton, CO
- Deirdre White, Eaton High School, Eaton, CO

**B.20 Celebrating and Spreading a New Pathway of Curriculum Design**

This session demonstrates how using co-design as an approach to curriculum development can inspire teachers and researchers to create innovative, project-based learning experiences for students in language arts classrooms. The speakers will share lessons learned and examples of the core principles of a co-designed PBL course for secondary language arts.

**Presenters:**
- Jennifer Mitchell, Windsor High School, CO
- Jamie Neufeld, Silver Creek High School, Longmont, CO
- Karla Scornavacco, University of Colorado at Boulder
B.21 Books as Flint: Using Graphic Novels to Spark Political Activism

Whether in the classroom or in the home, it can be difficult to open conversations about politics, race, religion, misogyny, and bigotry. This session will explore how comics and graphic novels can lead to powerful conversations and spark an interest effecting social change.

**Presenters:**
Adan Alvarado, Pop Culture Classroom/Comics Education Outreach, Chicago, IL
Adam Ebert, Pop Culture Classroom/Comics Education Outreach, Chicago, IL
Michael Gianfrancesco, North Providence High School, RI
Illya Kowalchuk, Pop Culture Classroom, Denver, CO
Ronell Whitaker, Community High School District 218, Oak Lawn, IL

B.22 Putting the I in Books: Students Innovating iBooks

This session spotlights students finding their own voice through a multimodal exploration of text, art, video, and interactive widgets to create iBooks. Challenged to produce a media-rich book for an authentic audience, students became writers, designers, and teachers—thereby putting the “I”—their innovations—in iBooks. Several collaborative student iBooks projects will be demonstrated.

**Chair:** Joan Lange, Annunciation Orthodox School, Houston, TX
**Presenters:**
Chelsy Hooper, Ensworth School, Nashville, TN
Susan O’Connor, Annunciation Orthodox School, Houston, TX

B.23 Folger Shakespeare Library: Teaching Thought and Action in *Macbeth*—Soliloquies, Cauldrons, and More!

Experience firsthand the lively Folger approach to teaching *Macbeth* that works with all kinds of students—ELLs, special education, on-level, AP, IB, everyone. Work deeply and actively with key scenes, including the witches around the cauldron, and speeches by Macbeth and Lady Macbeth. By practicing textual editing and performance activities that put students in the driver’s seat, learn how to deepen student knowledge of this play in particular and Shakespeare’s language in general.

**Chair:** Peggy O’Brien, Folger Shakespeare Library, Washington, DC
**Presenters:**
Elizabeth Dixon, West Lafayette High School, IN
Mari O’Meara, Eden Prairie High School, MN

B.24 Voice and Choice in the High School Classroom: Engaging Our Hard-to-Reach Students

To misquote a famous pig, “All students are reachable, but some are more reachable than others.” In this panel, three YA authors—each possessing a distinct voice shared by our hardest-to-reach students—discuss increasing engagement and decreasing behavioral issues, simply by tweaking familiar methods, and giving students voice and choice.

**Presenters:**
Cyndy Etler, Sourcebooks Fire
Ellen Hopkins, Simon & Schuster
Meg Medina, Candlewick Press

B.25 In My Opinion: The Building Blocks of Argumentative Writing in the Primary Grades

Learn what really matters when teaching our youngest writers to craft pieces in the argument text type. Participants will be exposed to engaging texts and mini-lessons that act as springboards for opinion writing. Key takeaways that help students move from opinion to argument writing over time will be highlighted.

**Presenter:**
Julie Webb, J. Webb Consulting, CA
B.26 Smashing the Silos and Recapturing Smart Instruction! 8 Top Tips for Successfully Weaving Together Reading and Writing in the Secondary Classroom

Research clearly shows that reading affects writing and writing affects reading, yet for quite some time now, reading and writing have been (and sometimes still are) taught separately. It's time to smash the silos! Discover eight specific, proven strategies to successfully weave reading and writing together and reap significant gains.

**Chair:** Alan Lawrence Sitomer, Scholastic Inc. Inc. “Smashing the Silos!”

**Presenters:** Becky Bone, Scholastic Inc. Lester Laminack, author/consultant, Asheville, NC, “The Writing/Reading Connection”

B.27 Demythologizing the Other: Voices from the Arab World

A diverse group of faculty from King’s Academy in Madaba, Jordan, will seek to humanize the Other, give voice to the underrepresented and stereotyped, and confront Islamophobia. We will provide a conceptual framework for a new unit of study that directly and compellingly addresses Islamophobia and notions of the Other.

**Presenters:** Lilli Audeh, King’s Academy, Madaba, Jordan Jonathan Fouser, King’s Academy, Madaba, Jordan Eric Hansen, King’s Academy, Madaba, Jordan Rola Jaber, King’s Academy, Madaba, Jordan Elizabeth Pinto, King’s Academy, Madaba, Jordan Sharifa Rawi-Sukhun, King’s Academy, Madaba, Jordan

B.28 Entering the “Danger Zone”: Confronting Racial Politics by Performing Between the World and Me

With white teachers representing 83% of the teaching force in America, there is a genuine obligation for teachers to become racially literate. Perhaps more important, teachers must learn to amplify diverse voices through the study of literature. This workshop offers strategies to synthesize literature and personal experience through performance.

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

**Presenters:** Matthew Chaudhry, New Explorations in Science and Technology + Math, New York, NY Jurnee Francis, Purchase College, NY Sierra Penrod, NEST+M High School, New York, NY Alexandria Skarzynski, Princeton University, New York, NY

B.29 Cyphers For Justice: The Literacies of Agency and Activism in Students and Teachers

Panelists offer a panoramic view of a NYC-based program, Cyphers For Justice, which uses YPAR and culturally sustaining pedagogy to apprentice preservice educators and youth as critical social researchers. Each panelist offers insight on agency/activism as they are forged alongside critical literacies in students and teachers within the program.

**Chair:** Marcelle Haddix, Syracuse University, NY

**Presenters:** Limarys Caraballo, Queens College, CUNY, Queens, NY, “Learning Together: Youth and Preservice Teachers as Critical Researchers in a Figured World of YPAR” Danielle Filippiak, Teachers College, Columbia University, New York, NY, “It’s All about the ‘Y’: Centering Youth Epistemologies in Teacher Practice” Jamila Lyiscott, Teachers College, Columbia University, New York, NY, “Liberation Literacies: Engaging Multiple Literacies for Equity and Excellence in the Classroom”

**Respondent:** Maisha Winn, University of California, Davis
B.30 Lifting Our Voices: Sharing our Pathways to Authentic Literacy Learning
130

The ultimate goal of cultivating our own authentic literacy learning is to live the practice that we are cultivating in our learners, to be informed global citizens—one who read, write, and think critically. In this roundtable discussion, each conversation will focus on a way we are “igniting our learning” to shape and lift our students’ learning.

Chair: Karen Terlecky, Dublin City Schools, OH

Roundtable 1: Lifting Student Voices: Listening Carefully to Students’ Voices So That Their Identities Are Reflected on the Walls, in the Talk, and within the Culture of the Classroom
Lynsey Burkins, Dublin City Schools, OH

Roundtable 2: Responding to Voices of Our Youngest Readers
Katie Dicesare, Dublin City Schools, OH

Roundtable 3: Emulating Others’ Voices: Using Mentor Texts with All Writers
Mary Lee Hahn, Daniel Wright Elementary School, Dublin, OH

Roundtable 4: Mind the Gap—Being Aware of the Gaps in Our Echo Chambers
Tony Keefer, Dublin City Schools, OH

Roundtable 5: Teacher Voices on Twitter: Observing, Engaging, and Initiating Conversations
Mandy Robek, Olentangy Local Schools, Lewis Center, OH

Roundtable 6: Early Readers—Building Agency and Honoring Choice
Josie Stewart, Dublin City Schools, OH

B.32 Reframing Pedagogies in Early Childhood, Elementary, and Secondary Classrooms
124

In this panel, presenters will share how they enacted various pedagogies in diverse classroom contexts.

Chair: Kelly Manning, Wentzville School District, MO

Presenters: Stephanie Cariaga, University of California Los Angeles, “Reframing Pedagogies, Reclaiming Knowledges: A Testimonio of Personal and Collective Healing in an English Classroom”
Laura Darolia, University of Kentucky, Lexington, “Pedagogical Becoming: One Teacher’s Journey toward Teaching for Social Justice”
Jesse Gainer, Texas State University, San Marcos, “Storytelling and Story Acting: Bridging Home and School Literacies for Collective Classroom Consciousness”
Nancy Valdez-Gainer, Austin Independent School District, TX, “Storytelling and Story Acting: Bridging Home and School Literacies for Collective Classroom Consciousness”
B.33  Exploring Children's and Young Adult Literature for Equity and Diversity

151

There is a scarcity of culturally diverse children's and young adult literature. Taking sociocultural perspectives, the presenters in this session examine how children's literature reflects the diverse identities of youth. Implications for text selection and instructional practices are discussed.

Chair: Lexi Gardner, Lincoln North Star High School, NE
Presenters: Jackie Arnold, University of Dayton, OH, “Examining Children’s Literature for Diversity and Utilization in Classroom Instruction”
Erin Hogan, University of Maryland, College Park, “Developing Cultural Competence through Children’s Literature”
Melissa Landa, University of Maryland, College Park, “Developing Cultural Competence through Children’s Literature”
Mary-Kate Sableski, University of Dayton, OH, “Examining Children’s Literature for Diversity and Utilization in Classroom Instruction”

B.34  Who Tells Your Story? Finding Your Voice to Help Students Find theirs

102

Looking for ways to discuss your classroom practice clearly during your evaluation conferences? Learn to advocate for your students by advocating for yourself. We’ll construct democratic learning spaces so you leave with activities you can use to promote student voices in your classroom and tell your classroom’s story.

Presenters: Jennifer Ansbach, Manchester Township High School, NJ, “Don’t Throw Away Your Shot!”
Keisha Rembert, Indian Prairie School District, Plainfield, IL, “Let Me Be a Part of the Narrative”

B.35  A New Chapter in Education—Meeting the Needs of Middle Level Learners Online

106

Do you teach in a virtual classroom or include online components in your classroom? This session will introduce you to strategies and resources for working with middle level learners in online contexts that offer the same level of engagement and critical thought as instructional methods employed within traditional classrooms.

Presenters: Brooke Eisenbach, Lesley University, Cambridge, MA
Jennifer Farnham, Florida Virtual School, Ponte Vedra
Paula Greathouse, Tennessee Tech University, Cookeville

B.36  Reading as a Personal Art

FERRARA THEATRE

This session focuses on independent book reading and explores why and how the presenters, representing K–8 and secondary classrooms, invite students to choose their own books, enjoy time to read them, develop reading habits and preferences, experiment with authors and genres, critique books, and become personal artists of reading.

Chair: Anne Atwell Merkel, Center for Teaching and Learning, Edgecomb, ME, “The Personal Art”
Presenters: Nancie Atwell, Center for Teaching and Learning, Edgecomb, ME, “Living in the Reading Zone”
Kelly Gallagher, Anaheim Union High School District, CA, “Creating a Live Circuit between Readers and Books”
Penny Kittle, Kennett High School, North Conway, NH, “Creating a Live Circuit between Readers and Books”

B.37  Turning Writing about Reading into More Than Writing for School: Instilling Curiosity, Logic, and Beauty in This Genre

276

Join us to explore three significant and practical ways to raise the level of writing about reading, including developing writing and thinking inside of reading workshop; orchestrating flash debates in reading; and deeply studying mentor texts to reveal techniques writers use when they write well and passionately about reading.

Presenters: Carl Anderson, author and literacy consultant, Brooklyn, NY
Lucy Calkins, Teachers College, Columbia University, New York, NY
Mary Ehrenworth, Teachers College, Columbia University, New York, NY
B.38  Let’s Build Bridges, Not Walls: Advocating for Empathy by Using Immigration Narratives to Develop Adolescents’ Critical Literacies

Concerning immigration issues, students struggle to distinguish between fact and fiction, between isolated examples and patterns of experience. Come learn about a literature circle unit culminating in collaborative inquiry projects focusing on our local refugee population. Walk away with YA titles, lesson activities, instructional materials, and student work samples.

Presenter: Sarah Fleming, Syracuse University, Syracuse, NY

B.39  Where Diverse Characters Connect: Exploring Multicultural Communities in Lower Middle Grade Fiction

A panel of authors discusses the importance of multicultural communities and diverse representation in lower middle grade fiction. Attendees will explore the integration of multicultural texts into lesson plans, and learn to guide students in visually mapping a novel’s cast of characters in relation to other individuals and their communities.

Presenters: Jill Diamond, Farrar, Straus and Giroux, New York, NY
Robin Yardi, Carolrhoda Books, Minneapolis, MN

B.40  ELA Teaching with Ethnically and Culturally Diverse Children in Traditional and Nontraditional Schools

Presenters of the roundtables will introduce the literacy practices and identities of racial and linguistic minority students, including those who are incarcerated.

Chair: Janis Young, Greenville Middle School, TN
Roundtable 1: Adolescent Immigrants: Listening to Extraordinary Multilingual Voices
Mandy Stewart, Texas Woman’s University, Denton, TX

Roundtable 2: Departmentalizing Early Literacy: Its Effects and Implications in Ethnically and Culturally Diverse Classrooms
Katina Thomas, University of Houston, Victoria, TX

Roundtable 3: Stepping out of the Shadows of Incarceration: Do for Self
Shiv Desai, University of New Mexico, Albuquerque

B.41  Teachers as Writers and Teachers of Writing: Discovering OUR Voices

Personal and professional worlds collide as teachers of writing engage in a variety of recursive writing processes themselves. Participants will engage in writing activities and consider if and how writing practices can transfer to our work in classrooms and schools as we (teachers and students alike) discover OUR voices.

Chair: Gage Jeter, University of Oklahoma, Norman
Roundtable Leaders: Crag Hill, University of Oklahoma, Norman
Jane Baber, University of Oklahoma, Norman
Jennifer Dorsey, East Central University, Ada, OK
Josh Flores, Mustang Public Schools, Mustang, OK
Juliana Kersh, University of Oklahoma, Norman
Lara Searcy, Northeastern State University, Tahlequah, OK
Rebecca Maldonado, University of Oklahoma, Norman
Shelly K. Unsicker-Durham, Central Junior High School, Moore, OK
Stacy Courtright, EMC School, Tempe, AZ

B.42  Reading with Power and Passion: Reimagining Independent Reading as a Fully Integrated Component of the English Curriculum in Secondary Classrooms

All students can become independent purposeful readers who use their reading to “unlock the potential for transforming their understanding of themselves and the world.” Breathe new life into your literacy instruction by attending this dynamic session where you will explore research-based strategies that enhance your independent reading program.

Presenters: Lawrence Fogarty, New York City Department of Education, NY
Luis Nazario, New York City Department of Education, NY
Patricia Pinkerton, New York City Department of Education, NY
B.43  Not Just Another Pretty Space—How Classroom Design Can Ignite Engagement, Cultivate Collaboration, and Elevate Achievement in Diverse Learning Communities

103

An exploration of research and direct experiences with defining physical, social, and pedagogical spaces in the classroom and how these efforts paired with Balanced Literacy instruction significantly benefit diverse learning communities. Participants will gain an understanding of current literacy and classroom design methodologies and instruction on applying these practices.

Chair: Katherine Bomer, The University of Texas at Austin

Presenters: Erin Donelson, Growing Educators, Los Angeles, CA
           Jodi Manby, Growing Educators, Los Angeles, CA
           Jessica Martin, Growing Educators, Los Angeles, CA

Respondent: Renee Houser, Growing Educators, Los Angeles, CA

B.44  Embracing the Aesthetic Dimension: Supporting the Intersections between Literacy, Empathy, and Agency

122

How can schools support and sustain the construction of meaningful relationships between children, adults, and the worlds of ideas? Teacher-researchers from Opal School of the Portland Children’s Museum will share stories revealing what they’re learning as they cultivate the aesthetic dimension to find intersections between literacy, empathy, and agency.

Presenters: Susan MacKay, Portland Children’s Museum Center for Learning, OR
           Nicole Simpson-Tanner, Opal School of the Portland Children’s Museum, OR

Respondent: Ellin Oliver Keene, author/consultant, Denver, CO

B.45  Writing Transitions: Ta’Von, Zarina, and Sociocultural Bumps on the Road to Institutional Belonging

105

This session presents two cases—one of a student moving from preschool to kindergarten, the other from secondary school to college—to illustrate how students experience such transitions, to explore the role writing plays in developing a sense of belonging, and to consider how teachers can support this political and pedagogical work.

Presenters: Scott Filkins, Central High School, Champaign, IL
           Anne Haas Dyson, University of Illinois at Urbana-Champaign

B.46  Mission Reboot: Engaging Students through the Poetry of Humor and Hope

120 & 121

Young people respond to the obvious slapstick laugh, dark and twisted humor, witty wordplay, and playful puns of poetry. But poetry also offers deeply felt emotions, powerful personal experiences, and nuggets of hope and belief. This panel will share sample poems and strategies for encouraging participation using text, audio, and visuals for poetry sharing and exploration.

Presenters: Chris Harris, author, Little, Brown and Company
           Sylvia Vardell, Texas Woman’s University, Denton, TX
           Allan Wolf, Candlewick Press
           Janet Wong, Pomelo Books
B.47  **Reading Composition: Research, Theory, and Practice to Address the “Reading Gap”**

123

Why can’t we teach students to love reading? “Reading composition” is a process-centered approach to reading instruction that can dramatically improve reading engagement and proficiency for all students. This session will present specific classroom methods that have guided struggling, developing, and advanced readers toward more meaningful and authentic reading experiences.

**Presenters:** Min Kim, Stuyvesant High School, New York, NY
Andrew Ravin, Teachers College, Columbia University, New York, NY
Gabriel Steinberg, The Salk School of Science, MS 255, New York, NY

B.48  **Telltale Hearts: Embracing Core Thematic Concerns in Student Work and Mentor Texts**

264

Join esteemed YA authors as they discuss the “heart” of their bodies of work. Authors will share ideas about how your students can identify what matters most to them as readers and as writers, and how you can use their self-reflection to help them create meaningful, satisfying work.

**Chair:** Robert Bittner, Okanagan College, Kelowna, British Columbia

**Presenters:** Elana Arnold, HarperCollins & Lerner Publishing Group
Corey Ann Haydu, Dutton and Katherine Tegen Books
Adam Silvera, Soho Teen and HarperTeen
Jessica Verdi, Sourcebooks

**Respondent:** Brandy Colbert, Little, Brown Books for Young Readers

B.49  **Idea Smash: Composition and Argument**

261

How can we prove to could-be writers that argument writing is fun? We take their ideas and smash them! Idea Smash is a process of constructing ideas aided by engaging writers in a collaborative process of “Yes, and . . .” where we take one another’s ideas and continually build upon them together.

**Presenters:** Phillip Bode, North Dakota State University, Fargo
Lisa Gusewelle, Red River Valley Writing Project, Fargo, ND

B.50  **Who Are We as Activist Allies? Storying Our Work as Social Justice Educators**

144

Through this interactive presentation, attendees will consider how stories of personal experience and professional identity impact social justice education. Presenters will weave stories of being and becoming activist allies and illuminate collective understandings. Participants will consider lesson plans and engage in dialogue to tell their own stories of practice.

**Presenters:** Catherine Bohn-Gettler, College of Saint Benedict/St. John’s University, St. Joseph, MN
Lauren Thoma, Apollo High School, St. Cloud, MN
Madeleine Israelson, College of Saint Benedict, St. Joseph, MN
Madeline O’Brien, Prairie Seeds Academy, Brooklyn Park, MN
Terri Rodriguez, College of St. Benedict, St. Joseph, MN

B.51  **The Vietnam War and the Power of Storytelling**

131 & 132

*Sponsored by PBS*

The Vietnam War is a ten-part, 18-hour PBS documentary film series directed by Ken Burns and Lynn Novick that tells the epic and immersive story of the Vietnam War through revelatory testimony of nearly 80 witnesses from all sides—Americans who fought in the war and others who opposed it, as well as combatants and civilians from North and South Vietnam. The session will feature discussion with Novick and Tim O’Brien, as well as the opportunity for audience questions.

**Chair:** Jocelyn A. Chadwick, NCTE President, Harvard Graduate School of Education, Cambridge, MA

**Presenters:** Lynn Novick, documentary filmmaker
Tim O’Brien, author
**B.52 POSTER SESSION: Cultivating New Voices among Scholars of Color**

**2ND FLOOR ATRIUM**

*Sponsored by the Research Foundation*

In this poster session, fellows in the 2016–2018 cohort of the Cultivating New Voices among Scholars of Color Program (CNV), sponsored by the Research Foundation of NCTE, present their research and address questions from participants.

**Poster 1: “El que se enoja, pierde”: Emotions and Emergent Advocacy Among Future Bilingual Teachers**  
Blanca Gabriela Caldas Chumbes, University of Minnesota, Minneapolis

**Poster 2: Black High School Youth Resisting Schools as Sites of Anti-Black (Symbolic) Violence through Engagements with Critical Literacy**  
Justin Coles, Michigan State University, East Lansing

**Poster 3: Social Identification and Instructional Practice among Literacy Teachers**  
Marcus Croom, University of Illinois at Chicago

**Poster 4: Counter Scripts and Affective Voices in the New Latinx Diaspora**  
Michael Domínguez, University of North Carolina, Chapel Hill

**Poster 5: Somos escritoras/We Are Writers: Latina Adolescent Girls’ and Their Parents’ Writing, Sharing, and Ways of Knowing**  
Tracey Flores, Arizona State University, Tempe

**Poster 6: Participatory Translation in Community Contexts**  
Laura Joffre Gonzales, The University of Texas at El Paso

**Poster 7: “Here, I Already Feel Smart”: Exploring Chicana Feminist Literacy Pedagogies with Chicanx/Latinx Youth in an Im(migrant) Housing Community**  
Monica Gonzalez Ybarra, University of Colorado Boulder

**Poster 8: “We came together on the idea of being ‘foreign’”: Transcultural Pedagogies for Immigrant and Refugee Youth**  
Brooke Harris Garad, The Ohio State University

**Poster 9: Biomythographies: Memory, Love, & Magic in Media Formations**  
Fahima Ife, Louisiana State University, Baton Rouge

**Poster 10: Transnational Popular Culture Texts for Multicultural Learning**  
Grace M. Kim, The University of Texas at Austin

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**B.53 Exhibitor Session: Enhancing Literature with Websites, Video, and Music**

*Sponsored by Booksource*

Because students are exposed to information and communication at an alarming rate and through a multitude of modalities, our instruction must reflect that. Using digital resources in the classroom such as video, audio, graphics, digital texts, and interactive templates and websites can not only provide students with engaging and stimulating content, it will also enable students to make greater connections, think critically, and debate and question information. In an ELA classroom, digital resources can help students create more meaning from their reading practices. This presentation will model integrating technology and literature while addressing standards, skills, and creativity.

**Presenter:** Kelli Westmoreland, Booksource
Middle Level Section Luncheon

Jewell Parker Rhodes

Jewell Parker Rhodes is the author of *Towers Falling* and the Louisiana Girls children's book trilogy. Her middle grade books have won the Coretta Scott King Honor, the Jane Addams Children's Book Award, and more. She is the Virginia G. Piper Endowed Chair in Creative Writing at Arizona State University and has written many award-winning books for adults. In her latest, *Ghost Boy*, the ghost of a black boy shot by police tells the story of his death and the aftermath. Rhodes draws connections through history and deftly weaves in sociopolitical layers, telling a powerful story of American blackness and children and families navigating the complexities of today's world. *Ghost Boy* will be available in April 2018.

http://jewellparkerrhodes.com

Presiding: Christopher Lehman, The Educator Collaborative, Astoria, NY
Introducing Speaker: James Blasingame, Arizona State University, Tempe
Speaker: Jewell Parker Rhodes

AWARD RECOGNITION

Richard W. Halle Award for Outstanding Middle School Educator
Presenter: Margaret Hale, University of Houston, TX
Recipient: Jamal Cooks, San Francisco State University, CA

Outstanding Middle Level Educator in the English Language Arts Award
Presenter: Jason Griffith, Arizona State University, Tempe
Recipient: David Rockower, The Delta Middle Level Program, State College, PA

Linda Rief Voices from the Middle Award
Presenter: Justin Stygles, Guy E. Rowe Elementary School, Norway, ME
Recipient: Matthew Homrich-Knieling, Detroit, MI, “An Offense to Their Human Rights: Connecting *Bud, not Buddy* to the Flint Water Crisis with Middle School ELA Students” (September 2016)
Conference on English Education Luncheon

Angie Thomas

Angie Thomas is the author of the New York Times bestseller, The Hate U Give. She was born, raised, and still resides in Jackson, MS. She is a former teen rapper whose greatest accomplishment was having an article about her in Right On! magazine. She holds a BFA in creative writing and can still rap when needed.

Presiding and Introducing Speaker: Mollie V. Blackburn, The Ohio State University, Columbus
Speaker: Angie Thomas, HarperCollins

CEE AWARD RECOGNITION

Janet Emig Award for Exemplary Scholarship in English Education
Presenter: Ken Lindblom, Stony Brook University, NY
Recipient: Detra Price-Dennis, Teachers College, Columbia University, New York, NY

James Moffett Memorial Award for Teacher Research
Presenter: Troy Hicks, Central Michigan University, Mount Pleasant
Recipients: Jonna Kuskey, John Marshall High School, Glen Dale, WV

Geneva Smitherman Cultural Diversity Grant
Presenter: Tonya Perry, University of Alabama at Birmingham
Recipient: Anthony Celaya, Dobson High School, Mesa, AZ
Nicholas Rink, Buffalo Hide Academy, Browning, MT

Rewey Belle Inglis Award for Outstanding Service Relating to the Role and Image of Women
Presenter: James Cercone, SUNY at Buffalo State, NY
Recipient: Kristine Pytash, Kent State University, OH
C.01 From Tuesday to The Three Pigs to Flotsam: A Conversation with David Wiesner 229

**Sponsored by the Elementary Section Steering Committee**

Three-time Caldecott winner David Wiesner will talk about his books, composing process, and the role of illustrations using works such as *Fish Girl* (2017, with Donna Jo Napoli), *Tuesday, The Three Pigs, Art & Max*, *Mr. Wuffles!*, and *Flotsam*. Time for questions, comments, and discussion will be provided.

**Co-Chairs:** Kathy Collins, author/consultant, Durham, NH
Prisca Martens, Towson University, Towson, MD
Kathryn F. Whitmore, University of Louisville, KY

**Illustrator:** David Wiesner, Houghton Mifflin Harcourt

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C.02 Reaching Every Writer and Keeping Writers in Motion: “Yes, You CAN Write!” 145

**Sponsored by the NCTE Achievement Awards in Writing Advisory Committee and Stenhouse Publishers**

This session features teachers of writing and how they write, converse, and confer with their students who can be vulnerable as emerging writers. Learn more about building writing communities to strengthen both teachers’ and students’ writing journeys. Classroom-tested and model lessons with artifacts and writing feedback will be presented with writing confidence.

**Chair:** R. Joseph Rodríguez, The University of Texas at El Paso

**Presenters:** Tracy Coleman, Mentor Public Schools, OH, “Voice and Feedback to Keep Going and Writing”
Dana Maloney, Tenafly High School, NJ, “Warming Up to Writing”
Renee Rude, Chandler-Gilbert Community College, AZ, “Building Writing Communities: Providing Feedback through Conferences and Workshops”
Katherine Walker, State College Area School District, State College, PA, “From Passion to Prose: Transforming Literary Analysis Essays”
Anne Weir, WACO Community Schools, Wayland, Iowa, “Teachers and Students as Writers”

**Respondent:** Jeff Anderson, trade book author, San Antonio, TX

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C.03 New Activities Promoting Children’s and Young Adult Books 163

**Sponsored by the Children’s Book Council**

Learn more about what’s new for Children’s Book Week in 2018, Reading Without Walls, the new Reading Beyond, and other free, new initiatives that educators can use in the classroom to promote the reading of fun, challenging, and diverse children’s and young adult books.

**Presenter:** Josalyn Moran, Children’s Book Council

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C.04 Seriously Funny: The Adolescent Voice and Humor in Writing toward Social Justice 221

Classrooms can be terribly serious places. How do young adult authors support teenagers’ natural humor and fearless inquiry into social justice? Authors will share approaches to tackling tough topics and show participants how to empower their students to experiment with serious fun. Come laugh with us. Seriously!

**Chair:** Jennifer Paulsen, Cedar Falls Community Schools, IA

**Tradebook Authors:**
- E.E. Charlton-Trujillo, Candlewick Press
- Brendan Kiely, Simon & Schuster
- Amy Sarig King, Penguin
- Lynda Mullaly Hunt, Nancy Paulsen Books, an imprint of Penguin
- Andrew Smith, Simon & Schuster
- C. G. Watson, Simon Pulse

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C.05 Empowering Students’ Writing through a More Useful Metalanguage: A Language-Based Approach to High School English Language Arts in Appalachia 126

**Sponsored by the North American Systemic Functional Linguistics Association (NAFSLA)**

A study of the metalanguage used in an Appalachian high school twelfth-grade language arts program located examples where discussions remained vague and ambiguous despite using traditional metalinguistic terms. Systemic Functional Linguistics principles and its notions
of genre and register suggest ways in which metalinguistic discussions may be contextualized and clarified.

Chair: Peter H. Fries, Central Michigan University, Mount Pleasant
Presenter: Joshua Iddings, Virginia Military Institute

C.06 NCTE Author Session: Re-thinking the “Adolescent” in Adolescent Literacy

Do you ever feel a gap between research studies and classroom practice? Do you wonder how to translate those studies into effective and creative instruction? The three authors of a new NCTE book will share their experiences in moving from research-based principles to innovative practices surrounding the concept of adolescents and adolescence.

Presenters: Mark A. Lewis, Loyola University Maryland, Baltimore
Robert Petrone, Montana State University, Bozeman
Sophia Sarigianides, Westfield State University, MA

C.07 Funny, You Don’t SEEM Educational!

A lively panel on the educational value of humorous picture books. On the surface, humor seems primarily like entertainment, but it also stealthily builds retention and requires deduction. Funny illustrated books are often intricate in their plotting and in the way text and art interact to convey meaning. Laugh and learn!

Chair: Susannah Richards, Eastern Connecticut State University, Windham
Tradebook Authors: Josh Funk, Sterling Publishing
Liz Garton Scanlon, Austin, TX
Marc Tyler Nobleman, Penguin Random House
Erica Perl, Abrams
Tammi Sauer, Sterling Publishing
Audrey Vernick, Clarion Books & Disney Books

C.08 Reclaiming Racial Justice: English Education in the Wake of Racial Violence

In this session, the presenters will engage attendees in an open dialogue that focuses on the responsibility of educators in the wake of racial violence. Presenters offer humanizing, critical, and creative pedagogical approaches for healing, moving toward justice, and addressing trauma and violence.

Presenters: April Baker-Bell, Michigan State University, East Lansing, “Pedagogies of Healing and Critical Media Literacy”
Tamara Butler, Michigan State University, East Lansing, “#Say[Ing]HerName as Critical Demand”
Lamar Johnson, Michigan State University, East Lansing, “Toward a Critical Race English Education”
Danny Martinez, University of California, Davis, “Black/Latinx Solidarity in Response to Racial Violence”

C.09 Sexuality, Power, and Rape Culture: Understanding Feminism in Adolescence

This panel seeks to explore the complicated feminism at play within contemporary young adult literature and culture(s), paying specific attention to the role of sexuality and romantic relationships in the lives of young women.

Chair: Robert Bittner, Okanagan College, Kelowna, British Columbia
Presenters: Elana Arnold, HarperCollins & Lerner Press
Brandy Colbert, Little, Brown Books for Young Readers
Kelly Jensen, editor, librarian, Lake Geneva, WI
Karen Rivers, Farrar, Straus, and Giroux & Macmillan Children’s Publishing Group
Nova Ren Suma, Algonquin Young Readers
Renée Watson, DreamYard, Bronx, NY & Bloomsbury Children’s Books

C.10 Shifting from a Deficit-Based Mind-set to an Equity Literacy Model for Working with Students Experiencing Poverty

Strategies for reaching students in poverty that rely solely on individual interventions give educators permission to ignore systems of inequality, rely on stereotypes, and focus on deficits. Join us to learn how to move from a deficit-based approach to an equity literacy framework for teaching students in poverty.

Presenters: Maya Lindberg, Teaching Tolerance, Southern Poverty Law Center
Lauryn Mascarenaz, Teaching Tolerance, Southern Poverty Law Center
Hoyt Phillips, Teaching Tolerance, Southern Poverty Law Center
Adrienne van der Valk, Teaching Tolerance, Southern Poverty Law Center
C.11 Singing Your Own Song In the Classroom: Teaching Poetry as Writers and Musicians in a Writers Workshop Setting

In this classroom demonstration, we will model using our own practice as songwriters in teaching poetry in workshop classrooms to inspire students to use the creative process to cultivate their own voices in song and poetry. Authentic risk taking by teachers inspires students to engage in creative risk taking.

Chair: Jay Stott, Fairview High School, Boulder, CO
Presenters: Claire-Maria Broaddus, Fairview High School, Boulder, CO
Jaime Rodrigues, Fairview High School, Boulder, CO
Sarah Zerwin, Fairview High School, Boulder, CO

C.12 Revision Toolbox—Practical Strategies to Engage the Reluctant Writer

Led by an educator, five children’s authors offer specific revision strategies to engage reluctant writers and take the dread out of revision. The panel will cover hooking the reader, developing characters, showing versus telling, using setting and sensory details, building tension, and creating satisfying endings. Resources will be provided.

Chair: Jason Lewis, Tyngsboro Elementary School, MA
Tradebook Authors: Victoria Coe, Boston, MA
Deborah Freedman, Simon & Schuster
Susan Hood, Candlewick
Ely Swartz, Farrar, Straus and Giroux & Scholastic Inc.
Monica Tesler, Simon & Schuster

C.13 Individual Reading and Writing Conferences: How Do We Know What to Say Next?

Some of the most powerful teaching we do in reading and writing happens in one-on-one conferences. To confer well, teachers must become skilled “kid-watchers”. In this workshop, Carl, Dan, and Matt share practical tips for listening, reacting, and following a student’s lead in our individual conferences.

Presenters: Carl Anderson, author and literacy consultant, Brooklyn, New York, “What Do We Listen For When We Confer with Student Writers?”

Matt Glover, independent consultant/author, Cincinnati, OH, “Composing Language In Reading and Writing”

C.14 Empowering Teachers to Use Literature to Promote an Understanding of People and Cultures of the World

Teachers have the power to promote an appreciation for diverse people and cultures of the world with quality literature. This interactive roundtable session will equip teachers with a list of titles, classroom ideas, and an understanding of how books can be used to celebrate differences and encourage future global citizens.

Chair: Renita Schmidt, The University of Iowa, Iowa City
Roundtable 1: Written Languages Reflect Cultural Diversity
Nancy Bo Flood, Charlesbridge, Glenwood Springs, CO

Roundtable 2: Extending Children’s Understanding of Diversity through a Variety of Written Responses
Fran Wilson, Madeira City Schools, Cincinnati, OH

Roundtable 3: Multiple Perspectives to Engage, Challenge, and Empower Readers about Historical Events
Sandip Wilson, Husson University, Bangor, ME

Roundtable 4: Empowering Diverse Readers with Books about Inclusion
Kelly Finan Richards, Baltimore County Public Schools, Baltimore, MD

Roundtable 5: Immigration, Slavery, and War: What We Have Learned and How That Informs Our Future
Deborah Wooten, The University of Tennessee, Knoxville

Roundtable 6: Appreciating African American Characters’ Search for Self-Identity
Tami Morton, Texas A&M University, Commerce

Roundtable 7: Children’s Books about the WWII Baltic Sea, North Korea, and Bogotá
Yoo Kyung Sung, University of New Mexico, Albuquerque

Roundtable 8: War on Terror and the Refugee Dilemma in YA and Children’s Books
Saeemi Aziz Raina, University of Arizona, Tucson
C.15 **Wham! Pow! Smack! The Power and Potential of Graphic Novels in the Classroom**

This engaging, interactive session designed for graphic novel novices and veterans alike will explore the myriad benefits of the format, deepen participants’ understanding of how to read graphic texts, debunk myths, address concerns, examine the creative process involved, and highlight new and noteworthy graphic novel titles.

**Presenters:** Christopher Alden, Mamaroneck Union Free School District, NY
Maggie Hoddinott, Mamaroneck Union Free School District, NY

C.16 **Give Kids the “Keys” and Let Them Drive: Practical Approaches to Fostering Student Autonomy and Reclaiming Our Role as Facilitators of Learning in the Writer’s Workshop**

This session illustrates specific key approaches that empower young writers to co-create the curriculum, promoting authentic writing experiences, stronger voices, and greater autonomy. Participants will learn practical models for re-envisioning student sharing, teacher-student relationships, and curriculum development with students in the driver's seat.

**Presenters:** Douglas Kaufman, University of Connecticut, Storrs
Brian Kissel, University of North Carolina, Charlotte
Vicki Meigs-Kahlenberg, Stenhouse
Dorothy Suskind, St. Catherine’s School, Richmond, VA

C.17 **Supporting Readers as Meaning Makers while Giving Them Room to Grow**

Typical interventions can get in the way of work that readers do to construct meaning. This session offers ways to use miscue analysis within kidwatching and reading conferences to support readers’ meaningful strategy use. Videos will offer participants a chance to experience procedures. Helpful suggestions and handouts provided.

**Presenters:** Caryl Crowell, Borton Magnet School, Tucson, AZ
David Schultz, Long Island University, Riverhead, NY

C.18 **Do It Yourself (with Others): New Collaborative Options for Required Shakespeare**

Shakespeare teachers unite! Teaching Shakespeare’s *Romeo and Juliet* and *Julius Caesar* are opportunities for strengthening our teacher agency, our departmental ethos, and for building broader community inroads. This session presents an evolving model for collaborative and innovative classroom teaching and learning, and extended community connections through film and performance events.

**Chair:** Beverly Ann Chin, University of Montana, Missoula
**Presenters:** Leo Aguilar, Houston Independent School District, TX
Ann Christensen, University of Houston, TX
Julia Perlowski, Parthum Middle School, Lawrence, MA & Folger Library
Laura Turchi, University of Houston, TX

C.19 **Dynamic Language Repertoires in Action**

Language practices often inhabit borders both physical and imagined. These sessions examine how youth use languages in these liminal spaces.

**Chair:** Monica Avila, Arizona State University, Tempe
**Presenters:** Kewman Lee, Arizona State University, Tempe, “How Do Adolescents as Global Citizens Communicate across Borders, Languages, and Cultures?”
Idalia Nuñez, The University of Texas at Austin, “Developing Dynamic Language Repertoires: What Transfronterizo Children Are Doing”

C.20 **Building Joyful Readers through Read Aloud**

Reading aloud is one of the most important literacy teaching practices because it creates a foundation for all the skills and strategies young children use as independent readers. Three teacher educators (and book lovers) invite attendees to experience the ways that comprehension can be taught with current, carefully selected picture books.

**Presenters:** Carmen Colón, Bank Street College of Education, New York, NY
Peggy McNamara, Bank Street College of Education Graduate School, New York, NY
Mollie Welsh Kruger, Bank Street College of Education, New York, NY
C.21 Engaging 21st-Century Technologies with Students and Teachers

This collection of papers explores using video diaries and Google Chrome with middle and high school students, and Twitter and podcasts with preservice teachers to amplify agency, advocacy, and voice.

Chair: Maha K. Kareem, University of Missouri, Columbia

Stephanie Hendrix, Bangor High School, ME, “Learning the Craft through Metacognition”
Laura Lemanski, University of Minnesota, Minneapolis, “#LitBeyondtheTweet: Using Twitter to Amplify Preservice Teachers’ Agency, Advocacy, and Voice in Children’s Literature Communities”
Megan McDonald Van Deventer, University of Minnesota, Minneapolis, “#LitBeyondtheTweet: Using Twitter to Amplify Preservice Teachers’ Agency, Advocacy, and Voice in Children’s Literature Communities”
Sara Sterner, University of Minnesota, Minneapolis, “#LitBeyondtheTweet: Using Twitter to Amplify Preservice Teachers’ Agency, Advocacy, and Voice in Children’s Literature Communities”

C.22 Driving Student Passion and Creativity through Inquiry

As educators, it is essential we foster an environment where students recognize their passions, advocate for important issues, and creatively problem solve. So, how do we do it? Inquiry. Presenters will take you through their journeys implementing inquiry to provide ideas to ensure a positive experience facilitating an inquiry-based classroom.

Presenters: Jacquelyn Fabian, Naperville CUSD 203, IL, “Inquiry in a Co-taught Environment”
Daniela Moravec, Naperville North High School, IL, “Inquiry in the Classroom”
Katie Trowbridge, Naperville CUSD 203, IL, “Inquiry in an AP Classroom”

C.23 Translanguaging as a Promising Approach for the 21st-Century Education of ELs/Emerging Bilinguals

This panel will share stories from various educational settings to consider persisting issues and challenges in the education of English learners (ELs). On counterpoint, presenters will offer contrasting vignettes to propose translanguaging pedagogy as a promising approach for the education of emerging bilinguals in the 21st century.

Presenters: Danling Fu, University of Florida, Gainesville, “Translanguaging Approach for ELL/Emerging Bilinguals”
Xenia Hadjioannou, Penn State Harrisburg, Middletown, PA, “Translanguaging Approach for ELLs/Emerging Bilinguals”
Xiaodi Zhou, Georgia Southwestern State University, Americus, GA, “Translanguaging Approach for ELLs/Emerging Bilinguals”

C.24 Using Microcore: A Virtual Internship for Improving Adolescents’ Argumentative Writing in a Youth-in-Custody Program

This interactive classroom demonstration will introduce teachers to an educational simulation called Microcore. Within Microcore, students encounter a complex real-word “who-dun-it” situation, participate in defined roles, execute a range of argumentative writing strategies and tasks, and receive feedback on their performance from their Microcore boss (their teacher).

Chair: Larkin Weyand, Brigham Young University, Provo, UT

Presenters: Heidi Adams, Summit High School, Orem, UT
Matthew Davies, Summit High School, Orem, UT

C.25 Literature and Diversity: Using Reading to Improve Cultural Competence

Speakers will demonstrate how they use literature to cultivate student writing skills, improve cultural critique abilities, and assume agency in their learning and writing.

Chair: Jason Gums, Antigo Unified School District, WI
Roundtable 1: Exerting Reluctant Writer Agency: Cultivating & Nurturing Multimodal Poetry in an Elementary Language Arts Classroom Using a Text Set
Nandita Gurjar, University of Central Florida, Ormond Beach

Roundtable 2: Reading through the Window: EFL Students in China Read American Literature Books
Yang Wang, University of South Carolina, Columbia
Yuebo Zheng, Hebei University of Economics and Business, Shijiazhuang

Roundtable 3: Teaching Multicultural Literature Using a Cultural Criticism Approach to Unpack Our Differences, and Build upon Our Human Likenesses for Culturally Diverse Students
Yu Zhang, Florida International University, Miami

C.26 Reclaiming Narrative and Amplifying Our Voices: Using Story to Invite Fearless Inquiry and Intellectual Challenge for Our Students and Ourselves
274
Narrative, Tom Newkirk writes, is at the heart of everything: our histories, our arguments, our thinking. Four practitioners with diverse demographics and teaching experiences share an argument for an increased integration of narrative, how to weave narrative into assessments, units, and mini-lessons, and how to transform narrative into multiple genres.
Chair: Thomas Newkirk, University of New Hampshire, Durham
Presenters: Lisa Dennis, Franklin High School, Franklin, WI, “Narrative as the Trump Card”
Amy Estersohn, Hommocks Middle School, Larchmont, NY, “Narrative Leads to All Levels of Learning”
Jessica Paxson, James Bowie High School, Arlington, TX
Amy Rasmussen, Lewisville High School, TX, “Narrative as Inquiry”

C.27 Breaking the Colorblindness in Children’s Literature: Finding Authentic Literature That Represents All of Our Students
228
This interactive workshop focuses on affirming students’ identities through authentic representation in children’s literature. Many students face daily marginalization of invisibility, stereotyping, and/or misrepresentation in literature. This session offers insights, booklists, and discussion time about the representation of African American, Latinx, Asian American, and Native American characters in literature.

C.28 Read What You Want! How to Recapture Student Voices through Reader Workshop
152
Having trouble justifying independent reading to your administration? This session examines the importance of independent reading in today’s challenging educational and political climate. By engaging in active discussion with faculty and administration about self-selected books, students practice CCSS critical reading and collaborative discussion skills with an authentic, real-world audience.
Presenters: Stephanie Fleck, Barrington High School, IL
Jolene Heinemann, Barrington High School, IL
Jennifer Walsh, Barrington High School, IL

C.29 Let It Go: Transforming the Traditional English Classroom with Student Choice
160
Come hear the journey English teachers have taken to create a culture of readers. Learn the benefits of student choice, book talks, mentor texts, reading conferences, and other ways we have increased the reading volume and stamina of our students.
Presenters: Ryan Buck, Mundelein High School, IL
Diane Covert, Mundelein High School, IL
Mike Dayton, Mundelein High School, IL
Melissa Sethna, Mundelein High School, IL
Elizabeth Willis, Mundelein High School, IL

C.30 Using Picture Books to Help Writers Discover Their Voices
141
Secondary students of all writing abilities can benefit from the powerful effects of picture books. Teachers can employ picture books for various reasons as mentor texts. This session will share how we can examine picture books to develop a writer’s voice, improve sentence fluency, and join the writing conversation.
Presenters: Deborah Dean, Brigham Young University, Provo, UT
David Premont, Purdue University, West Lafayette, IN
Terrell Young, Brigham Young University, Provo, UT
C Sessions / 12:30–1:45 P.M.

C.31 Reimaging Traditional Tales: The Continued Relevance of Once Upon a Time

In this session, participants will be reminded that issues and themes in traditional tales continue to hold relevance across time. We’ll share how involving middle school and university students in reading and studying traditional tales inspired their writing of reimagined tales set in historical and contemporary times.

Chair: Scott Riley, Singapore American School, Singapore

Presenters: Nancy Johnson, Western Washington University, Bellingham
Matt Phelan, author, Candlewick Press
Gloria Strydhorst-Piers, Singapore American School, Singapore
Scott Townley, Singapore American School, Singapore

C.32 Leading the Charge: Using Fiction to Encourage Positive Social Engagement

In these complicated times, courageous leadership is needed more than ever. How can we use the power of fiction to encourage students to develop leadership skills and strategies? Come hear how diverse fictional characters who strive to do the right thing—even when it’s hard—can inspire real-world action.

Tradebook Authors: J. Anderson Coats, Atheneum Books for Young Readers
Ammi-Joan Paquette, Penguin Random House & HarperCollins
Olugbemisola Rhuday-Perkovich, Balzer and Bray, an imprint of HarperCollins Children’s Books
Lisa Yee, Random House Children's Books
Jennifer Ziegler, Scholastic Inc.

Presenters: Michele Knott, Meadowview School, Grayslake, IL

C.33 Standing Out, Together: An NCTE Affiliate’s Best Practices for Gathering and Sharing Student and Teacher Voices

The task of effectively and efficiently sharing a range of teacher and student voices can seem daunting when attempted alone. In this session, with members of an NCTE affiliate, participants engage in a series of roundtable discussions to consider proven successes and brainstorm opportunities to share teachers’ and students’ stories.

Chair: Jane Baber, University of Oklahoma, Norman
Roundtable Leaders: Jennifer Dorsey, East Central University, Ada, OK
Josh Flores, Mustang Public Schools, OK
Gage Jeter, University of Oklahoma, Norman
Juliana Kershen, University of Oklahoma, Norman

C.34 Reclaiming Our Voices: Creating Agency at the Student, Curricular, Departmental, and National Levels

As teachers, we feel that our voices are stifled, our agency extinguished, and our mission endangered at all levels of practice: the classroom, the curriculum, the school building, and the profession at large. In this session, we examine practical means for reclaiming voice in each of these spheres of the work.

Chair: Dave Stuart, Cedar Springs Public Schools, MI
Presenters: Erica Beaton, Cedar Springs High School, MI
Melissa Datico, Cedar Springs High School, MI
Annie Kim Sytsma, Cedar Springs High School, MI

C.35 Teaching Compassion by Advocating for Peace and Social Justice through Children’s Literature

How can educators use social justice literature to change the world or help their students “grow hearts” and concern for others? In this workshop, explore selections of social justice children’s literature and ways to integrate them into the curriculum. Participants will receive an annotated bibliography with cross-curricular teaching suggestions.

Chair: Barbara Ward, Washington State University, Pullman
Presenter: Deanna Day, Washington State University, Vancouver
Respondent: Laura Roy, La Salle University, Philadelphia, PA
C.36 Recognizing and Fostering Agency in Students, Teachers, and Teacher Educators

This collection of papers challenges student teachers and teacher educators to reject deficit perspectives and embrace asset perspectives of their students.

Chair: Thomas Crumpler, Illinois State University, Normal

Presenters: Thomas Crumpler, Illinois State University, Normal, “Reimagining Formative Literacy Assessment from a Children’s Rights Perspective”
Valin Jordan, University of Louisiana at Lafayette, “Developing the Agency of Teacher Educators through Autoethnography”
Chea Parton, The University of Texas at Austin, “Defining Us and Them: Examining Student Teachers’ Use of Deficit and Critical Discourses to Discuss Adolescent Students”
Thomas Smith, Utah Valley University, Orem, “Student Teacher Perceptions of Factors Impacting Success”

C.37 Learning Process and Craft Strategies from Authors

Students need strategies to work toward goals. Children’s, middle grades, and YA authors will share their work and strategies they used. Participants will leave with mentor texts and lessons to help students engage, generate ideas, compose with pictures, focus, organize, elaborate, make word choices, play with grammar, and collaborate with peers.

Presenters: Varian Johnson, Scholastic Inc.
Kate Messner, Bloomsbury
Jennifer Serravallo, Heinemann & Scholastic Inc.
Amy Ludwig VanDerwater, Wordsong/Boyds Mills Press
Sarah Weeks, Scholastic Inc.
Kat Yeh, Little, Brown and Company

C.39 Teaching & Reaching All Our Students: Writing Experience Workshops for Strong & Struggling Writers

This session will address ways to approach writing instruction in classes with both strong and struggling writers to provide students with meaningful writing experiences that allow them to engage with their worlds in a variety of ways. Attendees will participate in a series of interactive heuristic activities that can be reenacted in college and K-12 classrooms. This session will be hands-on and will model how to design writing instruction through writing experience workshops and identity explorations.

Presenters: Elizabeth Morphis, SUNY College at Old Westbury, NY
Nicole Sieben, SUNY College at Old Westbury, NY

C.40 Everyday Advocacy: Creating a Plan to Reclaim Our Voices

In the midst of teachers’ busy teaching lives, how can they advocate for themselves and their profession in ways that effectively reach the audiences who have the power to effect change? This session will help participants identify an issue, create an advocacy plan, and brainstorm simple ways to execute their plan.

Presenters: Cathy Fleischer, Eastern Michigan University, Ypsilanti
Kris Gedeon, Britton Deerfield Schools, MI
Elizabeth Thackeray, University of Utah, Salt Lake City

C.41 Recapturing Our Individual and Collective Voices through Literature to Deepen Understanding and Develop a Sense of Agency

The presenters will share how to use book triads to facilitate transactions between readers and texts to foster reflection of identity and exploration of others. Focus on similar themes and examination of characters, settings, and story events allow readers to open doors between worlds obscured by differences.

Tradebook Author: Lester Laminack, author/consultant, Asheville, NC

Presenters: Katie Stover Kelly, Furman University, Greenville, SC
Lindsay Yearta, Winthrop University, Rock Hill, SC
C.42  Folger Shakespeare Library: Connect ALL Students to the Language and Humor of A Midsummer Night’s Dream

Master techniques that get students speaking and moving and figuring out the language of Midsummer actively and on their own—from pre-reading exercises to during-reading approaches that propel students through this comedy. Learn essential Folger strategies for engaging ALL students in wildly lively and rigorous close reading of Puck’s language, Bottom and his pals, and lots in between.

Chair: Corinne Viglietta, Folger Shakespeare Library, Washington, DC

Presenters: Jessica Cakrasenjaya, Ames High School, IA
Michael LoMonico, Folger Shakespeare Library, Washington, DC

C.43  Engaging Student Writers through Focus, Annotation, and Mastery

Students who think like writers approach all types of written texts with increased confidence, awareness, and understanding. Experience how we teach students to think critically about their own writing, thereby taking them to new levels of mastery in composition and reading. Effective for ALL learners!

Presenters: Ansley Burnette, Toccoa Falls College, GA
Dawn Burnette, Fayette County School System, Peachtree City, GA
Carol Hancock, Fayette County Schools, Peachtree City, GA
Judith Holbrook, Fayette County Schools, Peachtree City, GA

C.44  Textually Active Teens: Empowering Students to Find Their Voice through Authentic Interactions with Texts

Close reading is a habit of mind (not a worksheet)! This interactive session will provide participants with a number of strategies to help students think deeply about texts. Join us as we work together to provide our students with learning experiences that will excite, empower, and ignite their learning.

Presenters: Susan Barber, Northgate High School, Newnan, GA
Matthew Brown, The Master’s University, Santa Clarita, CA
Karla Hilliard, Spring Mills High School, Martinsburg, WV
Jori Krulder, Paradise High School, CA
Roy Smith, Round Rock High School, TX

C.45  Language as Power: Inspiring Student Agency through Great Literature

When you switch on the news or scroll through social media, the relationship between language and power is clear. In our global, digital society, words are currency. In this session, participants experience how curated combinations of great literary and informational texts across grade levels illuminate relationships between language and power.

Chair: Ann Brigham, Great Minds, Washington, DC

Presenters: Amy Holbrook, Mad River Local Schools, Riverside, OH
Ashley Whittmer, Mad River Local Schools, Riverside, OH

C.46  #NoDAPL: Consciously Designing Culturally Situated Resistance Pedagogy for 21st Century Youth

Recognizing the delicacy of merging multiple knowledge systems to design sociopolitical consciousness-building curriculum for minoritized youth, this presentation discusses the processes involved in collaboratively developing culturally conscious multimodal curriculum related to the Dakota Access Pipeline protests for diverse secondary school students.

Presenters: Rebecca Beucher, Illinois State University, Normal
Amy Smith, Illinois State University, Normal
C.47  Practice What We Preach: Writing Groups for Improved Teaching, Inquiry, and Advocacy
261
Learn how a small group of middle, secondary, undergraduate, and graduate educators improves instruction, inquiry, and advocacy through a teacher writing group. Reflecting on their own experience, four teacher-writers provide practical strategies for developing writing groups to enhance their pedagogy as well as their personal and academic writing.

Presenters: Chad Andrews, Carmel High School, IN
Ryan Batsie, Zionsville West Middle School, IN &
Indiana University, Bloomington
Brandie Bohney, Bowling Green State University, OH
Erin Lehman, Ivy Tech Community College, Columbus, IN

C.48  Teaching for Today and Beyond: Close Reading Strategies for Nonfiction
161
In today’s “post-truth” world, we must help students successfully navigate nonfiction texts to analyze inherent claims and biases. This session will present strategies to help students examine nonfiction texts with a critical eye, building literacy skills so they can articulate informed views and enter conversations happening in today’s world.

Presenters: Sarah Hunt-Barron, University of South Carolina Upstate, Spartanburg, “Doesn’t Nonfiction Mean Unbiased? Reading with a Critical Eye”
Rebecca Kaminski, Clemson University, Clemson, SC, “Extending Our Thinking: Voice in Argument Writing”
Renee Rogers, Union County High School, Union, SC, “Entering the Conversation: Connecting with Real-World Issues”
Leigh Tuell, Dobyns-Bennett High School, Kingsport, TN, “Tapping into Texts and Talking Back”

C.49  (Re)framing Academic Writing in Secondary, ESL, and College Composition Courses
106
The collective presenters explore the importance of centering the identities and experiences of students in upper secondary, English as a second language, and college composition courses.

Chair: Andrew Blake, Delaware State University, Dover
Presenters: Lami Fofana, University of Oklahoma, Norman, “Reclaiming Our Students’ Voices: Making Sense of How the University of Oklahoma Freshman Composition Students Envision Writing as an Epistemic Practice”
Marisa Ontiveros, Academia Juarez, Colonia Juarez, Chihuahua, Mexico, “Closing the Postsecondary Writing Gap for L1 and L2 Students”
Debra Spilsbury, Academia Juarez, Colonia Juarez, Chihuahua, Mexico, “Closing the Postsecondary Writing Gap for L1 and L2 Students”
Lina Trigos-Carrillo, University of Missouri, Columbia, “Sunday Words: The Challenges of Academic Writing for First-Generation College Students in Latin America”

C.50  Exhibitor Session: 7 Keys to Writing Success: Changing How Students Research
140
Sponsored by Scholastic Inc.
Imagine every student moving from rookie researcher to accomplished writer! Seven essential steps to research will change their writing projects. No more “I googled it” . . . “It was on Wikipedia” . . . “I think my uncle told me.” Instead, “I learned this by interviewing an expert” . . . “In my first search I learned my topic was too big so I narrowed it” . . . “I found this new book that showed.” . . . “Imagine guiding students to develop lifelong skills in conducting research. Imagine the joy of grading well-researched writing projects! Join us for a hands-on session that will change how your students research BEFORE they write.
D.01  Queering English Studies: Navigating Politics, Policies, and Practices in ELA Learning Spaces

Queer K-12 teachers and students must continue collaborating on constructing learning spaces, creating projects, and pursuing research agendas that move English studies from “preservation to transformation.” It is our hope that this panel will provide participants knowledge and inspiration to become informed and be proactive in their schools and communities. The participants of this panel arrive from high schools and colleges; urban and rural areas; interdisciplinary methods; and a variety of personal and professional experiences that they use to shape our discipline.

Chair: Tiffany Rehbein, East High School, Cheyenne, WY
Roundtable Leaders: Samantha Blackmon, Purdue University, West Lafayette, IN
Pisarn Bee Chamcharatsri, University of New Mexico, Albuquerque
Seth Davis, Syracuse University, NY
Toby Emert, Agnes Scott College, Decatur, GA
Paula Greathouse, Tennessee Tech University-Cookeville
Judith Hayn, University of Arkansas, Little Rock
Roxanne Henkin, The University of Texas at San Antonio
Cody Miller, PK Yonge Developmental Research School, University of Florida, Gainesville
sj Miller, NYU Metropolitan Center, New York, NY

D.02  Why Middle Matters: Surviving Teaching Middle School—Keys to Keeping the Passion Alive

Have you ever tossed your hands up after a long day of school and said, “Serenity Now!”? Middle level classrooms are often caught in an array of conflicts that make us wonder, “Can I make it through the day?” The answer is “YES! You can!”

Co-Chairs: Margaret Hale, University of Houston, TX
Justin Stygles, Guy E. Rowe Elementary School, Norway, ME
Presenters: Sharon M. Draper, Atheneum Books for Young Readers—Simon & Schuster
Beth Shaum, St. Frances Cabrini, Allen Park, MI
Respondent: Thomas Newkirk, University of New Hampshire, Durham

D.03  Working Conditions Are Teaching and Learning Conditions: The Teaching of College Writing in the 21st-Century

This roundtable conversation will feature short statements from participants on their historical roles, current goals, and assessment of the national agenda regarding labor challenges in writing studies. Each speaker offers framing contexts to introduce the issues which will then be discussed in smaller groups among participants.

Chair: Clancy Ratliff, University of Louisiana at Lafayette
Roundtable Leaders: Valerie Balester, Texas A&M University, College Station
Sue Doe, Colorado State University, Fort Collins
Holly Hassel, University of Wisconsin—Marathon County, Wausau
D.04  From “Mini-Libros” to Puppet Shows: The (Re)Evolution of Latinx Literature for Youth and Its Role in the ELA Classroom 221
Sponsored by the Latinx Caucus

This session will illuminate this literary (re)evolution of Latinx literature for youth and its role in the English language arts (ELA) classroom. We will examine the historical role of children’s lit in the Latinx community, pressing topics in Latinx books today—racism, colorism, migration, immigration, historical recovery—and the transformative role of Latinx literature in the ELA classroom. Classroom ideas and strategies will be shared.

Chair: Tracey Flores, The University of Texas at Austin
Presenters: Steven Arenas, Alhambra High School, Buckeye, AZ
Matt de la Peña, Random House Children’s Books
Marilisa Jimenez, Lehigh University, Bethlehem, PA
Meg Medina, Candlewick Press

D.05  Charlotte Huck Award® Books Session 120 & 121
Sponsored by the NCTE Charlotte Huck Award® Committee

The Charlotte Huck Award® for Outstanding Fiction for Children promotes and recognizes excellence in works of fiction for children in a publication year. The award recognizes fiction that has the potential to transform children’s lives and is part of the National Council of Teachers of English (NCTE) award family.

Committee Chair: Erika Thulin Dawes, Lesley University, Cambridge, MA
Committee Members: Maria V. Acevedo, University of Massachusetts-Boston
Bettie Parsons Barger, Winthrop University, Rock Hill, SC
Desiree Cueto, Western Washington University, Bellingham
Mary Lee Hahn, Daniel Wright Elementary School, Dublin, OH
Joyce Herbeck, Montana State University, Bozeman
Detra Price-Dennis, Teachers College, Columbia University, New York, NY
Stacey Ross, Austin ISD, TX

D.06  Creating Joyful and Powerful Teaching and Learning: The Power of Our Voices 124
Sponsored by the NCTE Reading Collaborative

Our session focuses on all teachers, preK-college, becoming empowered advocates for teaching that makes a lifelong impact by creating communities of learners that motivate and engage students to critically read and thoughtfully write, identify BIG IDEAS, make connections, evaluate, reflect, and create. Discussions share experiences to inform instruction.

Chair: Michael Shaw, St. Thomas Aquinas College, Sparkill, NY
Presenter: Ernest Morrell, University of Notre Dame, South Bend, IN
Roundtable Leaders: Caryl Crowell, Borton Magnet School, Tucson, AZ
Steven Littles, Eastside Elementary School, Douglasville, GA
Yvonne Siu-Runyan, Northern Colorado University, Greeley
Jesse Turner, Central Connecticut State University, New Britain
Elisa Waingort, Academia Cotopaxi, Quito, Ecuador
Rick Williams, Youngstown State University, OH
Respondents: Bess Altwerger, Towson University, MD
Richard Meyer, University of New Mexico, Albuquerque
D.07 Notable Children’s Books in the Language Arts 2017 Awards

This session is designed to provide teachers, media specialists, parents, administrators, instructional coaches, and any others with a passion for children’s literature with information about and recommendations for thirty titles published in 2016 that the Notable Children’s Books in the Language Arts Committee selected for their 2017 award.

Tradebook Authors: Elizabeth Atkinson, Lerner – Carolrhoda Books
Grace Lin, Little, Brown and Company
Sharelle Moranville, Holiday House
Matt Phelan, Candlewick Press
Andrea Davis Pinkney, Scholastic Inc.
Jane Sutcliffe, Charlesbridge

Presenters: Cynthia Alaniz, Coppell Independent School District, TX
Janeann Bean-Folkes, Marist College, Glassboro, NJ
Sue Corbin, Notre Dame College, Chagrin Falls, OH
Pamela Jewett, University of South Carolina, Columbia
Diana Porter, Eastern Kentucky University, Lexington
Jennifer Sanders, Oklahoma State University, Stillwater
Holly Sims, Independence Elementary School, Monmouth, OR

D.08 The New Power Generation: Writing Center Revolutions in the Contact Zone

How can writing center directors develop new strategies to successfully navigate the “contact zone” between their programs and the institutions housing them to facilitate change? Experienced directors discuss challenging assumptions through missioning, visioning, and tutor training, using autoethnographic qualitative data to reframe narratives, and building professional “safe houses” for support.

Chair: John Nordlof, Eastern University, St. Davids, PA

Presenters: Jeffrey Austin, Skyline High School, Ann Arbor, MI, “Writing Centers, Autoethnography, and the Digital Contact Zone”
Kyle Boswell, Mattawan High School, MI, “Hashtags as Safehouses: Building Digital PLNs and Leveraging Global Communities”
Kate Hutton, Herndon High School, VA, “(Re) orienting the Second School Writing Center by Challenging Assumptions”

D.09 Teaching Media Literacy: Lessons in Research, Social Media, and Getting News in a Post-Truth Era

The social media age has provided an abundance of journalism outlets, yet high school students are shockingly susceptible to believing whatever they read. Learn how to teach your students to recognize fake, misleading, biased, and poorly researched articles, and how to find reliable reporting and trusted sources of information.

Presenters: JoAnn Gage, Mount Vernon High School, IA
Stacy Haynes-Moore, University of Iowa, Cedar Rapids
Jonathan Rogers, Journalism Education Association, Iowa City, IA

D.10 From Fact to Fiction to Action: Using YA Literature for Participatory Action Research

In this discussion, presenters will share teaching tools and rationales for using social issue-based YAL with youth participatory action research. The teaching participants will walk away with sample calendars, templates for action plans, and novel ideas they might use within their classrooms.

Presenters: Anthony Celaya, Arizona State University, Tempe, “From Fact to Fiction to Action: Preparing Students for Action Research”
E. Sybil Durand, Arizona State University, Tempe, “From Fact to Fiction to Action: A Teacher Educator Lens”
Alice Hays, Arizona State University, Tempe, “From Fact to Fiction to Action: How Students Respond to YA through an Action-Based Research Project”
D.11  Reading in Unusual Spaces and Places: Recapturing Teacher Voice, Agency, and Mission in and beyond the Classroom (127)
In this roundtable session, teachers, librarians, middle grade students, English educators, school administrators, community leaders, and museum educators will share how they work to recapture teacher and student voice, agency, and mission through reading and reading-related activities in a variety of unusual spaces and places.

Chair: Deborah Vriend Van Duinen, Hope College, Holland, MI

Roundtable 1: One Community, One Book: Teacher and Student Participation in a Month-Long Community-Wide Reading Program
Deborah Vriend Van Duinen, Hope College, Holland, MI

Roundtable 2: Mothers and Daughters: The Power of an Out-of-School Middle Grade Book Club
Claire Van Duinen, Holland Christian Schools, MI
Erica Hamilton, Grand Valley State University, Zeeland, MI
Olivia Hamilton, Zeeland Public Schools, MI
Nola Voskuil, Zeeland Public Schools, MI
Ellie Zomer, Holland Public Schools, MI

Roundtable 3: Reading and Acting toward Social Justice
Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI

Roundtable 4: Not Your Grandmother’s Library: Reading Is Just the Beginning
Abbey Stroop, Herrick District Library, Holland, MI
Anne Harrison, Herrick District Library, Holland, MI

Roundtable 5: Reading? No Way! Not in My World!
Joy Zomer, Hamilton Community Schools, Holland, MI

Roundtable 6: Museums and Reading? You Bet!
Connie Locker, Holland Museum, MI

D.12  Blur, Bend, and Break: Reconceptualizing Genres toward Authentic Writing (150)
In this teaching demonstration, participants will problematize traditional genre constructs by identifying multiple subgenres used within authentic argumentative texts. They will then experiment with hands-on instructional strategies and writing activities to integrate narrative forms in the development of ideas and rhetorical moves toward the creation of an argumentative text.

Chair: Alecia Beymer, Michigan State University, East Lansing

Presenters: Amanda Futcher, Michigan State University, East Lansing
Christina Ponzie, Michigan State University, East Lansing
Hannah Schulte, Michigan State University, East Lansing

D.13  A Place for Everyone at the Table (145)

Rainbow
Imagine the classroom as a table, to which we, as teachers, must make a highly diverse group of students feel welcome. Two poet-teachers discuss how food-themed poetry connected to family, culture, bounty, and scarcity can open classrooms to diverse voices, inviting expressions of hope, praise, loss, and injustice.

Presenters: Merna Ann Hecht, Foster High School, Tukwila, WA
Judith Michaels, Princeton Day School, emerita, Hillsborough, NJ

D.14  Can Nonreader Teens Become Obsolete? How a Blended Curriculum of Classics and Choice Nourishes Every Reader in the Room (143)
See how to help teens love reading and appreciate the classics. Participants will see how to turn nonreader teens into skilled, stamina-driven readers, using a blend of classics and choice texts. See steps and strategies for giving the whole-class novel a whole new life. Leave with model units, sample work, and multiple strategies to engage students in reading and give them choice and voice—even with the classics.

Presenters: Ellin Glassband, West Windsor Plainsboro High School, NJ
Berit Gordon, Word Agency, Maplewood, NJ
Jabar Hankins, Richland School District One, Columbia, SC

Respondent: Jeff Wilhelm, Boise State University, ID
D.15  Using Digital Comics to Develop Digital Literacy: Fostering Functionally, Critically, and Rhetorically Literate Students

In response to ongoing calls to expand literacy instruction to explicitly address digital literacy, this presentation pairs Stuart Selber’s digital literacy framework and digital comics to foster digital literacy education. Participants will collaboratively analyze and discuss exemplar digital comics as well as pedagogical ideas for use in their classrooms.

Presenters: Mike P. Cook, Auburn University, AL
Jeff Kirchoff, Texas A&M University–Central Texas, Killeen

D.16  Folger Shakespeare Library: What Matters Most When We Teach Othello—and What to Do in Class

Every student deserves to have—and is capable of having—a real, direct experience with Shakespeare’s language. In Othello, this language raises questions about identity, race, and power. This session will demonstrate how to get students inquiring actively into Iago’s lies, Othello’s transformation, and Desdemona’s death. By exploring the words in the context of a dramatic situation where the action takes place, students use all the available cues to make meaning from the text and arrive at their own answers.

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

Presenters: Dominique Parker, Thomas S. Wootton High School, Rockville, MD
Willie Plaschke, Thomas Jefferson Independent Day School, Joplin, MO

D.17  Preservice Teachers’ Experiences with ELL and ESOL Youth

This session explores teaching practices designed to transform pedagogy with ELL and ESOL learners.

Chair: Carole Bruzzano, Montclair State University, NJ & William Patterson University, Wayne, NJ

Presenters: Laura Roy, La Salle University, Philadelphia, PA, “Critical Mini-Ethnographies: A Transformative Tool for Reclaiming the Voices of Educators and Students”
Alicia Toussaint-White, Pennsylvania State University, Harrisburg, PA, “Critical Mini-Ethnographies: A Transformative Tool for Reclaiming the Voices of Educators and Students”
Yilmaz Tuba, University of Florida, Gainesville, “The Role of ESOL Microteaching in Elementary Preservice Teachers’ Preparation for English Language Learners”

D.18  Choice Matters: Perspectives of Students and Teachers

Choice in our reading and writing and thinking is essential to engagement and developing agency as learners. Yet student voices are too often absent from the conversation. In this panel presentation a children’s author, two classroom teachers, and nine students will explore the importance of choice in leading a literate life.

Chair: Lester Laminack, author/consultant, Asheville, NC

Presenters: Jason Augustowski, Riverside High School, Ashburn, VA
Ryan Beaver, Riverside High School, Leesburg, VA
Sam Fremin, Stone Bridge High School, Ashburn, VA
Ben Hawkins, Stone Bridge High School, Ashburn, VA
Ryan Hur, Riverside High School, Leesburg, VA
Joseph O’Such, Riverside High School, Leesburg, VA
Sean Pettit, Riverside High School, Leesburg, VA
Linda Rief, Oyster River Middle School, Durham, NH
Jack Selman, Riverside High School, Leesburg, VA
Dawson Unger, Riverside High School, Leesburg, VA
D.19 Appreciative Response for Writers: Words and Ways to Reclaim Our Voices and Instill Agency in All Students

161

Literacy coaches and teachers describe the transformation of writing by diverse writers through feedback that is strength-based rather than corrective, inspiring participants to bring this approach into their classrooms. Participants will practice appreciative feedback with student work and hear stories of students who have discovered and embraced their writing voices.

Presenters: Katherine Bomer, The University of Texas at Austin
Kayisha Edwards, City Neighbors Charter School learning specialist, Baltimore, MD
Patty McGee, Gravity Goldberg LLC, Harrington Park, NJ
Shannon Webster, learning specialist, Paramus, NJ

D.20 “You Gotta Write! A’ight?”—Young Adult Literacy Labs at Fairfield University

144

As local, state, and national support for programs lessened, Connecticut Writing Project at Fairfield University thought outside of the box. Few writing opportunities existed for young people in the summer, so they asked themselves, “What can we do to change this?” Young Adult Literacy Labs resulted. The labs now partner with the National Writing Project summer institute for teaching writing.

Chair: Bryan Ripley Crandall, Fairfield University, Fairfield, CT
Presenters: Jessica Baldizon, Cesar Batalla School, Bridgeport, CT
Ryan Colwell, Fairfield University, Fairfield, CT
William King, Bassick High School, Bridgeport, CT
Shaun Mitchell, Central High School, Bridgeport, CT

D.21 Rethink, Revise, Renew! Becoming the Teacher Our Students Deserve

163

Most educators make yearly, weekly—sometimes, even momentary—tweaks to their practice. But how many extensively revise their practice? This session will highlight practicing teachers who have done just that in light of new understandings, novel situations, and most important, in response to the students with whom they read, write, and learn each day.

Chair: Shawna Coppola, Rollinsford Grade School, NH
Presenters: Donna Friend, Lewisville Independent School District, TX
Courtney Kinney, The Journey Project LLC, Los Angeles, CA

D.22 Continuing the Journey: Stepping Up Your Teaching of Informational and Literary Texts

225

Two former English Journal editors present the first topic in a new professional development venture: “Continuing the Journey.” Leila and Ken focus on advanced approaches to teaching informational texts in connection with complex literature and cutting-edge technologies. Teachers in years 5–15 are especially encouraged to attend.

Chair: Lisa Scherff, McREL International, Honolulu, HI
Presenters: Leila Christenbury, Virginia Commonwealth University, Richmond, “Selecting, Expanding, Engaging: Three Steps for Enhanced Textual Teaching”
Ken Lindblom, Stony Brook University, NY, “Electrifying Synthesis: Using Infographics to Connect Literary and Informational Texts”

D.23 How Vocabulary “Warm-Ups” Can Prime Independent Reading and Give Students Agency

126

Middle school teachers eventually discover that if they don’t pay attention to how they teach, then perhaps what they teach may not matter. In this session, an 8th-grade ELA teacher and a literacy coach reenact a powerful vocabulary instructional sequence focused on engagement, motivation, language learning, and life.

Presenters: Daniel Rose, Oswego Middle School, NY
Christine Walsh, State University of New York at Oswego
D.24 Teach Children, Not Programs: Interventions for Classroom Teachers That Identify Students’ Needs and Suggestions for Addressing Those Needs

Presenters will explain and model interventions that classroom teachers can provide for elementary, middle, and high school students. They will stress the importance of independent reading, writing about reading to improve comprehension, and choice. Building vocabulary, reading strategies, and conference forms appropriate for each age group will be presented.

**Presenters:** Nancy Akhavan, California State University, Fresno, “Catching Them before They Fall: Interventions for High School Students Who Cannot Read Grade Level Texts”
Mary Howard, literacy author/consultant, Broken Arrow, OK, “Creating a Culture of Intentional Interventions Grounded in Joyful Reading, Writing, and Talking Across the Curriculum in the Elementary Grades”
Laura Robb, Johnson Williams Middle School, Berryville, VA, “Matching Interventions to Students’ Needs: Differentiating to Build Each Student’s Reading Capacity”

D.25 Syrian Refugees Today and Tomorrow: Growing Relationships and Building Inclusive Communities

Baltimore-area educators will share their experiences of teaching, researching, and advocating for newcomer Syrian refugee students. Offering a multi-lensed perspective, this session aims to inform attendees how to honor students’ identities, build language and literacy, and work toward equity in their schools and communities.

**Chair:** Kelly Byrne Bull, Notre Dame of Maryland University, Baltimore

**Presenters:** Jennifer Sellenriek, School District of Clayton, MO
Katie Storms, Clayton High School, MO

D.26 Everyday Writing: Implications for Teachers, Students, and Scholars

How—and why—should English scholars and teachers attend to the vast practices of “everyday writing” that suffuse contemporary culture? We’ll engage participants with this question by exploring three sites of everyday writing, sharing possibilities and strategies for teaching and research.

**Presenters:** Doug Hesse, NCTE Past President, University of Denver, CO, “Learning from Writing in a Climbing Community”
John Tiedemann, University of Denver, CO, “Writing in Search of a Home”
Kathleen Blake Yancey, Florida State University, Tallahassee, “Learning from the Museum of Everyday Writing”


Follow our journey from summer professional development featuring *Citizen: An American Lyric* by Claudia Rankine to teaching this multigenre work. We will outline how professional development opportunities within our district helped us break the silence and how collaborative work helped us continue that conversation.

**Presenters:** Jennifer Sellenriek, School District of Clayton, MO
Katie Storms, Clayton High School, MO

D.28 New Directions in Teaching (with) Literary Lenses

This panel highlights innovative uses of critical literacy pedagogies, including applications of the emerging lenses of ecocriticism, disability studies, and sports and literature. Discussions will introduce some primary tenets of the literary lens and illustrate classroom instruction that utilizes these lenses. Attendees will leave with concrete suggestions for application.

**Chair:** Patricia Dunn, Stony Brook University, NY

**Presenters:** Christopher Bass, University of Illinois, Chicago, “Beyond Ability: How Disability Enables Us to See Injustice”


Respondents: Michael Macaluso, University of Notre Dame, IN
Robert Petrone, Montana State University, Bozeman

D.29 Inquiry and Digital Literacy: Weaving Together Research and Expanded Literacies to Foster Engagement and Critical Thinking
162

How do we help students to become critical readers, evaluators, consumers, and creators of information in an ever-growing landscape of unreliable media? This interactive workshop offers participants a framework for developing a process for inquiry-based, student-centered research that gives students choice, voice, and agency.

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

D.30 Digital Journey to Empathy: Encouraging Mindful Teaching and Learning Practices through Digital Resources
103

How can we teach students about diversity, inclusion, empathy, and digital citizenship while still meeting academic standards? Learn how “Digital Journey to Empathy” ignited a collaborative global movement for teaching digital kindness. See how social media was used to share instructional resources, showcase student creations, and implement service-learning projects.

Presenters: Jancey Clark, American International School, Riyadh, Saudi Arabia
Angie Corritone, San Ramon Valley Unified School District, Danville, CA
Brittany Howell, St. Patrick Catholic School, Louisville, KY
Amy Riley, Stratham Memorial School, NH
Respondent: Christopher Lehman, The Educator Collaborative, Astoria, NY

D.31 Enacting Cultural Texts and Political Discussions in the English Classroom
125

The presenters of the roundtable session will introduce how to use the practices of immigrant families, cultural poetic forms, and political discussions in the teaching of ELA.

Chair: Sarah Ressler Wright, R. B. Hayes High School, Delaware, OH
Roundtable 1: A Case Study of a Korean Immigrant Family’s Literacy Practice
Myoung Eun Pang, Georgia State University, Atlanta
Jee Hye Park, Georgia State University, Atlanta
Roundtable 2: Korean Poetry Competition Provides Opportunity for American Students
Elizabeth Jorgensen, Arrowhead Union High School, Hartland, WI
Roundtable 3: Stealth Learning: A Nontraditional Approach to Student Engagement
Natalie Dorfeld, Florida Institute of Technology, Palm Bay
Angela Perrine, Sharpsville Elementary School, Sharpsville, PA
Jennifer Toney, Kent State University, OH

D.32 Authors That Need No Introduction: How Their Works Have Changed Students’ Lives…Forever
229

Some books stay with students forever; they reinforce their sense of identities, challenge their thinking, change their perspectives, and inform their worldviews. Such works continue to teach long after the last page is turned. Join three authors who have written books that remind us of our mission.

Presenters: Joan Kaywell, University of South Florida, Tampa
Tradebook Authors: Jimmy Santiago Baca, Grove Press & Heinemann
Chris Crutcher, HarperCollins
Ellen Hopkins, Simon & Schuster
Lois Lowry, Houghton Mifflin Harcourt
Respondents: Barry Gilmore, Hutchison School, Memphis, TN
ReLeah Cossett Lent, writer/consultant, Atlanta, GA
D.33 Engaged Pedagogies: Communities Working toward Collective Agency

When community organizations, school districts, unions, and universities form collaborative partnerships, what possibilities emerge for engaged pedagogies? Session attendees will listen in on a three-year project within urban communities that began to answer this question. Presenters will offer implications for critical service-learning and community engaged initiatives in urban school districts.

Chair: Valerie Kinloch, University of Pittsburgh, PA
Presenters: Tamara Butler, Michigan State University, East Lansing
Emily Nemeth, Denison University, Granville, OH

D.34 The Problem and Promise of Close Reading: A Workshop Session Revealing a Dubious History and a Model for a Revitalized Practice

An experiment and discussion aimed at uncovering principles and practices associated with “close reading” and the New Criticism, while also revealing an untold history of close reading and its rationale, adoption, demise, and recent re-appropriation—a history that also reveals the grounds for an intellectually robust and revitalized pedagogy.

Presenters: Sheridan Blau, Teachers College, Columbia University, New York, NY, “The Untold Story of the Origins and Fate of Close Reading: A Revisionist History”
Cheryl Hogue Smith, Kingsborough Community College, Brooklyn, NY, “The Origins of Close Reading in Experimental Research”

D.35 Rejecting Neutrality: Literacy & Political Engagement in the ELA Classroom

While it may seem intimidating to welcome politics into the English classroom, students need schools to be places where they can grapple with controversial issues and develop identities as citizens in today’s polarized political context. This session highlights powerful learning that emerges when teachers incorporate civics with critical literacy instruction.

Presenters: Patrick Camangian, University of San Francisco, CA, “From Coping to Hoping: Cultivating Literacies Necessary to Thrive through Socially Toxic Stress”
Antero Garcia, Stanford University, Redwood City, CA, “Schools for Community Action: A New Vision of Politicizing English Classrooms”
Nicole Mirra, Rutgers University, New Brunswick, NJ, “Teachers as Critical Civic Agents: Connecting Literacy to Citizenship in and out of the Classroom”
Respondent: David E. Kirkland, New York University, NY

D.36 Critical Understandings of Race in Literacy Contexts

Race is examined in multiple contexts through language and literature in these three papers.

Presenters: Briana Gilbert Kidd, Hillcrest Middle School, Tuscaloosa & The University of Alabama, Tuscaloosa, “Emergent Listening about Race with Middle Schoolers”
Summer Melody Pennell, Truman State University, Kirksville, MO, “Reading Representations of Race: Critical Literacy and Ferguson”
Karen Spector, University of Alabama, Tuscaloosa, “Emergent Listening about Race with Middle Schoolers”
Jenna Spiering, University of Iowa, Iowa City, “Rethinking Race in Multicultural Literature Pedagogy: An Analysis of Discursive and Embodied Mobilization of Emotion in Moments of Racial Tension”
Amanda Haertling Thein, University of Iowa, Iowa City, “Rethinking Race in Multicultural Literature Pedagogy: An Analysis of Discursive and Embodied Mobilization of Emotion in Moments of Racial Tension”

D.37 Writing Your Own Story: Encouraging Middle Grade Students to Find Their Voice

In this interactive session, authors Andrew Clements, Jack Gantos, Victoria Jamieson, and Renee Watson will share tips and tricks for inspiring middle grade students to put their voice into their writing. Session participants will be encouraged to share their own strategies.

Chair: Melanie Koss, Northern Illinois University, DeKalb
Tradebook Authors: Andrew Clements, Random House Children's Books
Jack Gantos, Macmillan Children's Publishing Group
Victoria Jamieson, Penguin Young Readers Group
Renée Watson, DreamYard, Bloomsbury Children's Books

D.38 Visual Literacy and Rhetorical Analysis as Tools for Examining Multiple Perspectives in the Israeli-Palestinian Conflict and a Post-9/11 World

To help our students name, challenge, and expand their preconceived notions of different populations, we combined visual literacy and rhetorical analysis into an exploration of terrorism and the Israeli-Palestinian conflict. Participants will consider written text, a TED talk, and excerpts from Paradise Now, then create a Google Slide presentation.

Presenters: Neil Rigler, Deerfield High School, IL
Michael Wolf, Deerfield High School, IL

D.39 Helping Students Reclaim Their Voices: Promoting Linguistic Agency and Critical Language Awareness

Teacher educators and researchers from five different universities explore how to value diverse language varieties in English classrooms and English teacher preparation. Presenters discuss possibilities and tensions of raising up historically stigmatized dialects, for teacher educators, teachers, and students.

Presenters: Christina Ashwin, University of Pittsburgh, PA
Amanda Godley, University of Pittsburgh, PA
Anne Charity Hudley, University of California, Santa Barbara
Melinda McBee Orzulak, Bradley University, Peoria, IL
Mike Metz, University of Missouri, Columbia
Jeffrey Reaser, North Carolina State University, Raleigh

D.40 How'd You Do That? Authors Share Revision Strategies That Student Writers Can Use, Too

How can student writers turn rough drafts into masterpieces? Five award-winning authors open their toolboxes to reveal their own revision processes. They’ll share strategies for research, organization, craft, and structure. Attendees will leave with a collection of tools to add to students’ toolboxes to get kids revved up about rewriting.

Chair: Kate Messner, Bloomsbury, “The Tools of Big Picture Revision”
Tracey Baptiste, Algonquin Young Readers & Lesley University, Cambridge, MA, “How Research Drives Revision”
Loree Griffin Burns, Houghton Mifflin Harcourt, “Visualizing a Story’s Structure in Informational Writing”
Laurel Snyder, Harper Collins, “Revision Toybox: Some Unusual Exercises for Re-Visiting Your Work”

D.41 High Leverage Literacy Practices: Reclaiming Teacher Agency

This demonstration shares findings from high-performing urban early education classrooms and high-leverage literacy practices (HLLPs). Participants will observe HLLP demonstrations from educators in four nationwide urban cities including the Neurological Impress Method Plus, Mediated Guided Reading, Culturally Sustaining Interactive Read Aloud, and Autonomous Morning Message.

Presenters: Alicia Boardman, Northern Parkway School, Uniondale, NY
Peggy Burks, Dayton Public Schools, OH
Kerry Elson, Central Park East II, New York, NY
Sandra Fowler, Hartman Elementary School, Kansas City, MO
Jessie Kirksey, Hartman Elementary School, Kansas City, MO
Allison Lange, Northern Parkway Elementary, Kansas City, MO
Kindel Nash, University of Maryland-Baltimore County, Baltimore
Leah Panther, University of Missouri-Kansas City (MO)
Victoria Scarborough, Charity Adams Earley Academy for Girls, Dayton, OH
Amanda Teeter, University of Missouri-Kansas City (MO), East Lynne, MO
D.42 Journals: A Resource for Writers

Many writer’s notebooks wither away throughout the school year, as demands for writing a variety of genres and contexts increase across the curriculum. This engaging session will help teachers develop a notebook routine to support student studies of composition, grammar, and revision that will endure changes in genre and context.

Presenters: Gretchen Bernabei, writer/consultant, San Antonio, TX
Aimee Buckner, Stenhouse Publishers, “Rethinking, Scribbles, and Notes: Turning the Notebook into a Revision Resource”
Corbett Harrison, Washoe County School District, Reno, NV, “Establishing a Notebook Routine That Values Choice while Building Voice”

D.43 How I Came to Be: Recapturing Agency through Origin Stories

Join us to create your own multimodal teaching origin story! Through drama strategies and art activities, we’ll guide you through the steps to reflect on why you became a teacher—and then how you can in turn teach your students to create their own origin stories.

Presenters: Leslie Rowland, Indiana University, Bloomington
Gustave Weltsek, Indiana University, Bloomington

D.44 Sports and Argument Writing

Argumentation is an increasingly strong item of focus in the English classroom, suggesting the importance of carefully crafting arguments of varying complexities. In this session, we explore how sports can have a role in engaging students to learn the art of argumentation in a meaningful writing experience.

Presenters: Jonathan Allred, University of Arkansas, Fayetteville
Seth D. French, University of Arkansas, Fayetteville
David Premont, Purdue University, West Lafayette, IN

D.45 Questions and Community: The Voices of English Language Arts

Papers discuss effective questioning strategies that enrich class discussion and ways to expand class discussion with voices from the broader community.

Chair: Meghan Barnes, University of North Carolina, Charlotte

Presenters: Meghan Barnes, University of North Carolina, Charlotte, “Reciprocal Community Relationships: Challenges of Inviting Community Voices into Teacher Education”
Emily Creveling, Urban Assembly, New York City, NY, “Effective Questioning and Discussion in the Classroom”
Todd Goodson, Kansas State University, Manhattan, “We Are . . . We Are . . . Nowhere: Helping Rural Students Embrace Community through Place-Based Writing, Composition, Music, and Performance during a University/K-12 Rural Arts Day Event”
Rebecca Grove, Hood College, Frederick, MD, “Asking Good Questions: Helping Preservice Teachers Think Critically about Questioning Practices”
Vicki Sherbert, Kansas State University, Manhattan, “We Are...We Are...Nowhere: Helping Rural Students Embrace Community through Place-Based Writing, Composition, Music, and Performance during a University/K-12 Rural Arts Day Event”

D.46 Rules to Live By When Facing Adversity: Differentiating Texts, Instruction, and Assessment for Diverse Middle Schoolers

In this session our middle school ELA team from the South Bronx will share the challenges and rewards of exploring community, racism, and history with our extremely diverse students through informational texts and contemporary works of adolescent literature using literature circles and interdisciplinary research projects.

Chair: Marshall George, Hunter College–CUNY, New York, NY, “Making Curriculum and Instruction Revlvant for Our Students”

Presenters: Denise Saavedra, Dr. Richard Izquierdo Health and Sciences Charter, Bronx, NY, “Engaging Themes and Texts for Diverse Middle Grades Learners”
Monica McNeil, Dr. Richard Izquierdo Health and Sciences Charter, Bronx, NY, “Scaffolding Modified Literature Circles to Create Communities of Readers”
Nicole Willson, Dr. Richard Izquierdo Health and Sciences Charter, Bronx, NY, “Differentiating Authentic Assessments for Adolescent Learners”
D.47  Ebonically Speaking: Recapturing the Voices and Agency of Linguistically and Culturally Diverse Learners in English Language Arts Classrooms

In this demonstration, a teacher educator and four racially diverse preservice and early career teachers model four 15-minute engaging activities that illustrate how teachers can use classroom instruction as leverage to teach about AAL in ways that are culturally responsible and culturally sustaining. Attendees will leave this session with activities that they can implement in their classrooms, regardless of the cultural and linguistic make-up.

Chair: April Baker-Bell, Michigan State University, East Lansing
Presenters: Han Nguyen-Tran, Michigan State University, East Lansing, “Reframing the Way We Address Our Linguistically Marginalized Students’ Writing”
Jordon Brent Robb, Michigan State University, East Lansing, “Recapturing the History of AAL”
Drextom Sportel, Michigan State University, East Lansing, “It’s Worse Than We See in the Movies: The Media’s Portrayal of Minorities”
Kelsey Wiley, Michigan State University, East Lansing, “Recapturing Our Voices: Reflecting on Our Prejudices That Have Consequences on Our Students”

D.48  Three Perspectives on the MLA Handbook

The editor of the 8th edition of the MLA Handbook, an experienced high school English teacher, and a researcher who has studied students’ perceptions of the Handbook will each offer a perspective on the newest edition. Questions about what’s new, how the Handbook can be used effectively, and how students think about it will be addressed.

Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor
Presenters: Maggie Doyle Ervin, John Burroughs School, St. Louis, MO
Kathleen Fitzpatrick, Modern Language Association, New York, NY
Sarah Swofford, University of South Carolina Beaufort, Bluffton, “What Students Say about the Handbook”

D.49  CEE Commissions Meetings 1

Sponsored by the Conference on English Education

All interested CEE and NCTE members are invited to attend the CEE commissions of their choice.

Roundtable 1: CEE Commission on Social Justice in Teacher Education Programs
Co-Chair: Briana Asmus, Western Michigan University, Kalamazoo
Co-Chair: Chaz Gonzalez, University at Buffalo, NY

Roundtable 2: CEE Commission on New Literacies, Technologies, and Teacher Education
Co-Chair: Amy Piotrowski, Utah State University, Logan
Co-Chair: Katie Rybakova, Thomas College, Waterville, ME

Roundtable 3: CEE Commission on the Study and Teaching of Adolescent Literature
Chair: Kelly Byrne Bull, Notre Dame of Maryland University, Baltimore

Roundtable 4: CEE Commission on the Teaching of Poetry
Co-Chair: Bonner Slayton, Moore-Norman Technology Center, Norman, OK
Co-Chair: Danny Wade, Washburn University, Topeka, KS

Roundtable 5: CEE Commission on English Methods Teaching and Learning
Co-Chair: Heidi Hallman, University of Kansas, Lawrence
Co-Chair: Kristen Pastore-Capuana, University of Buffalo, NY

Roundtable 6: CEE Commission on Writing Teacher Education
Co-Chair: Patricia Dunn, Stony Brook University, NY
Co-Chair: Jim Fredricksen, Boise State University, Boise, ID

Roundtable 7: CEE Commission on Arts and Literacies
Co-Chair: Katherine Macro, Niagara University, NY
Co-Chair: Michelle Zoss, Georgia State University, Atlanta

Roundtable 8: CEE Commission on Dismantling the School-to-Prison Pipeline
Co-Chair: David E. Kirkland, New York University, New York
Co-Chair: sj Miller, New York University, New York

Roundtable 9: CEE Commission to Support Early Career English Language Arts Teachers
Co-Chair: Anna J. Small Roseboro, consultant/mentor, Grand Rapids, MI
Co-Chair: Claudia Marschall, Buffalo, NY

D SESSIONS / 2:00–3:15 P.M.
D.50  POSTER SESSION: Student Voice at the Center of Teaching and Learning
2ND FLOOR ATRIUM

Students take the lead of their own learning and the learning of their peers when provided with the right tools, support, and environment. Explore a variety of examples that span grade levels and contexts.

Poster 1: When the Page Meets the Stage: Young Authors Share Their Voices through Dance and Writing (G)
Haley Sigler, Washington and Lee University, Lexington, VA

Poster 2: Benevolent Guide or Evil Queen?
Reflections on Student-Teacher Dynamics in the Online Writing Space (G-C-T)
Carrie Bailey, University of Phoenix, Tempe

Poster 3: The Genealogy of Teaching English: Chapter One (G)
Vicki Towne, University of the People, Pasadena, CA

Poster 4: Flexible Writers for Today and Tomorrow (E)
Debra Amoroso, Springside Chestnut Hill Academy, Philadelphia, PA
Christy Yaffe, Springside Chestnut Hill Academy, Philadelphia, PA

Poster 5: Mindful Practice and Writing: Embodiment, Efficacy, and Engagement (S)
Jennifer Tobin, Cornwall-Lebanon School District, Lebanon, PA

Poster 6: Tips and Tricks with ReadWriteThink.org (G)
Lisa Storm Fink, ReadWriteThink.org at NCTE, Urbana, IL

Poster 7: Student-Led Writing Center: Tips and Tricks (M-S)
Rachel Shore, Coal City Middle School, IL

Poster 8: Speaking with the Sketchpad: Art as an Expressive Practice for an Adolescent with Autism (E-M-S)
Serena Cavolo, Port Washington UFSD, Port Washington, NY

Poster 9: Engage Students and Build Self-Efficacy through Interactive Notebooks in Writing Instruction (M-S)
Pamela Lingelbach, Fort Osage High School, Independence, MO

Poster 10: Reflective Conversations in the Writing Classroom (S)
Joe Seitz, Anchorage School District, AK
Mindi Vogel, Anchorage School District, AK

Poster 11: Literacy All Day Every Day (E)
Marlene Butler, Lipscomb Academy, Nashville, TN
Suzanne Howell, Lipscomb Academy Elementary School, Nashville, TN

Poster 12: Bringing Object Lessons to the Writing Process (S)
John Hayward, Naperville Central High School, IL

Poster 13: Unfixing Our Mindsets: Teacher Candidates Privileging Growth Mindset as They Prepare to Teach in Language Arts Classrooms (M)
Mentor: Michele Castleman, Heidelberg University, Tiffin, OH
Presenters: Lauren Gruber, Heidelberg University, Tiffin, OH
Rachel Peters, Heidelberg University, Tiffin, OH

Poster 14: The 2017 Texas Bluebonnet Awards: How Students Make the Choices They Do and How Teachers Can Use This Information in the Classroom (E)
Katrina Cantu, Texas A&M University-Corpus Christi
Bethanie Fletcher-Leerkamp, Texas A&M University-Corpus Christi

D.51 Exhibitor Session: Reading for Meaning with Read Naturally Live

Sponsored by Read Naturally

Learn how to develop fluency, support vocabulary, and promote comprehension by combining three powerful, research-based strategies: teacher modeling, repeated reading, and progress monitoring. Learn how to meet standards and accelerate the achievement of developing and struggling readers. These effective strategies are demonstrated using Read Naturally’s Web-based software program, Read Live.

Presenter: Pam Owens, Read Naturally
High School Matters encapsulates the best elements conventions often offer separately: collegial collaboration, relevance, and engagement. The Secondary Section invites you to join us for this innovative session experience. Expect to take home a variety of ideas, concepts, strategies, and approaches peer-to-peer.

**Chair:** Shekema Silveri, IFE Academy of Teaching & Technology, Conyers, GA

**Speakers:**
- Susan Houser, retired Middle Level educator, St. Petersburg, FL, “Leadership: What It Is and Is Not”
- David Kirkland, New York University, NY, “The Substance of Hope: Reimagining High School English as Trauma-Informed Practice”

**Roundtable 1: Argumentation and Debate: Giving Students the First Chapter of Skills Needed for Today, Tomorrow, and Forever**
- Pam McComas, National Speech and Debate Association, Topeka, KS
- Renee Motter, National Speech and Debate Association, Colorado Springs, CO

**Roundtable 2: Artistic Argument: Using Documentary to Teach Agency and Connection**
- Dona Coleman, Fort Zumwalt West High School, St. Louis, MO
- Jaimie O’Connor, Fort Zumwalt West High School, St. Louis, MO

**Roundtable 3: Creating an Outdoor Classroom of Their Own: Getting Dirty in the Literary Garden**
- Jennifer McQuillan, West Bloomfield High School, Milford, MI
- Melissa Talhelm, Southern Connecticut State University, New Haven

**Roundtable 4: Cultivating Curious Minds: The Gift of Agency and Voice in the High School English Classroom**
- Amy Clark, Christ Episcopal School, Covington, LA

**Roundtable 5: Diving into the Chaos; Emerging with Identity and Agency**
- Carol Ann Cavanaugh, Hopkinton Public Schools, MA
- Sarah Ellam, Hopkinton High School, MA

**Roundtable 6: Empowering Students as Creative Writers and Critical Thinkers**
- Lena Moore, Sheridan High School, Zanesville, OH

**Roundtable 7: Flash Dialogues: Using Online Threaded Conversations Live in the Classroom**
- Bob Fecho, Teachers College, Columbia University, New York, NY
- Lora Hawkins, Teachers College, Columbia University, New York, NY

**Roundtable 8: Free Range Poetry**
- Adrian Nester, Tunstall High School, Dry Fork, VA
- Jori Krulder, Paradise High School, Paradise, CA

**Roundtable 9: From Formalism to Freedom: Making the Personal Essay Relevant in the 21st Century**
- Natalie Elliott, Not Your Ordinary School, Austin, TX
- Ean Fulks, Not Your Ordinary School, Austin, TX

**Roundtable 10: Harnessing the Power of Feedback: Practical Approaches to Writing Conferences and Differentiation in Writing Instruction**
- Seth Rutledge, Prosper ISD, TX
- Amy Widman, Prosper High School, TX

- Heather Hurst, Frostburg State University, MD

**Roundtable 12: Inviting the “Four-Letter Word” into Your Classroom: The Intersectionality of Race, Writing, and Performance Poetry**
- Michelle Sadrena Clark, High Tech High Graduate School of Education, San Diego, CA
Roundtable 18: Reel Communities in Action: Using Documentary to Write Social Justice with Urban Youth
Jon Wargo, Boston College, Birmingham, MI

Roundtable 19: Taking The Laramie Project from Wyoming to the Bronx: How an 11th-Grade English Classroom Created Their Own Play of Voices from the Ground Up
Sarah Schoomaker, Hyde Leadership Charter School, Bronx, NY

Roundtable 20: Teaching Analysis of Media Texts to Foster Student Voice and Engagement
Maria Goff, Arizona State University, Tempe
Catherine Jones, Chandler High School, Gilbert, AZ

Roundtable 21: Teaching to the AP Test Does Not Have to Kill the Love: Teaching Advanced Placement Classes in Creative Ways while Still Teaching to the Tests
Warren Bowe, Chippewa Falls Senior High School & National English Honor Society, WI
Pam Bowe, Chippewa Falls Senior High School, WI
Monika LaPoint, Chippewa Falls Senior High School, WI

Ariela Robinson, Teachers College, Columbia University, New York, NY

Roundtable 23: They CAN Read! Successful Strategies for Struggling Adolescent Readers
Lisa Hollihan Allen, West De Pere Middle School, WI & St. Norbert College, De Pere, WI
Katherine McKnight, Engaging Learners, Antioch, IL

Roundtable 24: Using Science Fiction and World-Building to Cultivate Criticality
Ah-Young Song, Teachers College, Columbia University, New York, NY

Nikki Holland, University of Arkansas, Fayetteville
Jennifer Penaflorida, University of Arkansas, Fayetteville

Roundtable 26: World Changers: Authentic Student Research Assignments Creating Real Change
Jenifer Gearhart, Hedgesville High School, WV
Elizabeth Keiper, Spring Mills High School, Martinsburg, WV

Roundtable 27: Write, Engage, Empower by Building a Writing Community through a Secondary Writing Center
Shaina Anderson, Etowah High School, Woodstock, GA
Heather Barton, Etowah High School, Woodstock, GA

E.01  Teachers Leveraging Their Knowledge to Engage Students in Powerful Literacy Learning
131 & 132

*Sponsored by the Language and Reading Collaboratives of NCTE*

How do you engage your students in authentic, dynamic, and powerful literacy learning? By participating in professional conversations, educators share successes and challenges, and develop strategies for leveraging their professional knowledge to effectively motivate and engage students. Won’t you join this group of diverse teachers and contribute to the dialogue?

**Speaker:** Anne Haas Dyson, University of Illinois at Urbana–Champaign, “Asserting and Reclaiming Our Voices as Teachers of Children”

**Discussion Leaders:** Xenia Hadjioannou, Penn State Harrisburg, Middletown, PA
Michael Shaw, St. Thomas Aquinas College, Sparkill, NY

**Presenters:** Jonathan Lebowitz, Lakewood Elementary, Sunnyvale, CA
April Silimperi, Shafer Elementary School, Nazareth, PA, “Honoring and Nurturing Student Expertise through Writing”
Rachel Swords, Sanford Elementary School, Newport News, VA, “Honoring Students’ Rights to Their Own Language”
Brenda White, Towne Acres Elementary School, Johnson City, TN, “Partnering with Immigrant Mothers to Design Instruction”

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**E.02  “But Is That Writing?”: Teaching Writing before and beyond the Alphabet**

*Rainbow 105

*Sponsored by the NCTE Latinx Caucus*

How do we expand students’ notions of writing? Who is validated when we welcome earlier forms of writing? Three practitioners discuss how literacy practices outside Eurocentric frameworks can impact multimodality and approaches in cross-cultural writing. The session will include exploring theoretical frameworks as well as practical examples for classroom instruction.

**Chair:** Ceci Lewis, Bread Loaf Teacher Network & Coconino College, Sierra Vista, AZ

**Presenters:** Damián Baca, University of Arizona, Tucson, “Writing before the Alphabet: Tlacuilolitzli/Spreading Color on Hard Surfaces”
Lorena German, Headwaters School, Austin, TX, “Expanding Notions of Writing in the Classroom”

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**E.03  What We Learned: How Multimodal, Plugged-In Teaching of a YA Text Encouraged Students to Find Their Voices**

*275

*Sponsored by the Studies in Literacies and Multimedia (SLAM) Assembly*

In this interactive session, you are invited to join students, their teacher, and the YA author whose work they studied as they collectively unpack their discoveries and learning within a multimodal, inquiry-rich unit of study resulting in work that did work in their communities.

**Chair:** Robyn Seglem, Illinois State University, Normal

**Presenters:** Sarah Bonner, Heyworth Junior High School, IL
Sara Kajder, The University of Georgia, Athens
E.04  CEE Membership Meeting and Social Hour  
228
All those interested in shaping English language arts teacher education are invited to attend this membership meeting and social to mingle with representatives from English education programs nationwide and prospective English education graduate students and PhD candidates. The winners of the 2017–2018 CEE Research Initiative Grant and 2017 CEE Graduate Student Research Award competitions will be recognized. This is also a time to meet experienced, new, and future English teacher educators. There will be an opportunity to announce ELA teacher education position openings and to talk informally with prospective candidates.

Chair: Mollie Blackburn, The Ohio State University, Columbus

E.05  Preparing Students for Tomorrow by Arguing Today: Creating a Pathway to Academic Literacy  
141
We share an approach to providing explicit instruction in the elements of argument by using three tools: simulated texts that initiate inquiry into essential questions, semantic differential scales that guide reading and responding to texts, and paragraph frames that help students transfer their oral arguments into effective written ones.

Presenters: Jon-Philip Imbrenda, Salisbury University, MD 
Hugh Kesson, Temple University, Philadelphia, PA 
Michael W. Smith, Temple University, Philadelphia, PA

E.06  MISSOURI STRAND: Cross-Lit, Constantly Varied Functional Reading and Writing: A Systematic Approach to Literacy Instruction  
260
Cross-Lit challenges and engages students in purposeful, meaningful functional literacy every day. Participants will experience Cross-Lit and leave with a working knowledge of the guiding principles. This session introduces unique strategies to teach mindfulness, vocabulary, fluency, comprehension, literacy challenges, and student reflection that participants can immediately implement.

Presenters: Patricia Billeau, Special School District of Saint Louis County, St. Louis, MO 
Brad Walkenhorst, Special School District of Saint Louis County, St. Louis, MO

E.07  Power and Authority as Mediated through Language  
263
Language has great power. This session examines how this power gets enacted in various educational contexts.

Chair: Brad Cawn, University of Michigan, Ann Arbor

Presenters: Alice Lee, Illinois State University, Normal, “Teachers as Embodied Toolkits: Exploring the Manifestation of Teacher Knowledge about African American Language”
Elizabeth Anne Murray, The University of Alabama, Tuscaloosa, “Difficult Knowledge and Vulnerable Moments in Teaching Literature”
Karla Zaccor, Chicago Public Schools, Chicago, IL, “Exploring Issues of Power and Authority as Mediated through Language: An Urban High School Case Study”

E.08  Recapturing Voices: Student Agency Cultivated through Historical Narrative, Critical Identities, and Hip-Hop-Based Education  
122
This panel examines the literacy experiences and activities of Black male youths, YA literacy, and hip-hop literacy educators.

Chair: Aileen Hower, Millersville University, PA

Roundtable 1: Critical Historical Identity: Countering the Crisis of Disenfranchisement in the Literacy Curriculum
Melissa Gymiah, University of Illinois at Chicago 
Shawundra Allen, University of Illinois at Chicago

Roundtable 2: Learning Revolutionary Love: Reflections on Race, Spirituality, and Hip-Hop-Based Education
Moira Pirsch, Teachers College, Columbia University, New York, NY

Roundtable 3: Recapturing Voices: Student Agency Constructed on the Historical Narratives of Injustice
Carol Revelle, Texas A&M University-Commerce 
Mandy Stewart, Texas Woman's University, Denton, TX
E.09 Using Math Concepts to Facilitate Comprehension of Adolescent Literature

How can math help readers better understand the stories they read? With this guiding question as a frame, engage with us in demonstrations that shift your thinking about math as discipline-oriented to math as utility-oriented (comprehension) through inquiries into complex constructs found in Pancho Rabbit and the Coyote (Tonatiuh, 2013).

Presenters: Mary Fahrenbruck, New Mexico State University, Las Cruces
Leanna Lucero, New Mexico State University, Las Cruces
Margie Prince-Battle, Desertaire Elementary School, El Paso, TX

E.10 The Joy of Poetry: From Creativity to Analysis

This session promises to bring joy to the teaching of poetry. It’s for English teachers who wish they taught more poetry, for those who admit they don’t teach it, and for those who teach it and love it and are ready for some new ideas.

Presenters: Lawrence Scanlon, Iona College, New Rochelle, NY
Renee Shea, independent writer and consultant, Columbus, OH

E.11 The Multiple Identities and Literacies of Black Girlhood: Creating Spaces for Centering Black Girl Voices in English Education

In this session presenters will describe approaches to cultivating Black girl literacies in the English education classroom that bolster gendered, racial, and cultural ways of knowing. This symposium represents a collaborative and dialogic project from Black women literacy and English educators all deeply committed to ensuring that the needs and interests of Black girls are central in the agenda to advance English education for all students.

Presenters: Marcelle Haddix, Syracuse University, NY
Sherell McArthur, The University of Georgia, Athens
Gholnecsar Muhammad, Georgia State University, Atlanta
Tonya Perry, The University of Alabama, Birmingham
Detra Price-Dennis, Teachers College, Columbia University, New York, NY
Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, NY

E.12 The Secret of Crafting Engaging Nonfiction

Why does student nonfiction writing often seem dull and lifeless? Because children aren’t truly invested in their topic. Listen in as four award-winning authors (1) discuss how finding a focus with personal meaning enriches their writing and (2) suggest ways students can develop vital ideas to guide their creative process.

Chair: Alyson Beecher, Pasadena Unified School District, CA
Tradebook Authors: Candace Fleming, Macmillan Children’s Publishing Group
Deborah Heiligman, Macmillan Children’s Publishing Group
Melissa Stewart, Acton, MA
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E.13 Why Wokeness Can’t Wait: Developing Critical Consciousness and Literacies of Empowerment in the Secondary Classroom

124

Join this roundtable session for lively discussions surrounding the ongoing implications of racial and economic inequalities. Session participants will also actively engage in classroom demonstrations to increase students’ social awareness and promote change both inside the classroom and beyond.

Chair: Gretchen Oltman, Creighton University, Omaha, NE

Roundtable 1: “Wait, Are You Studying Wokeness?” Developing Critical Consciousness and Literacies of Empowerment in the Secondary Classroom
Lauren Kelly, Rutgers University Graduate School of Education, New Brunswick, NJ

Roundtable 2: Becoming Mockingjays: Using Young Adult Literature to Foster Student Civic Engagement
Sean Connors, University of Arkansas, Fayetteville

Roundtable 3: Black Body as a Metaphor: Increasing Student Engagement, Sustaining Interest, and Promoting Advocacy through Cultural Relevance and Rhetorical Analysis and Reasoning
Lyschel Shipp, Bibb County School System, Macon, GA

Aimee Myers, University of Central Missouri, Warrensburg

Roundtable 5: From Intimacy to Oppression: Teaching The Brief Wondrous Life of Oscar Wao to Promote Student Voice and Agency
Jody Polleck, Hunter College, New York, NY

Felicia Elliott, Morton High School, Highland, IN

Roundtable 7: Letting Their Voices Be Heard: Integrating Inquiry-Based Projects in the Secondary Classroom
Deborah Hudson, Sacred Heart Academy, Louisville, KY

Roundtable 8: Why We Can’t Wait: Martin Luther King Jr., Close Reading, and Democratic Engagement through Literacy
Patrick Sitzer, Saint Clement School, Chicago, IL

E.14 “Come to Class; Get a Blow Pop!” and Other Ways We Motivated Our Students to Care About Social Justice

143

“That ain’t right!” Middle schoolers are all about fairness. How can ELA teachers harness that innate moral compass? Utilizing events of historical injustice allowed us to cultivate inquiry, scaffold analytical writing, and integrate multimedia texts. Most important, we created a safe environment for our students to explore social justice.

Presenters: Ellen Fox, Richland Two, Columbia, SC
Florence Scott, Richland Two, Columbia, SC
Dywanna Smith, Richland Two, Columbia, SC

E.15 Recapturing Classroom Teachers’ Voices in Designing Professional Development Workshops

267

Good, sustaining professional development is designed so that participants speak up and speak out to ensure that their needs are met. In this presentation, two facilitators discuss how they capture their participants’ ideas, engage them, and create models in which the teachers become the facilitators.

Presenters: Jacqueline Bach, Louisiana State University, Baton Rouge
Melanie Hundley, Vanderbilt University, Nashville, TN
E.16 Social Justice by Design: Disciplinary and Critical Literacies in Dialogically Organized Urban English Classrooms

Social justice pedagogies—including culturally sustaining pedagogy, disciplinary literacies, and critical literacies—often work from disparate ideological positions, which contribute to difficulty in designing and teaching coherent social justice curriculum. In this panel, urban English teachers make explicit the often implicit process of transforming disparate theory into coherent practice.

Presenters: Beth Krone, The Ohio State University, Columbus, “Language and Love: Students Analyze Literature and Text Messages”
Zoe Roben, Harvest Collegiate High School, New York, NY, “Designing for Student Voice: Students as Critics and Creators of Text”
Scott Storm, Harvest Collegiate High School, New York, NY, “Students as Literary Theorists: Uniting Disciplinary Literacy and Culturally Sustaining Pedagogy”

E.17 Content Area and Disciplinary Literacy

This session examines a variety of contexts and participants in which content area or disciplinary literacy is studied.

Chair: Natalie Belcher, Delaware State University, Dover

Presenters: Wendy Barlow, Iowa State University, Ames, “Literacy Coach as Literacy Advocate: Applying a Differentiated Model of Literacy Coaching to Support Content Area Teachers”
Christina Camillo, Salisbury University, Salisbury, MD, “"Like Learning a Different Language": The Evolution of Disciplinary Literacy in Medical Laboratory Science Students”
Jeanne Dyches, Iowa State University, Ames, “Literacy Coach as Literacy Advocate: Applying a Differentiated Model of Literacy Coaching to Support Content Area Teachers”
Matt Thomas, University of Central Missouri, Warrensburg, “English Teachers’ Reading Skills, Habits, and Dispositions Compared with Other Content Area Teachers”

E.18 Folger Shakespeare Library: Students Close-Read Hamlet by Putting It on Its Feet

Learn how to get ALL students learning and loving Hamlet from day one. Gain effective tools for connecting students to the rich language and big questions of this play—especially those juicy soliloquies! Practice using primary sources from the Folger vault to deepen student knowledge and ownership of the text. Learn how to sequence and scaffold learning from words to lines to whole speeches and scenes—and also what to do if you don’t have time to teach the whole play.

Chair: Corinne Viglietta, Folger Shakespeare Library, Washington, DC
Presenters: Stefanie Jochman, Trinity Episcopal School, Richmond, VA
Jacqueline Smilack, Denver Public Schools, CO

E.19 Student-Centered Literacy Coaching: The Power of Partnership Learning

This session focuses on reimagining a culture of collaboration through student-centered literacy coaching. Three distinct voices—teacher, literacy coach, and administrator—provide specific examples from the classroom, partnership principles, and the mindset shift from waiting for the professional development to facilitating your own, promoting agency and choice.

Presenters: Melissa Johnson, Williamsville Central School District, NY
Philip Johnson, Orchard Park Central School District, NY
Megan Miller, Orchard Park Central School District, NY
Brian Sepe, Orchard Park Central School District, NY
E.20  Rejuvenating the English Classroom: Preparing Students for the Workforce through Multimodal Pedagogy

When students are invited to multimodally respond to texts, they are using skills that are required in the workplace today. Come see how two English studies educators engage students in a multimodal pedagogy that transcends the classroom and prepares students for the workforce.

**Presenter:** Tim Oldakowski, Slippery Rock University, PA, “Multimodal Assessment in a First-Year Literature Course”

E.21  Crossing Literacy Bridges: Strategies for Recapturing Family Voices

In this interactive session, participants will explore strategies designed to help teachers cross the literacy divide between home and school. Building on five guiding principles, we will examine concrete tools for recapturing families’ literacy voices through photo projects, storytelling, interviews and surveys, newsletters, games, and literacy nights.

**Chair:** Laura Nych, Mercer Elementary School, PA, “Family Literacy Nights for Bridging Home-to-School Learning”

**Presenters:** Deborah Ann Jensen, Hunter College, City University of New York, NY, “Why Cross the Literacy Bridge?”
Charlene Klassen-Endrizzi, Westminster College, New Wilmington, PA, “Engagement Strategies for Bridging Home and School Literacy Lives”
Jennifer Tuten, Hunter College, City University of New York, NY, “Five Principles to Support Effective Bridge Crossings”

E.22  Transforming Our Practice and Celebrating Possibilities in Secondary Writing Research and Practice

This panel presentation shares findings from three qualitative studies to show how ELA teachers may learn from, tap into, and act upon writing research as a way to champion what we know, document changes we have made, and see what is possible in the teaching of secondary writing.

**Chair:** Jessica Early, Arizona State University, Tempe

**Presenters:** Jessica Early, Arizona State University, Tempe, “This Is Who I Want to Be!”
Christina Saidy, Arizona State University, Tempe, “Multimodal Writing in Secondary Writing Transitions”
Kristen Wilcox, University at Albany, NY, “Teachers’ Perspectives and Approaches in Odds-Beating Schools”

E.23  Doing More Isn't Doing Better: How to Be an English Teacher and Have a Life

With class sizes today reaching unmanageable numbers, how can teachers expect to spend a reasonable amount of time reading and responding to student work? When regularly faced with a looming pile of 150+ papers, how do we strike a work/life balance? Panelists will explore solutions for making English teachers’ lives more manageable.

**Chair:** Beth Shaum, St. Frances Cabrini, Allen Park, MI

**Presenters:** Lindsay Grady, Fenton Area Public Schools, MI
Dave Stuart, Cedar Springs Public Schools, MI
E.24 Transforming Our Teaching: Developing Digital Literacies in Ourselves and Our Students

Delving into the digital world with our students can be a scary undertaking! In this session, educators from the NYC area will discuss a moment of transformation when they jumped head first into using technology in an effort to develop their and their students’ digital literacies.

Chair: Deborah Vriend Van Duinen, Hope College, Holland, MI

Presenters: Sheila Cooperman, Weston Middle School, Stamford, CT, “Overcoming a Classroom without Technology”
Lauren King, Drew University, Madison, NJ, “From ‘How Long Does It Have to Be?’ to ‘We Can’t Wait to Do This!’: Integrating Technology into a Middle School Writing Classroom”

Roundtable 1: Collaborations and Connections: Finding a Space That Encourages Risk Taking
Kristen Hawley Turner, Drew University, Madison, NJ

Roundtable 2: Harnessing the Connective Power of Technology
Lauren Zucker, Fordham University, New York, NY

Roundtable 3: Utilizing YouTube to Extend Reading beyond the Classroom
Alex Corbitt, The Bronx School of Young Leaders, Astoria, NY

Roundtable 4: CTRL-ALT-DEL: A Classroom in Transition
Emilie Jones-McAdams, CIS 303, Brooklyn, NY

Roundtable 5: Transformers: The Story of a School Community That Reinvented Itself through Experimentation and Collaboration
Ivelisse Brannon, Central Park East High School, Ardsley, NY

E.25 Engaging with Multiple Perspectives to Develop Global Competence: Recapturing Our Voices and Helping Students Find Theirs

Developing the ability to engage in issues of global importance with local impact is vital for student success. An opportunity to immerse as adults leads to reflection on our own agentive processes, and exploration of the implications for strong comprehension instruction with multiple perspectives and text formats for urban students.

Presenters: Debra Crouch, literacy consulting, San Diego, CA, “Designing Comprehension Instruction That Leads to Depth and Breadth of Understanding”
Maria Nichols, San Diego Unified School District, CA, “Thinking and Talking about Multiple Sources and Multiple Perspectives”

E.26 Inclusion, Empowerment, and Engagement: Superheroes Lead the Way to Student Self-Efficacy

This panel focuses on using superheroes through comic and TV/movie adaptation to reach a diverse range of students to empower them and help them develop self-agency. We will focus on multicultural superheroes who come from poverty or foster systems to help these students find a voice among their peers.

Chair: Angela Spires, University of Nevada, Reno

Presenters: Jill Dahlman, University of North Alabama, Florence
Megan Padilla, College Of Southern Nevada, Las Vegas
Jessica Ross, Seattle University, WA
E.27  Reclaiming Our Voices through Poetry

Three teachers. Three grade levels. One shared passion for poetry as a way to add beauty and meaning to our complex world. We’ll explore poetry from several cultures and, together, experience how these texts can inspire us to write and to help our students ignite their passionate voices. Lessons adaptable to all grades.

**Presenters:** Debra Baker, Wydown Middle School, Clayton, MO, “From Brown Girl Dreaming to Me: Using Text as a Springboard for Creative Writing”
Abigail Grose, Vigo County School District, Terre Haute, IN, “Finding Our Voices in the Heartland by Way of Korea: Introducing Sijo to Elementary Students in a Rural School Setting”
Melissa Lynn Pomerantz, Parkway North High School, St. Louis, MO, “Reclaiming Our Voices through Spoken Word Poetry”

E.28  Reading Globally through Paired Books: Reading a Book in the Context of Another Book

Paired books invite critical dialogue by reading one book in the context of another. The books in each pair are selected to reflect opposing points of view and are read against and beside each other, which supports uncovering problematic issues. Children learn how to read critically as they read globally.

**Chair:** Jean Schroeder, The IDEA School, Tucson, AZ

**Presenters:** Maria V. Acevedo, University of Massachusetts, Boston, “Paired Books to Encourage Global Thinking with Young Children”
Janelle Mathis, University of North Texas, Denton, “Pairing Local and Global Texts to Encourage Global Connections”
Kathy G. Short, University of Arizona, Tucson, “Reading Critically and Globally through Paired Books”

E.29  Literacy Leadership from the CORE: A Model for Reclaiming and Sustaining Transformational Literacy Practices

This interactive session will provide tools and inspire literacy teacher leaders to develop transformational and sustainable literacy practices drawing from our CORE Literacy Leadership Model: (1) Cultivating sociological mindfulness, (2) Operating from a critical social justice framework for literacy, (3) Reframing curriculum around equity and excellence, and (4) Exercising self-care.

**Chair:** Dana Stachowiak, University of North Carolina at Wilmington

**Presenters:** Jeannette Alarcon, University of North Carolina at Greensboro
Silvia Bettez, University of North Carolina at Greensboro
Candace Thompson, University of North Carolina at Wilmington

E.30  The Fire This Time

Our presentation highlights the core texts, Baldwin’s *The Fire Next Time* and Ta-Nehisi Coates’s “The Case for Reparations,” and presents culturally relevant interactive strategies to engage our students today. Participants will learn by doing as we facilitate four classroom activities to enhance students’ reading, writing, speaking, and listening.

**Presenters:** Carol Friedman, Evanston Township High School, IL
Tamara Jaffe-Notier, Niles West High School, Skokie, IL
E.31 **Taking Action as Teacher-Writers**

Teacher-writers take action through writing. Whether personally, professionally, or politically, alone or in collaborative groups, teacher-writers are writing and raising their voices in ways that matter—for our field and for our world. Come and activate your own work as a teacher-writer with like-minded colleagues.

**Chair:** Christine Dawson, Skidmore College, Gansevoort, NY, “Writing Groups to Support and Sustain You”

**Roundtable 1: Public Opinion Writing**
Leah Zuidema, NCTE Vice President, Dordt College, Sioux Center, IA
Steven Zemelman, Illinois Writing Project, Evanston

**Roundtable 2: Developing Professional Book Proposals**
Troy Hicks, Central Michigan University, Mt. Pleasant

**Roundtable 3: Writing for Professional Journals**
Anne Elrod Whitney, Pennsylvania State University, State College

**Roundtable 4: Writing as an Everyday Advocate**
Cathy Fleischer, Eastern Michigan University, Ypsilanti
Amber Jensen, George Mason University, Alexandria, VA

**Roundtable 5: Writing Groups to Support and Sustain You**
Christina Ponzio, Michigan State University, East Lansing

**Roundtable 6: Blogging as a Team**
Stacey Shubitz, Balanced Literacy Consulting, Harrisburg, PA
Kelly Virgin, Kennett High School, Downingtown, PA

**Roundtable 7: Collaborative Professional Writing**
Dawn Reed, Okemos Public Schools, Mason, MI
Mitch Nobis, Birmingham Public Schools, Farmington, MI

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E.32 **Culturally Sustaining Early Literacy Teaching: New Approaches, Strategies, and Practices**

In this roundtable presentation, participants will hear about the concept of culturally sustaining pedagogy from its originator, Django Paris, and then rotate around tables where educators will share vivid classroom examples of culturally sustaining teaching in early literacy settings.

**Co-Chairs:** Django Paris, Michigan State University, East Lansing
Dinah Volk, Cleveland State University, OH

**Roundtable Leaders:**
Alicia Boardman, Northern Parkway School, Uniondale, NY
Crystal Glover, Charlotte, NC
Mary Jane Haney, Horrell Hill Elementary School, Hopkins, SC
Chinyere Harris, Teachers College, Columbia University, New York, NY
Julia López-Robertson, University of South Carolina, Columbia
Jessica Martell, Central Park East II, New York City Public Schools, NY
Kindel Nash, University of Maryland Baltimore County
Iris Pina, Academy for Children El Centro, Kansas City, KS
Bilal Polson, Northern Parkway School, Uniondale, NY
Mariana Souto-Manning, Teachers College, Columbia University, New York, NY
E.33  The Intersection of Literacy, Sport, Culture, and Society

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This roundtable session invites attendees to explore contemporary literacies and diverse teaching practices through the use of sports content and an examination of sports culture, including this year’s keynote talk about the education programming and exhibitions from the Negro Leagues Baseball Museum in Kansas City, Missouri.

Co-Chairs: Alan Brown, Wake Forest University, Winston-Salem, NC
Luke Rodesiler, Indiana University-Purdue University Fort Wayne, Fort Wayne, IN
Speaker: Raymond Doswell, Negro Leagues Baseball Museum, Kansas City, MO

Roundtable 1:
Robert Darragh, North Branford High School, CT
“Conceptualizing Sports Courses and Units for Middle and High School Students”
Crystal L. Beach, The University of Georgia, Athens & Buford High School, Buford, GA
Katie Dredger, James Madison University, Harrisonburg, VA
“Used and Handled: Recapturing Our Identity over Bodies”
Bryan Ripley Crandall, Connecticut Writing Project, Fairfield University, CT
“Literacy4Life: Inspiring Youth Development Locally and Globally with Hoops4Hope”

Roundtable 2:
Gina Mattioli, Tarpon Springs High School, Tarpon Springs, FL
“Game Changers: Using Social Media as a Tool to Promote the Female Sports Narrative”
Danielle King-Watts, University of Connecticut, Storrs
Wendy Glenn, University of Colorado Boulder, “Positioning Girls Who Play with the Boys in YA Sports Fiction”
Katrina Gonzales, retired secondary educator, Eldorado, TX

Roundtable 3:
Lara Searcy, Northeastern State University, Tahlequah, OK
Josh Flores, Oklahoma State Department of Education, “Brain Powerlifting: The Essential Exercises for Optimizing Literacy Comprehension”
Rich Novack, Teachers College, Columbia University, New York, NY
“Backcountry English: Hiking with Students to Enrich and Contextualize Environmental Literature”

Thomas C. Crochunis, Shippensburg University, “Are Long Distance Runners Lonely? Rethinking Less Social Sports”

Roundtable 4:
Mark Lewis, Loyola University Maryland, Baltimore
Luke Rodesiler, Indiana University-Purdue University Fort Wayne, “Defeating Stereotypes: The Multi-Dimensional Lives of Adolescent-Athletes in Young Adult Literature”
Rebekah May Degener, The Ohio State University, Columbus, “Family Matters: The Role of Family in Depictions of Minority Female Athletes in Children’s Literature”
Colleen Caulfield, The Norwich Free Academy, CT, “Debating Issues in Sport: Creating Meaningful Discourse Using Topics in Race, Gender, Equity, and Health”

Roundtable 5:
David M. Pegram, Paradise Valley Community College, Phoenix, AZ, “Teaching Visual Rhetoric through Sports: A Case Study”
Heather Barto Wiley, R. J. Reynolds High School, Winston-Salem, NC, “They ‘gallop terribly against each other’s bodies’: The Poetry of Sport”
Cherie Parsons, Malone University, Canton, OH, “The Redemptive Power of Sports in the Writing Classroom”

Roundtable 6:
Brian Charest, University of Redlands, Seattle, WA, “Getting Radical: Critical Theory and the History of Skateboarding Course”

Roundtable 7:
Jennifer Rossuck, Randolph School, Huntsville, AL, “Jackie Robinson: Myth vs. Reality in Pete Hamill’s Snow in August”
Alan Brown, Wake Forest University, Winston-Salem, NC, “Lizzie, Mamie & Mo’ne: Connecting Gender, Race, and Baseball with Lizzie Bright and the Buckminster Boy”
Nicole Sieben, SUNY College at Old Westbury, NY, “YA Sports Literature through a Positive Psychology Framework”
E.34 Literature Alive: ELA Genre Exploration through Immersive Game Units

Do you want to play a game? Join us as we play while we learn how to create an immersive game unit designed for ELA students. We will merge tech, BreakoutEDU, and personalization elements to extend the students’ learning as they experience a literary genre as players/characters in the game.

Presenter: Andrew Easton, Omaha Westside Community Schools, Omaha, NE

E.35 Enjoying Poetry—Today, Tomorrow, Forever: Introducing the 2017 NCTE Poetry and Verse Novel Notables (G)

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

The NCTE Award for Excellence in Children’s Poetry committee will present, perform, and direct audience participation while introducing the 2017 list of Notable Poetry books and Novels in Verse. Resources for sharing and advocating poetry will be part of this presentation.

Chair: Karen Hildebrand, Delaware City Schools, retired, Delaware, OH
Committee Members: Trish Bandré, USD 305, Salina, KS
Lesley Colabucci, Millersville University, Lancaster, PA
Laretta Henderson, University of Wisconsin Milwaukee
Lisa Muller, Castle High School, Newburgh, IN
Lisa Patrick, The Ohio State University, Columbus

E.36 Empowering Students to Make a Difference: Teaching Empathy, Voice, and Agency through Inquiry-Based Projects

Using classroom examples, teachers and administrators will demonstrate practical strategies for developing inquiry-based projects that help students develop empathy, voice, and agency as well as the skills elaborated in language arts and social studies standards. Participants will engage in conversation throughout and leave with tools for their own classrooms.

Presenters: Kathy Bartelmay, Duke School, Durham, NC, “Returning to Our Roots: Dewey’s Influence on Student Agency”
Natalie Cicero, Duke School, Durham, NC, “Seventh Graders Develop Agency”
Carolynn Klein, Duke School, Durham, NC, “First Graders Develop Agency”
Jenny Murray, Duke School, Durham, NC, “Promoting Student Agency Schoolwide”

E.37 Field-Based Language Arts Methods: Championing Students and Their Teachers of Today and Tomorrow through a University/Elementary School Partnership

University- and school-based teacher educators co-present on a university-school partnership that makes an innovative model of language arts methods coursework possible. They share (1) a collaborative coursework model that values teachers and students and (2) writing conference data to illustrate trajectories of learning and development for preservice teachers and elementary students participating in the course.

Presenters: Andrea Bien, Boston University, MA
Erin Gibbons, Boston Public Schools, MA

E.38 Student Trauma at the Classroom Door: Creating Safe Classroom Opportunities for Self-Expression through Spoken-Word Poetry

This highly participatory presentation will model strategies teachers can use in their own classroom. The panelists will discuss how to create and support a safe space for sharing which invites students to bring their emotional experience into the classroom. Session participants will engage in activities building toward the creation of spoken-word poetry, which include attention to writer’s voice—especially the student writer’s voice, the characteristics of poetic expression—exploring “old school” and “new school” conventions; and student-created spoken-word texts.

Chair: Mary Christel, TimeLine Theater, Chicago, IL
Presenters: Donte Clark, RYSE Center, Richmond, CA
Molly Raynor, Neutral Zone, Ann Arbor, MI
Fran Sterling, Blueshift Education
E.39 Why Are Students Compliant Rather Than Inspired? Reexamining Traditional Practices and Empowering Teachers to Empower Students

Ever wonder what to do when your best efforts fall flat? This presentation will share our own quests for more effective strategies to increase student engagement and agency. Student logs, writing about reading, and partnership work will be shared, and participants will plan their own next steps for building authentic and effective classroom experiences.

Chair: Kathy Collins, author/consultant, Durham, NH
Presenters: Angela Bae, Cotsen Foundation for the ART of TEACHING, Los Angeles, CA
Michelle Baldonado, Park Western Place Elementary School, Los Angeles, CA
Cathy Skubik, Park Western Place Elementary School, Los Angeles, CA

E.40 Building Agency in Young Writers with Unfamiliar Genres

Genre writing is alive and well in the elementary world! Discover how teachers are engaging young writers in genre studies of narrative, expository, and argument writing. We will share an immersive and scaffold approach that leads students to agency in writing genres they are interested and invested in.

Presenters: Jill Hoort, Okemos Public Montessori, MI
Elana Waugh, Bath Community Schools, MI
Mary Wilkinson, Lansing Public Schools, MI

E.41 Applications for the Framework for Success in Postsecondary Writing: Scholarship, Theories, and Practice

This roundtable theorizes, critiques, and contextualizes the impact of the Framework for Success in Postsecondary Writing. Speakers will share research theorizing the Framework’s impact and describing its possible applications. Each speaker explores the question “How does, or might, the Framework extend the agency and voice of the principles of NCTE?”

Roundtable 1: Community Applications for the Framework for Success in Postsecondary Writing
Rebecca Powell, University of Southern Mississippi, Long Beach

Roundtable 2: The Habits of Mind and Success
Duane Roen, Arizona State University, Tempe

Roundtable 3: Integrating the Framework in School Improvement
Sherry Rankins-Robertson, University of Arkansas at Little Rock
Erica Ivy, Parkview Arts and Science Magnet, North Little Rock, AR

Roundtable 4: The Framework and Cross-Disciplinary Collaborations
Nicholas Behm, Elmhurst College, Bolingbrook, IL

E.42 Hey, Young Adults! There’s a World Out There! Using YA Lit to Engage Our Teens

How do we ignite the love of literacy in our YA students? How do we engage students in the area of reading? How do we bring students to the place where a book inspires them to “be the change”? A panel of authors will share their perspectives on how engaging literature can be used to make a difference in the lives of teens.

Co-Chairs: Stephanie Burdic, Millard North High School, Omaha, NE
Lisa Morris-Wilkey, Casa Grande Union High School, AZ
Presenters: Sharon M. Draper, Atheneum Books for Young Readers, Simon & Schuster
Brendan Kiely, Simon & Schuster
Neal Shusterman, Simon & Schuster
Suzanne Young, Simon & Schuster

E.43 Teaching and Coaching to Reignite Passion and Recapture Our Voices

Join this session designed to allow participants to engage in deep conversation about the actions and experiences of teacher/coaches in a large school district. Participants will emerge from the session feeling empowered and equipped with specific tools they can put to work in their own districts to develop a renewed energy and passion for the power of literacy in our lives and the lives of our students.

Chair: Teresa Bunner, Wake County Public School System, Raleigh, NC
Presenters: Sarah Coombs, WCPSS, Raleigh, NC
Jean Jett, Sanderson High School, Raleigh, NC
Kelley Schroeder, Enloe High School, Raleigh, NC
E.44  Mentor Authors, Teachers, Students: Using Literature to Engage Writers and Make Our Voices Heard

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Join us to discover mentor texts that raise social and cultural awareness and create passion and voice in our student writers. Through innovative learning experiences, this session will help students develop the habits of mind necessary to read, write, think, and act responsibly in the classroom and the community.

Chair: Ruth Culham, The Culham Writing Company, Portland, OR, “Dream Wakers: Latino Voices to Inspire Writing”

Presenters: Karen Biggs-Tucker, Wild Rose Elementary School, St. Charles, IL, “Creating a Classroom Community Where Everyone Is a Reader”
Rose Cappelli, Pennsylvania Writing and Literature Project, West Chester, “Creating a Classroom Community Where Everyone Is a Writer”
Lynne Dorfman, Pennsylvania Writing & Literature Project, West Chester, “Exploring Text Sets to Capture Student Voices on Current Issues”
Linda Hoyt, author/consultant, Powell Butte, OR, “Finding Voice with Craft and Conventions through Mentors and Modeling”
Maria Walther, Gwendolyn Brooks Elementary School, Aurora, IL, “Exploring Text Sets That Address Social Issues in the Classroom”

E.45  (Re)Storying Ferguson, (Re)Finding Our Voices

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Join us as we explore how a community mapping project, compositions inspired by field notes, and dabbling in different genres transformed the students’ writing at a Ferguson, Missouri, elementary school. Participants will engage in writing and sharing, taking away a packet of resources that includes an annotated bibliography.

Presenters: Katherine O’Daniels, University of Missouri-St. Louis
Sioux Roslawski, Gateway Writing Project, St. Louis, MO

E.46  Using LGBTQ Texts in Middle School to Cultivate Passion, Rigor, and Inclusion

144

The speakers in this panel explore teaching LGBTQ texts in the middle school classroom to promote academic rigor, social inclusion, and comprehension in a world of underrepresentation.

Chair: Marie Lejeune, Western Oregon University, Monmouth

Presenters: Julia Pledl, New Heights Charter School, Los Angeles, CA, “Disconnecting to Dig Deeper: Reclaiming Comprehension in a World of Underrepresentation”
Kelly Purman, Gunston Middle School, Arlington, VA, “Questioning Informational Text to Cultivate Passion and Rigor”

E.47  Leveraging Language for Social Justice

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Our presentation begins with an interactive overview to help participants understand why they may have difficulty discussing social justice issues in their classrooms. After an exploration of teacher disposition, we will share lesson plans that encourage social justice discussions by making students metacognitively aware of how language connects with identity.

Presenters: Naitnaphit Limlamai, University of Michigan, Ann Arbor, “Who Can Use the N-Word? And Why We Don’t Have Difficult Conversations in High School English Classrooms”
Casey Otemuyiwa, University of Michigan, Ann Arbor, “Aspects of an English Educator’s Social Justice Disposition”
Emily Wilson, University of Michigan, Ann Arbor, “Making Space for Linguistic Diversity in the Classroom: A Unit Plan for Teaching Language and Identity”
The Nerdy Book Club’s motto is “Every reader has value and voice in our community.” We believe it for the children in our lives, and we believe it for ourselves. In this session, twelve roundtable leaders with varied experiences discuss resources and instructional strategies that support students’ and teachers’ long-term agency.

**Chair:** Donalyn Miller, The Book Whisperer, Inc., Bedford, TX

**Tradebook Authors:**
- Katherine Applegate, Macmillan Children’s Publishing Group
- Tracey Baptiste, Algonquin Young Readers & Lesley University, Cambridge, MA
- Kirby Larson, Scholastic Inc.
- Lynda Mullaly Hunt, Nancy Paulsen Books, an imprint of Penguin
- Jason Reynolds, Simon & Schuster

**Roundtable 1: Taking Reading to the Next Level**
Colby Sharp, Nerdy Book Club, Jackson, MI

**Roundtable 2: Student Ownership in the Classroom**
Stacey Riedmiller, Hilltop Elementary, Reading, OH

**Roundtable 3: Promoting Relevance and Diversity**
Travis Crowder, East Alexander Middle School, Taylorsville, NC

Teri Lesesne, Sam Houston State University, Huntsville, TX

**Roundtable 5: Better Together: Building a Community of Readers**
Chad Everett, Horn Lake Middle School, Nesbit, MS

**Roundtable 6: Finding Time for Independent Reading**
Cindy Minnich, Upper Dauphin Area High School, Millersburg, PA

**Roundtable 7: Curating a Community of Readers in the Middle School Classroom**
Katherine Sokolowski, Monticello Middle School, IL

Hommocks Middle School presents their initiative to place student and teacher agency at the heart of instruction. Consultant Donna Santman, members of the design team, and teacher representatives share tools and structures that facilitated the transition from teacher directed classrooms toward child-centered, inquiry-driven pedagogy, and project-based English instruction.

**Presenters:**
- Rob Andrews, Assistant Principal, Hommocks Middle School, Mamaroneck, NY
- Emily Craig, Hommocks Middle School, Mamaroneck, NY
- Laura Murphy, Hommocks Middle School, Mamaroneck, NY
- Katie Nagrotsky, Hommocks Middle School, Mamaroneck, NY
- Lisa Ramos-Hillegers, literacy coach, Mamaroneck, NY
- Debby Sampayo, Hommocks Middle School, Mamaroneck, NY

To better understand the new generation’s preferences reading traditional books or ebooks on iPads, this study will report research results based on the preferences and insights informed by 110 fourth-grade participants who read three books: a traditional book, an ebook on an iPad and the third, a choice of these two.

**Presenter:** Claudia McVicker, William Jewell College, Liberty, MO

Nearly twenty years after the first Strategies That Work, Steph and Anne dig into their new edition, sharing current trends and new thinking about teaching comprehension for understanding, engagement, building knowledge, and more.

**Presenters:**
- Anne Goudvis, PEBC & Stenhouse
- Stephanie Harvey, Stephanie Harvey Consulting, Denver, CO & Stenhouse
FRIDAY EVENING EVENTS

5:00–6:30 P.M.

131 & 132

Annual Business Meeting for the Board of Directors and Other Members of the Council

NCTE, CEE, and NCTE Section nominating committees will be on hand to accept nominations for candidates for the 2017 elections.
The agenda for the meeting will be available at the door.
The rules of conduct for the meeting are listed on page 238.

Presiding: Jocelyn A. Chadwick, NCTE President, Harvard Graduate School of Education, Cambridge, MA
Parliamentarian: Erika Lindemann, University of North Carolina, Chapel Hill
Presentation of Resolutions: Lisa Martin, NCTE Committee on Resolutions Chair, Dr. Beverly S. Mathis Elementary School, Las Vegas, NV

5:30–8:00 P.M.

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CEE-Graduate Student Business Meeting and Dinner

All current and prospective members of the CEE-Graduate Student strand are invited to attend the business meeting. We will provide a brief overview of events planned for the upcoming year and vote on new officers for 2017–2018 before dinner.
Celebrating NCTE 2017 Attendees!

6:30–8:45 P.M.
FERRARA THEATRE

Leland Melvin

Join NCTE and astronaut Leland Melvin for an evening of Chasing Space and pursuing our shared passion in the face of adversity.

This year we are adding a special event to celebrate each other and our community of educators and literacy professionals. We have made another trip around the sun together, and we have a special guest to help us mark this auspicious occasion. Join us for space-themed food, activities, and a talk that will uplift you and your students for days to come.

Leland Melvin—astronaut, educator, athlete, author, and education advocate—joins us to share his life story of continuously triumphing over adversity and accomplishing even greater things than he’d imagined. Accompanying his talk will be incredible images taken from space, showing how magical our world is if we are open to seeing things from new perspectives.

Find Leland’s bio on page 25 and go to lelandmelvin.com to learn more about him and his work.

6:30 P.M. Themed drinks and food in the 2nd Floor Atrium, with a portable planetarium and literacy activities provided by the Challenger Learning Center

7:00 P.M. Keynote address featuring images from space, in the Ferrara Theatre

8:00 P.M. Post-reception and book signing, including nitrogen ice cream, in the 2nd Floor Atrium
FRIDAY EVENING EVENTS

8:00–9:30 P.M.

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College Section Celebration and Reception

Presiding: Clancy Ratliff, University of Louisiana at Lafayette

AWARD RECOGNITION:

Richard C. Ohmann Award


Speaker: Valerie Kinloch, University of Pittsburgh, PA

Valerie Kinloch is the Renée and Richard Goldman Dean of the School of Education at the University of Pittsburgh. Her scholarship examines the literacies and community engagements of youth and adults inside and outside schools. Author of publications on race, place, literacy, and diversity, some of her books include June Jordan: Her Life and Letters, Harlem On Our Minds: Place, Race, and the Literacies of Urban Youth, and Crossing Boundaries: Teaching and Learning with Urban Youth. She is past recipient of NCTE’s Rewey Belle Inglis Award for Outstanding Women in English Education and AERA’s Outstanding Book of the Year Award.

8:00–9:30 P.M.

240 & 241

Cultural Celebration

Hosted by the Black and Latinx Caucuses

The sounds of the soul, the voices and verbs of the spoken word, and the eclectic energy of St. Louis highlight an evening of culture, history, and performance. This dynamic event will start at the moment when music meets breath, interacting and converging in conversation, using spoken word poetry to reclaim identities and challenge inequities around language, privilege, and power. Each performance will illuminate issues transcultural and representative of neo-American being, while highlighting children and stories told through themes of social justice and communities of harmony.

This providential event is presented collectively by the Black and Latinx Caucuses. The Cultural Celebration is open to all NCTE members and guests.