



CONEXIONES 2023

NCTE

ANNUAL CONVENTION
NOVEMBER 16-19
COLUMBUS, OH

convention.ncte.org

Do you teach in Grades 3-5?

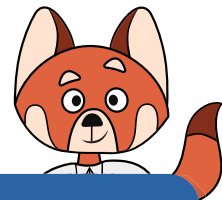


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- ✔ Help students develop **strong writing** habits
- ✔ Create more moments of **genuine learning**

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NoRedInk has expanded our award-winning **writing and grammar platform** to Grades 3-5!



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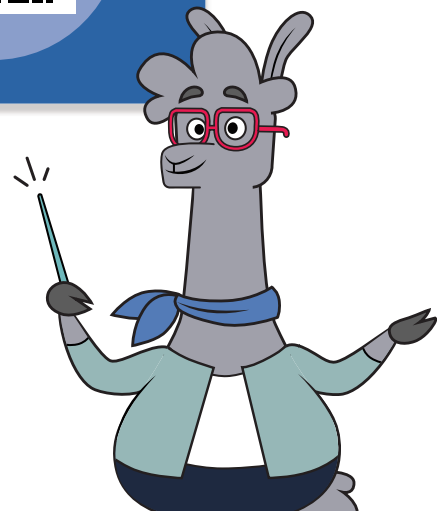
Here's how:

- ✔ Scan the QR code and create a free account.
- ✔ Stop by NoRedInk's booth at NCTE (#607) to show us your account and redeem your prize.



You must be present at the NCTE Annual Convention Expo to redeem your prize.

noredink
for Grades 3-5



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NCTE would like to thank our 2023 Annual Convention sponsors for their generous contributions and support of literacy education.



SCHEDULE

All times are Eastern Time.
Hours are subject to change.

Convention events Thursday–Tuesday will take place at the Greater Columbus Convention Center and at the adjoining Hilton Columbus Downtown; locations will be noted in the Convention Program.

WEDNESDAY 11/15

5:00–7:00 P.M.—Registration

THURSDAY 11/16

8:00 A.M.–6:00 P.M.—Registration

8:00 A.M.–6:00 P.M.—NCTE Central Main Store

9:30 A.M.–12:15 P.M.—A & B Sessions

11:30 A.M.–3:30 P.M.—Preconvention Workshops
(see p. 27; additional registration required)

1:00–3:45 P.M.—C & D Sessions

4:00–5:15 P.M.—Opening General Session: **Dr. Joy Buolamwini**

5:30–7:00 P.M.—Section Get-Togethers

FRIDAY 11/17

6:30 A.M.–7:00 P.M.—Registration

8:00 A.M.–7:00 P.M.—NCTE Central Main Store

7:15–8:00 A.M.—First-Timers' Welcome

8:15–9:15 A.M.—Friday General Session: **Jacqueline Woodson**

9:30 A.M.–12:15 P.M.—E & F Sessions

10:00 A.M.–6:30 P.M.—Exhibit Hall

11:30 A.M.–1:30 P.M.—ELATE Luncheon: **Nicole Mirra & Antero Garcia**

11:30 A.M.–1:30 P.M.—Middle Level Section Luncheon:
Dashka Slater

12:30–4:45 P.M.—G, H & I Sessions

5:00–6:00 P.M.—Annual Business Meeting

6:30–8:00 P.M.—NCTE Story Experience: **Angus Fletcher**

8:00–9:30 P.M.—Cultural Celebration

SATURDAY 11/18

6:30 A.M.–5:30 P.M.—Registration

7:00–9:15 A.M.—ALAN Breakfast: **Tiffany D. Jackson**

7:30–8:45 A.M.—Awards Session

8:00 A.M.–5:30 P.M.—NCTE Central Main Store

8:15–9:30 A.M.—J Sessions

9:45–10:45 A.M.—Saturday General Session: **Tom Hanks**

11:00 A.M.–6:00 P.M.—Exhibit Hall

11:00 A.M.–12:15 P.M.—K Sessions

12:30–2:30 P.M.—Secondary Section Luncheon: **Renée Watson**

12:30–2:30 P.M.—Children's Book Awards Luncheon: **Nana Ekuu Brew-Hammond, Georgia Heard & Dayna Lorentz**

1:15–5:30 P.M.—L, M & N Sessions

5:45–7:00 P.M.—Special Interest Group Sessions

SUNDAY 11/19

6:30 A.M.–12:30 P.M.—Registration

7:00–8:45 A.M.—Children's Literature Assembly Breakfast:
Traci Sorell

7:00–8:45 A.M.—Affiliate Breakfast: **Tonya B. Perry & Emily Kirkpatrick**

8:00 A.M.–12:30 P.M.—NCTE Central Main Store

8:00–11:30 A.M.—Exhibit Hall

9:00–11:45 A.M.—O & P Sessions

10:30–11:45 A.M.—Classroom Idea Exchange

10:30 A.M.–12:00 P.M.—National Writing Project Brunch:
Mary Ann Smith & Sandra Murphy

12:00–1:15 P.M.—Sunday General Session: **Angie Thomas**

1:30–5:30 P.M.—CEL Annual Convention*

2:00–6:00 P.M.—Postconvention Workshops
(see p. 27; additional registration required)

MONDAY 11/20

7:00 A.M.–12:00 P.M.—Registration

8:00 A.M.–5:00 P.M.—CEL Annual Convention*

8:00 A.M.–5:00 P.M.—ALAN Workshop*

TUESDAY 11/21

8:00 A.M.–2:00 P.M.—CEL Annual Convention*

8:00 A.M.–2:00 P.M.—ALAN Workshop*

* Additional registration required, see p. 245



UPDATED PROGRAM DETAILS



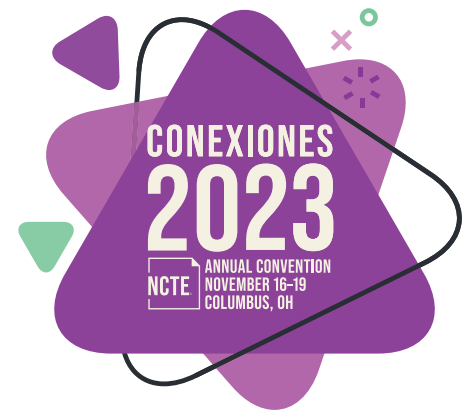
WELCOME FROM PROGRAM CHAIR SHELLEY RODRIGO

Conexiones: Communicate, Collaborate, Create

It's Time! The Convention Is Here. Are You Ready to Connect?

Over the next few days while you engage with pedagogies and practices, books and brethren, spaces and places, imagine using the metaphorical framework of networks to explore, expand, and interrogate connections between what's new(er) and your previous experiences and embodied knowledge.

- If we consider our lives a vast network of connections, what are the common pathways we and our students take?
- Why and how are regular or entrenched literacy pathways maintained? How do we find and connect with new nodes and narratives, trailblaze new pathways and media?
- What are the nodes (e.g., people, places, objects, and ideas) that make up the meaningful, and sometimes unaware, contact points in the lives of ourselves and our students? How do we navigate to, through, and sometimes around these nodes?
- How do sociological, emotional, and physical realities impact the creation, expansion, and documentation or assessment of literacy networks?
- How do we make connections with people and ideas that are different from ourselves?
- How do different contexts, cultures, environments, and events impact the growth, stability, and adaptation of students' and teachers' networks?



To experience the breath of the Convention, I hope you will balance planning a robust day of activities with allowing serendipity and chance to alter your movement through the event network. Don't forget that building networks takes mental and physical work. It is just as important to care for your physical and mental well-being; during the Convention, be sure to:

- take guilt-free bio-breaks (I'm sure some friends, new and old, are happy to grab some food with you);
- slow down and reflect upon what you've learned (You're teachers; you know talking with others helps with learning new ideas); and
- stop and plan how you will follow up or implement what you have learned in the weeks and months to come (What networks back at home will you invigorate with your new ideas?).

I want to cross paths with you at this Convention; I hope we find one another. I want to learn from the narratives you tell of the pathways you and your students have traveled. The Convention is a conexión that brings us together to communicate, collaborate, and create and then will release expanded versions of ourselves back out into our vast networks of being and meaning, teaching and learning, leading and loving.

Shelley Rodrigo
2023 NCTE Annual Convention Program Chair
NCTE President-Elect

VOLUNTEERS

NCTE would like to thank all of those volunteers who helped proposal writers, reviewed proposals, and assisted in making the Convention a success.

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Evening Street Elementary
Worthington Schools
President, OCTELA

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WELCOME FROM NCTE EXECUTIVE DIRECTOR **EMILY KIRKPATRICK**

Welcome to #NCTE23!

NCTE welcomes you to the 113th Annual Convention and is so glad you are here.

The nearly 700 sessions that await you make it hard to decide what to attend, but with superlative programming across the board, you can't make a wrong decision. Please mark your agenda to attend our five keynote sessions, including the special Story Experience that's available to all attendees—including complimentary food and beverage—on Friday night! Download our event app to mark sessions of highest interest and to keep up with updates throughout the Convention.

We welcome you to all that the following days have in store. The program of this Convention has been selected by your peers. We thank them for their insight and volunteerism to make this an inspiring program that prioritizes the most pressing topics for you and your students.

As we celebrate Conexiones over the next few days, I encourage you to make new connections: Connections to peers and connections to NCTE as your professional organization. Look for opportunities and special calls to action over the next few days. We are stronger together, and community ensures that we're never alone in our quest to serve students and share experiences that reading, writing, and communicating uniquely inspire. I publicly thank all the authors, illustrators, creators, sponsors, and partners who are donating talent, time, and treasure to support us in this event. It is our honor to have worked with you to bring your important message to this event.

Columbus continues to be an amazing partner to NCTE and our Annual Convention. I extend our appreciation to Columbus City Schools, Experience Columbus, Hilton Columbus, our additional hotel providers, and—most especially—the dedicated hospitality workers who have joined our team to make this year's Convention a great success. I continue to be inspired by NCTE's staff and their many contributions to serve you and this field. Our team starts each day thinking of you, and it is our pleasure to spend this Convention together, with you at the center.

Yours truly,
Emily Kirkpatrick
NCTE Executive Director

THE NCTE GREEN ROOM

BOOTH #450 (BACK OF EXHIBIT HALL)



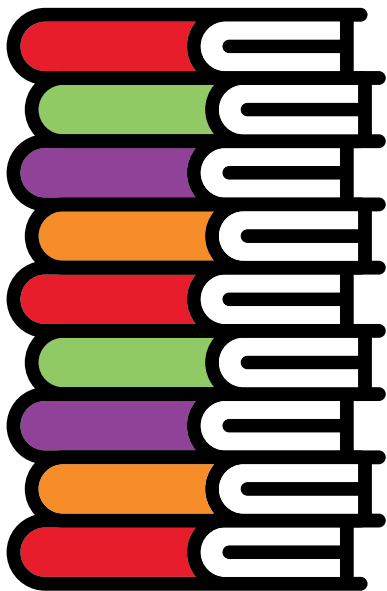
ENJOY A WELL-EARNED BREAK!

- Espresso Bar (open Fri. 12-2 p.m., Sat. 12-3 p.m.)
- Lounge
- Creative Space
- Pop-up Activities
- Giveaways

OPEN DURING EXHIBIT HALL HOURS,
THE NCTE GREEN ROOM WILL BE STAFFED
BY NCTE EMPLOYEES EAGER TO ENGAGE WITH YOU!



BUILD YOUR STACK[®]



SCHEDULE

FRIDAY, NOVEMBER 17

10:00-10:20 A.M.

BYS.01 Forging Community across Cultures: Award-Winning Authors Share Books That Create Connections

Anika Aldamuy Denise,
HarperCollins

Rajani LaRocca, HarperCollins/
Abrams/Penguin Random
House/Candlewick

Andrea Wang, Kokila Books/Neal
Porter Books

10:30-10:50 A.M.

BYS.02 Funhouse Mirrors and Fairy Doors

Carrie Santo-Thomas, Warren
Township High School Almond
Campus, Gurnee, IL

11:00-11:20 A.M.

BYS.03 Muslim Stories

Saadia Faruqi, Clarion Books/
Harper Collins

11:30-11:50 A.M.

BYS.04 Pairing Texts with Primary Sources in PK-2

Anna Falkner
Noreen Rodriguez, Michigan State
University

12:00-12:20 P.M.

BYS.05 Social/Teen Issues through YA Lit

Emily Gilles, Hayes High School

12:30-12:50 P.M.

BYS.06 Bibliotherapy Works—Picture Books to Foster Mental Wellness Conversations

Bitsy Parks, Beaverton School
District

Mandy Robek, Olentangy Local
School District

1:00-1:20 P.M.

BYS.07 Top Non-Awarded Orbis Pictus[®] Books

Caryl Crowell, Tucson Unified
School District (retired)/
consultant

Julia Lopez-Robertson, University
of South Carolina

Becki Maldonado, Parkside High
School, Salisbury, MD

Janelle Mathis, University of
North Texas

Melissa Wells, University of Mary
Washington

1:30-1:50 P.M.

BYS.08 Making the Invisible Visible: Integrating Arab Narratives at All Levels

Sawsan Jaber, Education
Unfiltered Consulting, East
Leyden High School

2:00-2:20 P.M.

BYS.09 Inspiring Your Writing Life—Stacks by Writers!

Lisa Vahey
Quartez Harris

2:30-2:50 P.M.

BYS.10 Highlighting Palestinian Joy through Prose and Poetry

Kefah Ayesh, Al Ghazaly High School
Mona Mustafa, Paterson Charter
School for Science and Technology

3:00-3:20 P.M.

BYS.11 Picture Books That Celebrate and Center Joy

Keisha Smith-Carrington
Clare Landrigan, Landrigan Literacy
LLC/Stenhouse

3:30-3:50 P.M.

BYS.12 MG/YA Books with Settings That Function as a Character

Elizabeth Kennard, Charlotte Country
Day School

4:00-4:20 P.M.

BYS.13 Oldies, But Goodies: Evergreen YA Titles for Today's Middle Schoolers

Jodi-Beth Hazel, Agape Education,
San Antonio, TX

Donalyn Miller, The Book Whisperer,
Inc.

4:30-4:50 P.M.

BYS.14 Essential Connections: Fiction That Nurtures a Sense of Belonging

Laura Shovan

Tricia Springstubb, Margaret Ferguson
Books/Holiday House

Jennifer Ziegler, Holiday House/
Margaret Ferguson Books

5:00-5:20 P.M.

BYS.15 Poetry as Architecture

Darius Phelps, Teachers College,
Columbia University

5:30-5:50 P.M.

BYS.16 Powerful Fiction for Diverse Children: Revisiting the Huck Award® Books

Grace Choi, Fairfax County Public Schools

Suzanne Costner, Fairview Elementary School, Blount County Schools, TN

Cecilia Espinosa, CUNY Lehman College

Maria Leija, The University of Texas at San Antonio

JoAnne Powless

Tiffany Rehbein, Bain Elementary School/Laramie County SD1

Hiawatha Smith, University of Wisconsin-River Falls

SATURDAY, NOVEMBER 18

11:00-11:20 A.M.

BYS.17 Reading Is Life: Diversity, Equity, and Cultures

Shanna Brown

Mary Jade Haney

Deedra Lee, Richland School District One/Southeast Middle School

Stephanie Lloyd

11:30-11:50 A.M.

BYS.18 Our Favorite New Books for Our Youngest Readers

Colin McGinnis Page

Darnisha Palmer

Franki Sibberson, SproutFive

Caroline Steward, SproutFive

12:00-12:20 P.M.

BYS.19 Difficult and Challenging Topics in Picture Books

Seemi Aziz Raina, University of Arizona

12:30-12:50 P.M.

BYS.20 Texts for Teaching toward Climate Justice

Kristine Schutz

Ashley Stanley

Rebecca Woodard, University of Illinois at Chicago

1:00-1:20 P.M.

BYS.21 Stories Untold: Carter G. Woodson Book Award Winners

Laura Haney, Meadowfield

Elementary School

2:00-2:20 P.M.

BYS.22 Caregiver Collaborations: Connecting and Communicating with Families via Story

Tiffany Jewell, Versify

Nawal Qarooni, NQC Literacy

2:30-2:50 P.M.

BYS.23 Mental Health Picture Books

Aliza Werner, Bookelicious/

Milwaukee Film

3:00-3:20 P.M.

BYS.24 Powerful Read Alouds Pre-K through 5th Grade

Lynsey Burkins, Dublin City Schools, OH

Franki Sibberson, SproutFive

3:30-3:50 P.M.

BYS.25 A Fresh Spin on Engaging Nonfiction

Greg Micek, Maercker School District 60/Holmes Primary School

Katie Russell, Murphysboro CUSD #186

4:00-4:20 P.M.

BYS.26 Growing Human Connections: Third Culture Kids in Picture Books and Middle Grade

Lorien Hunter, Bookelicious

4:30-4:50 P.M.

BYS.27 Books That Inspire Teens to Speak Up and Speak Out

Kasey Short, Charlotte Country

Day School

5:00-5:20 P.M.

BYS.28 Middle School Poetry and Verse Novels

Laura Shovan

Jennifer Vincent, Bannockburn School

5:30-5:50 P.M.

BYS.29 Connecting to Current Events: Ukrainian History and Culture

Kathleen Crawford-McKinney, Wayne State University

Kathy G. Short, University of Arizona

SUNDAY, NOVEMBER 19

9:00-9:20 A.M.

BYS.30 Build Your Poetry Stack with the NCTE Outstanding Poetry Award

Wileena Booker

Rebecca Kai Dotlich, Astra Books for Young Readers

Joseph Pizzo, Black River Middle School

Mary-Kate Sableski, University of Dayton

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Chair, College Section
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Northridge
Northridge, CA

GENERAL CONVENTION INFORMATION

REGISTRATION

The NCTE Registration Desk is located in the North Atrium, GCCC (main level).

REGISTRATION HOURS

Wednesday, Nov. 15 5:00 p.m.–7:00 p.m.
Thursday, Nov. 16 8:00 a.m.–6:00 p.m.
Friday, Nov. 17 6:30 a.m.–7:00 p.m.
Saturday, Nov. 18 6:30 a.m.–5:30 p.m.
Sunday, Nov. 19 6:30 a.m.–12:30 p.m.
Monday, Nov. 20 7:00 a.m.–12:00 p.m.

Payment Onsite

NCTE registration and publication sales will accept only credit/debit cards and checks. The GCCC is a cashless facility (including GCCC-operated concessions and in-lane GCCC parking); within the GCCC, there are individual contracted vendors and outlets who, at their discretion, may accept cash.

Admission Statement and Name Badges

Attendance at the 2023 NCTE Annual Convention requires credentials. Admittance to all sessions, workshops, and the Exhibit Hall is limited to registered attendees with Convention badges. Name badges will be available onsite for all registrants. No name badges were mailed in advance. Visit the NCTE Registration Desk, located in the North Atrium, GCCC (main level), to pick up your badge. Registration is not transferable.

Meal Tickets

Access to Convention meal functions will be available via your name badge. A limited number of tickets will be available for purchase onsite. Visit the NCTE Registration Desk to purchase tickets. Tickets for meal functions are not refundable. For attendees interested in hearing speakers but not purchasing meal tickets, limited theater seating is available in most meal event rooms and will be open to other attendees after the meal is finished.

Photography and Videography

NCTE will capture photographs and videos throughout the Convention. By registering for this event, attendees understand that NCTE may use photographs and/or videos of their likeness taken at the event for all purposes, including publicity purposes, whether in print, electronic, or other media. If you prefer your likeness not be included, contact NCTE at NCTEevents@ncte.org.

Audio or Video Recording/Live Streaming

NCTE does not allow recording in sessions. As a courtesy to speakers, please request permission before taking photographs. Speakers reserve the right to refuse permission.

EXHIBITS

The Exhibit Hall is located in Expo Hall B, GCCC (main level).

EXHIBIT HALL HOURS

Friday, Nov. 17 10:00 a.m.–6:30 p.m.
Saturday, Nov. 18 11:00 a.m.–6:00 p.m.
Sunday, Nov. 19 8:00 a.m.–11:30 a.m.

A map and list of exhibitors begin on page 248 of this Convention Program.

NCTE Central

Located near Registration in the North Atrium, GCCC (main level), NCTE Central will feature the latest NCTE products and publications. Browse a huge selection of NCTE books and gift items and pick up a free journal sample.

Author Signings

Information about author signings is available in the Meet the Authors booklet. Pick up your copy at the Registration Desk. Listings and updates will also be available in the mobile app.

Build Your Stack®

Visit the Build Your Stack® stage in the Exhibit Hall for 20-minute sessions featuring authors and educators talking about their favorite books and how to use them in the classroom. See the complete schedule on pages 12–13.

NCTE Annual Convention Mobile App

The NCTE Annual Convention mobile app is available for Apple and Android devices. It provides a quick way to search Convention sessions, view maps of Convention Center and Hilton meeting rooms, and connect with other attendees. The app is where the most up-to-date information about session locations, speakers, and events can be found. Any room changes will be updated in the app. To download the app, search for “eShow Events” in your app store and select the 2023 NCTE Annual Convention from within the app. Prior to the Convention, all registered attendees will also receive an email inviting them to set up an account within the app.

Activities of the 2023 NCTE Annual Convention will be held at the Greater Columbus Convention Center (GCCC), 400 N. High Street, and the adjoining Hilton Hotel. Locations of each session, meeting, and event are noted in this program.

SERVICES

Nearby Urgent Care

Urgent Care Grandview
895 W. Third Ave.
(614) 437-0278

Open 9 a.m.–9 p.m., 7 days a week

Nearby Hospital

Ohio State University Hospital Emergency Department
410 W. 10th Ave.
(614) 293-8000

Open 24 hours, 7 days a week

In case of emergency, contact the closest facility staff member for assistance or call 911.

Nearby Pharmacy

CVS Pharmacy
1892 N. High St.
(614) 298-8051

Monday–Friday, 10:00 a.m.–8:00 p.m.

Saturday, 10:00 a.m.–5:00 p.m.

Sunday, 11:00 a.m.–5:00 p.m.

First Aid in the Convention Center

The GCCC Public Safety team and many members of the GCCC staff are trained both in First Aid and the use of AEDs (Automated External Defibrillators). AEDs are located in the main concourse outside Exhibit Halls A, B, C and D. Our Public Safety staff arrives on the scene of an emergency with a First Aid kit, an AED, and oxygen. In the event of a medical or other emergency where you would normally dial 9-1-1, please do the following instead: From any in-house phone dial 614-827-2547. This will put you in contact with our Public Safety Department, which is on duty 24 hours a day, 365 days a year. The Public Safety staff will take the necessary information regarding your emergency, notify emergency services, meet emergency services upon their arrival, and escort them directly to the location of the emergency.

Session Room Equipment & Wi-Fi

NCTE will provide an LCD projector with accompanying screen, microphone, and sound patch. No other media equipment will be provided. The Wi-Fi bandwidth in the Convention venues will not be sufficient to present streaming video.

Lost and Found

Found items should be turned in to the NCTE Registration Desk, North Atrium, GCCC (main level).

Child Care

NCTE does not provide child care services. Please check with your hotel staff for available services.

Lactation/Breastfeeding Room

The GCCC has a designated nursing mother room located on the Central Atrium. The GCCC also has family restrooms located in Upper A-Pod (behind room A-210) and another in the Center Lounge restrooms near the South Café & Marketplace. These single-use areas are equipped with a seat, electricity, and a lockable door.

Sign Language Interpreters

NCTE provides American Sign Language (ASL) at the following convention sessions:

- General Sessions on Thursday, Friday, Saturday, and Sunday
- First-Timers' Welcome Breakfast on Friday
- Board of Directors Meeting on Friday
- NCTE Story Experience Event on Friday
- NCTE Awards & Committees Celebration on Saturday
- ALAN Workshop General Sessions

Scooter Rental

Scooters can be rented at the Greater Columbus Convention Center for \$50–\$100 per day depending on the size of the scooter rented (there is a \$100 damage deposit required for all rentals); call 614-827-2531 for assistance. See also

<https://columbusconventions.com/services/accessibility/>

<https://columbusconventions.com/services/guest-services/>

Wheelchairs are free to borrow with an ID; call (614) 827-2547.

Gender-Inclusive Restrooms

NCTE is committed to producing events where everyone may learn and network in an environment of inclusion and mutual respect. With this in mind, the Annual Convention provides gender-inclusive restrooms in our rented space within the Greater Columbus Convention Center: Upper A-Pod (behind room A-210) and in the Center Lounge restrooms near the South Café & Marketplace.

GENERAL CONVENTION INFORMATION

Restaurants

The Greater Columbus Convention Center offers a wide array of options from coffee stands to specialty food carts throughout the Convention Center and on the Exhibit Hall floor. There is also a variety of dining options within walking distance of the Convention Center.

Finding Your Way Around

Volunteers from the Ohio Council of Teachers of English Language Arts will be positioned throughout the Convention Center to assist you in locating a session room, the Exhibit Hall, the nearest restroom, or the closest exit to get back to your hotel.

Annual Business Meeting

The Annual Business Meeting for the Board of Directors and Other Members of the Council will take place Friday, November 17, from 5:00 to 6:30 p.m. in Short North B, GCCC (upper level). All registered attendees are invited to attend. Only NCTE voting members may participate in discussion and vote at the meeting. NCTE staff will verify your membership at the door by checking your Convention registration badge and provide voting cards. Note to Directors: Please obtain your voting card at the door before the meeting. The agenda and rules of conduct for the meeting will be available at the door of the meeting. The rules of conduct for the meeting are also included on pages 246–247 of this Convention Program. Resolutions will be presented and voted on during the meeting.

Nominations for the 2024 Elections

The nominating committees of NCTE, ELATE, and the Elementary, Middle Level, Secondary, and College Sections of NCTE will accept nominations for the 2024 elections during the 2023 Convention. Bring your questions and nominations to the Annual Business Meeting on Friday, November 17, and to the committees' open meetings on Saturday, November 18, 12:00 p.m.–1:00 p.m. (Edward Paker Hayden, Hilton 401, lobby level) and Sunday, November 19, 9:00 a.m.–10:00 a.m. (Edward Paker Hayden, Hilton 401, lobby level).

POLICIES

CODE OF CONDUCT

NCTE expects all participants to adhere to the following policies while in attendance at the Annual Convention. NCTE reserves the right to dismiss any participant from the Convention whose conduct is inconsistent with these policies.

MUTUAL RESPECT & ANTI-HARASSMENT POLICY

NCTE is committed to producing events where everyone may learn, network, and socialize in an environment of mutual respect. Therefore, some behaviors are expressly prohibited: harassment or intimidation related to gender, gender identity and/or expression, sexual orientation, disability, race, age, religion; deliberate intimidation, stalking, or following; harassing photography or recording; sustained disruption of talks or events; inappropriate contact and unwelcome sexual attention. Participants are expected to observe this code of conduct policy in all venues and events. Contact eventcommunications@ncte.org if you believe you have been harassed or that a harassing situation exists. All reports will be directed to NCTE leadership immediately.

DEMONSTRATIONS POLICY

Demonstrations and protests will be conducted in a peaceful and organized manner, will be within the policies of the venue, and will be compliant with federal, state, and local laws. Such activities are strictly forbidden in exhibition space, and protesters will not be permitted to block the entrance to traffic flow within the exhibit area. NCTE retains the right to permit protests to occur in predetermined areas and to terminate any protests that occur on its property or property NCTE is renting, leasing, or otherwise using for a specific time to host an event. Attendees who do not uphold these standards may jeopardize their membership and/or event participation.

Individuals and groups interested in demonstrating/protesting should contact our Convention Operations Team, at eventcommunications@ncte.org to register their plans and obtain further details.

HEALTH & SAFETY

NCTE does not require proof of vaccination to attend the 2023 NCTE Annual Convention. As we have throughout the COVID-19 pandemic, NCTE continues its policy of following all applicable safety guidance and protocols recommended by the CDC and local health departments. Additionally, on May 11, 2023, the federal government ended the COVID-19 emergency declaration and no longer requires federal employees to be vaccinated. As the CDC and local health authorities are not requiring mask usage for gatherings, NCTE is not currently requiring that attendees at our meetings wear masks either. However, we welcome any individual who chooses to wear a mask during meetings and advocate for all attendees to show respect for individual choices. NCTE will continue to monitor applicable health guidelines to the extent there are any recommended changes and may add new health and safety guidance or requirements should the current situation change. Of course, each individual should make an informed decision regarding travel and attendance at in-person meetings based on their own circumstances.

YOU

Becoming a member of NCTE unlocks a wealth of resources to enrich yourself, your teaching, and your classroom. Members also enjoy a host of benefits!

- Exclusive, **members-only events**—both online and in person—with esteemed authors and literacy experts
- Opportunities to apply for awards and to get involved with colleagues across the country through the **Membership Engagement Hub**
- NCTE's **Video Library** with hundreds of titles for you to view on your own schedule, full of content centered around timely topics
- The **book rationale database**, where you can find rationales for more than 1,200 books to incorporate into your classroom or school library, or to defend a text that is being challenged
- **Professional liability insurance** for anyone in education, in any school setting (rates start as low as \$106 per year for \$1 million in liability coverage)
- Significant **members-only discounts** on event registrations and publications

JOIN THE NCTE COMMUNITY TODAY FOR ONLY \$50!

Scan the QR code, or visit Registration or The NCTE Green Room to sign up while you're here in Columbus.



GENERAL SESSIONS



Thursday, Nov. 16, 4:00–5:15 P.M.

THURSDAY GENERAL SESSION

DR. JOY BUOLAMWINI is the founder of the Algorithmic Justice League, a groundbreaking researcher, and a renowned speaker. Her writing has been featured in publications such as *Time*, *The New York Times*, *Harvard Business Review*, and *The Atlantic*. As the Poet of Code, she creates art to illuminate the impact of artificial intelligence on society and advises world leaders on preventing AI harms. She is the recipient of numerous awards, including the Rhodes Scholarship, the inaugural Morals & Machines Prize, and the Technological Innovation Award from the Martin Luther King Jr. Center for Nonviolent Social Change. Her MIT research on facial recognition technologies is featured in the Emmy-nominated documentary *Coded Bias*. Born in Canada to Ghanaian immigrants, Buolamwini lives in Cambridge, Massachusetts.



Friday, Nov. 17, 8:15–9:15 A.M.

FRIDAY GENERAL SESSION

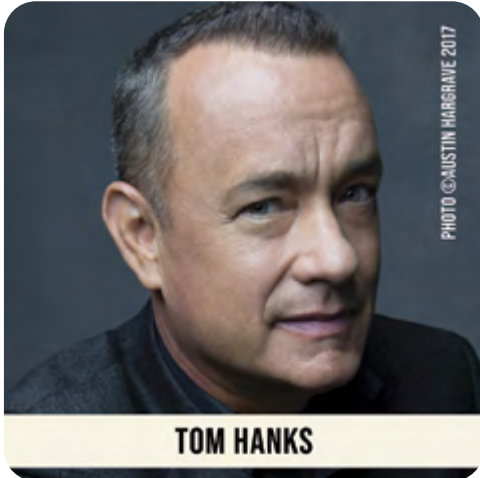
JACQUELINE WOODSON (jacquelinewoodson.com) received a 2023 Guggenheim Foundation Fellowship, a 2023 E. B. White Award, a 2020 MacArthur Fellowship, the 2020 Hans Christian Andersen Award, the 2018 Astrid Lindgren Memorial Award, and the 2018 Children’s Literature Legacy Award, and was the 2018–2019 National Ambassador for Young People’s Literature. Her *New York Times* bestselling memoir, *Brown Girl Dreaming*, won the National Book Award, the Coretta Scott King Award, a Newbery Honor, and the NAACP Image Award. Her books for young readers include Coretta Scott King Award- and NAACP Image Award-winner *Before the Ever After*, *New York Times* bestsellers *The Day You Begin* and *Harbor Me*, Newbery Honor winners *Feathers*, *Show Way*, and *After Tupac and D Foster*, and *Each Kindness*, which won the Jane Addams Children’s Book Award. She lives in Brooklyn, New York, with her family. A book signing will follow this General Session.



Friday, Nov. 17, 6:30–8:00 P.M.

NCTE STORY EXPERIENCE

ANGUS FLETCHER (PhD, Yale) is a professor of story science at Ohio State’s Project Narrative. His research has been called “mind blowing” by Malcolm Gladwell and “life changing” by Brené Brown. His most recent books are *Wonderworks* and *Storythinking*. In 2023, he was awarded the Commendation Medal by the US Army for his groundbreaking research with the Army Nurse Corps and US Army Special Operations.



Saturday, Nov. 18, 9:45-10:45 A.M.

SATURDAY GENERAL SESSION

TOM HANKS is an actor, director, writer, and producer. He has starred in over 40 films, including *Philadelphia*, *Forrest Gump*, *Big*, *Sleepless in Seattle*, *Apollo 13*, *Saving Private Ryan*, *A Beautiful Day in the Neighborhood*, and many more. Most recently, he was seen in Wes Anderson's *Asteroid City* and Baz Luhrmann's *Elvis*. His writing has appeared in *The New York Times*, *Vanity Fair*, and *The New Yorker*, and he is the author of a best-selling collection of stories, *Uncommon Type*. *The Making of Another Major Motion Picture Masterpiece* is his debut novel.



Sunday, Nov. 19, 12:00–1:15 P.M.

SUNDAY GENERAL SESSION

ANGIE THOMAS is the author of the award-winning, #1 *New York Times* bestselling novels *The Hate U Give*, *On the Come Up*, and *Concrete Rose* as well as *Find Your Voice: A Guided Journal for Writing Your Truth*. She is also a coauthor of the bestselling collaborative novels *Blackout* and *Whiteout*. Thomas divides her time between her native Jackson, Mississippi, and Atlanta, Georgia. You can find her online at www.angiethomas.com. A book signing will follow this General Session.



NCTE expresses our deep appreciation to our general session speakers. By donating their time and expertise, they send a powerful message in support of teachers and literacy.

MEAL EVENTS

Visit the NCTE Registration Desk to purchase a ticket to meal events.



FRIDAY, NOV. 17, 7:15–8:00 A.M.

FIRST-TIMERS' WELCOME BREAKFAST

Never been to an NCTE Annual Convention before? Don't miss this event we're holding just for you! Join fellow first-time attendees for an informative session over breakfast to kick off your NCTE Annual Convention experience. You'll have the opportunity to hear from NCTE President-Elect **SHELLEY RODRIGO** and NCTE Executive Director **EMILY KIRKPATRICK**, and you'll meet NCTE leaders and repeat attendees who can walk you through tips and strategies that will enhance your Convention experience, expand your knowledge of NCTE's resources, and build your professional network.

Tickets are not required for the First-Timers' Welcome Breakfast.



FRIDAY, NOV. 17, 11:30 A.M.–1:30 P.M.

ELATE LUNCHEON

NICOLE MIRRA is an associate professor of urban teacher education in the Department of Learning & Teaching at the Rutgers University Graduate School of Education. She previously taught secondary literacy and debate in Brooklyn, New York, and Los Angeles, California. Her work utilizes participatory design methods in classroom, community, and digital spaces to collaboratively create civic learning environments with youth and educators that disrupt discourses and structures of racial injustice and creatively compose liberatory social futures. Her books include *Educating for Empathy: Literacy Learning and Civic Engagement*, *Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators, and Students* (coauthored with Antero Garcia and Ernest Morrell), and *Civics for the World to Come: Committing to Democracy in Every Classroom* (coauthored with Antero Garcia).



ANTERO GARCIA is an associate professor in the Graduate School of Education at Stanford University. His research explores the possibilities of speculative imagination and healing in educational research. Prior to completing his PhD, Garcia was an English teacher at a public high school in South Central Los Angeles. His recent research explores learning and literacies in tabletop roleplaying games like *Dungeons & Dragons* and the civic learning possibilities in various learning environments. Based on his research, Garcia co-designed the Critical Design and Gaming School—a public high school in South Central Los Angeles. His recent books include *All through the Town: The School Bus as Educational Technology*, *Everyday Advocacy: Teachers Who Change the Literacy Narrative* (coauthored with Cathy Fleischer), and *Civics for the World to Come: Committing to Democracy in Every Classroom* (coauthored with Nicole Mirra). Garcia currently co-edits *La Cuenta*, an online publication centering the voices and perspectives of individuals labeled undocumented in the US.



FRIDAY, NOV. 17, 11:30 A.M.–1:30 P.M.

MIDDLE LEVEL SECTION LUNCHEON

DASHKA SLATER is the *New York Times* bestselling author of *The 57 Bus*, which won the Stonewall Book Award and was a YALSA nonfiction finalist. She is also the author of the nonfiction title *Accountable: The True Story of a Racist Social Media Account and the Teenagers Whose Lives It Changed*. Slater's fiction includes *The Book of Fatal Errors*; the picture book *Escargot*, which won the Wanda Gag Book Award; *Baby Shoes*; *The Antlered Ship*, which was a Junior Library Guild Selection and received four-starred reviews; and *Dangerously Ever After*. She is also an award-winning journalist whose articles have appeared in *Newsweek*, *Salon*, the *New York Times Magazine*, and *Mother Jones*. She lives in California.



SATURDAY, NOV. 18, 7:00–9:15 A.M.

ALAN BREAKFAST

TIFFANY D. JACKSON is the *New York Times* bestselling author of *Allegedly*, *Monday's Not Coming*, *Let Me Hear a Rhyme*, *Grown*, *White Smoke*, and *The Weight of Blood* and coauthor of *Blackout* and *Whiteout*. Her riveting suspense novels go far beyond thrills and chills. With throughlines of gentrification, systemic oppression, institutional racism, and abuse, coupled with gripping plots and twisty surprises, her books are "sure to initiate important conversations while delivering an engrossing story" (*Horn Book Magazine*).

A Walter Dean Myers Honor Book winner, Coretta Scott King–John Steptoe New Talent Award winner, and NAACP Image Award nominee, Jackson received her bachelor of arts degree in film from Howard University, earned her master of arts in media studies from the New School, and has over a decade in TV and film experience. The Brooklyn native still resides in the borough she loves. You can visit her at writeinbk.com.



SATURDAY, NOV. 18, 12:30–2:30 P.M.

SECONDARY SECTION LUNCHEON

RENÉE WATSON is a #1 *New York Times* bestselling author, educator, and community activist. Her books have sold over one million copies. Her young adult novel *Piecing Me Together*, received a Coretta Scott King Award and a Newbery Honor. Her children's picture books and novels for teens have received several awards and international recognition. She has given readings and lectures at many places, including the United Nations, the Library of Congress, and the US embassies in Japan and New Zealand. Her poetry and fiction center the experiences of Black girls and women and explore themes of home, identity, and the intersections of race, class, and gender.

MEAL EVENTS

Visit the NCTE Registration Desk to purchase a ticket to meal events.

SATURDAY, NOV. 18, 12:30–2:30 P.M.

CHILDREN'S BOOK AWARDS LUNCHEON

NANA EKUA BREW-HAMMOND is the author of *Powder Necklace*, which *Publishers Weekly* called “a winning debut.” She was a 2019 Edward Albee Foundation Fellow, a 2018 Pa Gya! Literary Festival guest author, a 2018 Ake Arts and Book Festival guest author, a 2018 Hobart Festival of Women Writers guest author, a 2017 Aspen Ideas Festival scholar, a 2016 Hedgebrook writer-in-residence, a 2015 Rhode Island Writers Colony writer-in-residence, and in both 2015 and 2014 she was shortlisted for a Miles Morland Foundation Writing Scholarship. In April 2015 she was the opening speaker at TEDxAccra. Every month, Brew-Hammond co-leads a writing fellowship at Manhattan’s Center for Faith and Work.



NANA EKUA BREW-HAMMOND

GEORGIA HEARD holds an MFA in writing from Columbia University and is the founder of The Poet’s Studio, an online platform that offers writing workshops. She taught writing in the New York City schools for over a decade and currently works as a consultant, visiting author, and keynote speaker in school districts and conferences in the US and internationally.

Heard received the 2023 NCTE Excellence in Poetry for Children Award and has written numerous children’s books, including *Welcome to the Wonder House* (co-authored with Rebecca Kai Dotlich) and *My Thoughts Are Clouds: Poems for Mindfulness*. She has also authored many books on teaching writing and poetry, including the forthcoming second edition of *Awakening the Heart: Exploring Poetry in Elementary and Middle School*. For more information about Heard, you can visit her website at www.georgiaheard.com.



GEORGIA HEARD

DAYNA LORENTZ is the author of *Of a Feather*, the *Dogs of the Drowned City* trilogy, and the *No Safety in Numbers* trilogy. She has worked in and around the foster care system, most recently as a law clerk in the Vermont family courts, and has just started exploring the sport of falconry. Lorentz lives in Vermont with her husband and two children.



DAYNA LORENTZ

SUNDAY, NOV. 19, 7:00–8:45 A.M.

CHILDREN'S LITERATURE ASSEMBLY BREAKFAST

A citizen of the Cherokee Nation, **TRACI SORELL** writes bestselling, award-winning fiction and nonfiction in a variety of formats for children and young adults. Many of her stories highlight Cherokee values such as cooperation, education, and humility.

Sorell is a two-time Sibert Medal and Orbis Pictus honoree for her nonfiction work. Her first five books received awards from the American Indian Library Association. In 2023, she shares *Contenders: Two Native Baseball Players, One World Series*, a nonfiction picture book biography illustrated by Arigon Starr, and *Mascot*, a middle grade fiction novel-in-verse coauthored with poet Charles Waters.

A former federal Indigenous law attorney and advocate, Sorell understands and appreciates the critical roles that reading, critical thinking, and creativity play in education and future success. You can learn more about Sorell and her work at www.tracisorell.com.

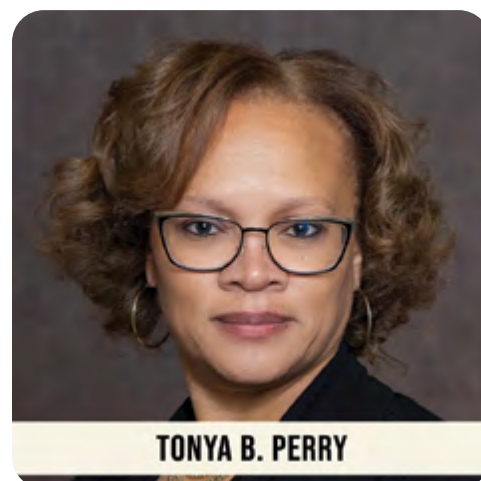


TRACI SORELL

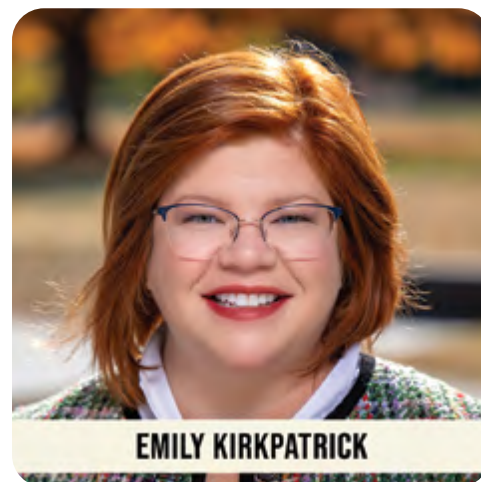
SUNDAY, NOV. 19, 7:00–8:45 A.M.

AFFILIATE BREAKFAST

TONYA B. PERRY, interim provost at Miles College in Fairfield, Alabama, is a tireless advocate for students and educators who are often denied a voice. She works with and for educators, students, and communities to develop programs and initiatives that uplift historically marginalized peoples. In addition, she has advocated for others on numerous committees, including as a member of the NCTE Executive Committee, NCTE Research Foundation trustee, member of the NCTE Inclusivity Task Force, NCTEAR chairperson, NCTE Editorial Board member, and director for NCTE's Cultivating New Voices among Scholars of Color program. She currently is NCTE Vice President and serves on the National Writing Project's board of directors. Perry has also served the nation as a 2000 National Teacher of the Year finalist and a two-time National Board-Certified Teacher. She has worked as a middle school teacher, teacher educator, full professor, executive director, and principal investigator for a large GEAR UP grant, director of the Red Mountain Writing Project, and both interim department chair and executive director for outreach and engagement for a school of education. Her coauthored book *Teaching for Racial Equity: Becoming Interrupters* (2022) is a collaborative work with two teacher educators, Steven Zemelman and Katy Smith, and other brilliant teacher-writers.



TONYA B. PERRY



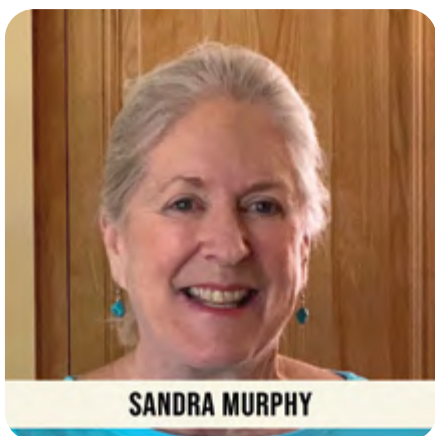
EMILY KIRKPATRICK

MEAL EVENTS

Visit the NCTE Registration Desk to purchase a ticket to meal events.



MARY ANN SMITH



SANDRA MURPHY

SUNDAY, NOV. 19, 10:30 A.M.–12:00 P.M.

NATIONAL WRITING PROJECT BRUNCH

Since its beginning in 1973–74, the National Writing Project (NWP) has promoted transformation in classroom practice and in the way classrooms are transformed. This year's NWP Brunch will celebrate 50 years of teacher breakthroughs. Led by **MARY ANN SMITH** and **SANDRA MURPHY**, editors of *When Challenge Brings Change: How Teacher Breakthroughs Transform the Classroom*, this session reveals the ways teachers successfully deal with challenges, uncovers important moments in teaching when new understandings trump old ways of doing things, and shows that writing about a breakthrough can deepen a transformation. Finally, this session will also serve as a call to action, inviting participants to write about their own breakthroughs—their moments of reframing, re-seeing, re-inventing.



UPDATED PROGRAM DETAILS



WORKSHOPS

Dig Deeper into Topics with a Thursday or Sunday Workshop

These four-hour sessions provide rich and interactive learning experiences focused on a single topic. Enrollment is limited, so register early! Complete workshop descriptions can be found when you register and on the Convention website: convention.ncte.org/workshops

New This Year! NCTE is excited to offer five workshops on Sunday afternoon, November 19, in addition to the usual Thursday list of workshops.

Just attending the ALAN Workshop or CEL Convention? Add a Sunday workshop when you register.

Thursday, November 16, 11:30 A.M.–3:30 P.M. (pages 42-44)

- W.1** Columbus Writing Marathon
- W.2** Connecting Pedagogies: The Art of Developing Culturally and Historically Responsive Lessons and Units
- W.3** Creative Community Collaborations: Co-Constructing an Expansive Network of Support with NCTE Leaders to Explore, Expand, and Interrogate Our Literacies
- W.4** Explicit Vocabulary Instruction for the Secondary Education Classroom Audience
- W.5** Exploring New Nodes and Pathways of Learning through Digital Literacy Practices
- W.6** Harnessing the Interdependence of Democracy and Literacy for a More Connected, Civic-Minded Community
- W.7** Humanizing Language and Literacy Education with Dramatic Inquiry
- W.8** Interaction: Disruptive Pedagogical Practices for Literacy—A Workshop in James Moffett's Lost Curriculum
- W.9** Literacy Escape: Using Classroom and Digital Escape Rooms to Engage Students in Literacy
- W.10** Multilingual Conexiones in the English Classroom: Literacy and Learning in between Languages and Cultures
- W.11** Queering Literacies: Disrupting Normativity through Queer-Inclusive Classroom Practice
- W.12** Strategies for Addressing Book Banning and Attempts to Remove Racial Histories from Teaching in Public Schools and Universities
- W.13** Teach from Your Best Self—How to Thrive in the Classroom
- W.14** The Two Traditions: Connecting with the History of Literature Instruction
- W.15** Using AI without Losing Ourselves

Sunday, November 19, 2:00–6:00 P.M. (page 222)

- SW.1** A Place Where Souls Can Rest: Black Girl Freedom, Liberation, and Emancipation
- SW.2** Advocating for Young Adult Literature in Politically Divided Times: Becoming Changemakers
- SW.3** Deep Connections Start with the Inner Work: Identity Journaling and the Path to Culturally Sustaining Practices
- SW.4** Reading, Speaking, and Writing about News: Using Local Issues to Engage Students in Their Communities
- SW.5** Take Out Your Phones: Using Multimedia to Teach Foundational Literacy

MEETINGS

All Council assemblies, committees, caucuses, and collaboratives that meet during the Convention are listed alphabetically.

ASSEMBLIES

Children's Literature Assembly Board

Friday, 6:00–9:00 p.m., Erwin Frey Boardroom (Hilton 402, level 3)

Early Childhood Education Assembly

Saturday, 5:45–7:00 p.m., Erwin Frey Boardroom (Hilton 402, level 3)

Genders and Sexualities Equality Assembly Business

Saturday, 5:45–7:00 p.m., Gina Knee Room (Hilton 402, level 4)

COMMITTEES

Unless otherwise noted, committee meetings are closed.

Achievement Awards in Writing Advisory Committee

Friday, 3:30–4:15 p.m. (open), 4:15–4:45 p.m. (closed), Alice Schille Boardroom (Hilton 401, lobby level)

Build Your Stack® Committee

Friday, 3:30–4:45 p.m., Erwin Frey Boardroom (Hilton 402, level 3)

Charlotte Huck Award® for Outstanding Fiction for Children Committee

Thursday, 8:30 a.m.–5:00 p.m., Alice Schille Boardroom (Hilton 401, lobby level)

Children's Poetry Award Committee

Thursday, 8:30 a.m.–5:00 p.m., Edward Parker Hayden (Hilton 401, lobby level)

College Section Nominating Committee

Friday, 9:30–10:45 a.m. (closed), Edward Parker Hayden (Hilton 401, lobby level)

Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Edward Parker Hayden (Hilton 401, lobby level)

Sunday, 9:00–10:00 (open), 11:00 a.m.–12:00 p.m. (closed), Edward Parker Hayden (Hilton 401, lobby level)

College Section Steering Committee

Thursday, 1:00–3:30 p.m., Erwin Frey Boardroom (Hilton 402, level 3)

Committee Against Racism and Bias in the Teaching of English

Friday, 3:30–4:45 p.m., Diane Powell Dax Room (Hilton 402, level 5)

Cultivating New Voices among Scholars of Color Fall Institute

Thursday, 8:00 a.m.–4:00 p.m., Edna Boies Hopkins (Hilton 401, lobby level)

Cultivating New Voices among Scholars of Color Reception

Thursday, 7:30–9:30 p.m., Pheoris West Room B (Hilton 402, level 3)

Elementary Section Nominating Committee

Friday, 9:30–10:45 a.m. (closed), Edward Parker Hayden (Hilton 401, lobby level)

Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Edward Parker Hayden (Hilton 401, lobby level)

Sunday, 9:00–10:00 (open), 11:00 a.m.–12:00 p.m. (closed), Edward Parker Hayden (Hilton 401, lobby level)

Elementary Section Steering Committee

Thursday, 11:00 a.m.–1:00 p.m., Ohio Center B (GCCC, Hyatt access)

LGBTQIA+ Advisory Committee

Friday, 3:30–4:15 p.m. (closed), 4:15–4:45 p.m. (open), Edward Parker Hayden (Hilton 401, lobby level)

Middle Level Section Nominating Committee

Friday, 9:30–10:45 a.m. (closed), Edward Parker Hayden (Hilton 401, lobby level)

Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Edward Parker Hayden (Hilton 401, lobby level)

Sunday, 9:00–10:00 (open), 11:00 a.m.–12:00 p.m. (closed), Edward Parker Hayden (Hilton 401, lobby level)

Middle Level Section Steering Committee

Thursday, 1:30 p.m.–3:00 p.m., Ohio Center B (GCCC, Hyatt access)

NCTE/SPA Reviewer Training

Thursday, 9:30 a.m.–12:00 p.m., Emerson Burkhart B (Hilton 401, lower level)

NCTE/SPA Report Overview for EPPs & Meet the New SPA Coordinator

Thursday, 2:30–3:45 p.m., B-246 (GCCC, upper level)

NCTE Nominating Committee

Friday, 9:30–10:45 a.m. (closed), Edward Parker Hayden (Hilton 401, lobby level)

Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Edward Parker Hayden (Hilton 401, lobby level)

Sunday, 9:00–10:00 (open), 11:00 a.m.–12:00 p.m. (closed), Edward Parker Hayden (Hilton 401, lobby level)

Orbis Pictus Award® for Outstanding Nonfiction in Children's Literature Committee

Thursday, 8:30 a.m.–5:00 p.m., William Hawkins Boardroom (Hilton 401, lobby level)

Professional Dyads and Culturally Relevant Teaching Program

Friday, 8:00 a.m.–5:00 p.m., Windows Room (GCCC, Hyatt access)

Unless otherwise noted, committee meetings are closed.

Promising Young Writers Advisory Committee

Friday, 9:30–10:15 a.m. (open), 10:15–10:45 a.m. (closed),
Amy Kimpton Boardroom (Hilton 402, level 4)

Public Language Awards Committee

Friday, 9:30–10:45 a.m. (open), Erwin Frey Boardroom
(Hilton 402, level 3)

Recognizing Excellence in Art and Literary Magazines Committee

Thursday, 1:00–2:30 p.m. (closed), 2:30–4:00 p.m. (open),
Robert King Room (Hilton 401, lobby level)

Research Foundation Board of Trustees

Thursday, 3:00–6:00 p.m., Denny Griffith Boardroom
(Hilton 402, level 3)

Resolutions Committee

Wednesday, 8:00 a.m.–5:00 p.m. (closed)
Thursday, 8:00 a.m.–12:00 p.m. (closed)
Friday, 9:15 a.m.–11:00 a.m. (open), Open Hearings, Alice
Schille Boardroom (Hilton 401, lobby level)
If resolutions are received, drafts will be available at the
Open Hearings.

Secondary Section Nominating Committee

Friday, 9:30–10:45 a.m. (closed), Edward Parker Hayden
(Hilton 401, lobby level)
Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m.
(open), Edward Parker Hayden (Hilton 401, lobby level)
Sunday, 9:00–10:00 a.m. (open), 11:00 a.m.–12:00 p.m.
(closed), Edward Parker Hayden (Hilton 401, lobby level)

Secondary Section Steering Committee

Thursday, 1:30–3:30 p.m., Amy Kimpton Boardroom
(Hilton 402, level 4)
Sunday, 10:00 a.m.–12:00 p.m., Erwin Frey Boardroom
(Hilton 402, level 3)

Standing Committee Against Censorship

Friday, 3:30–4:45 (open), Charlie Owen Room (Hilton 402,
level 3)

Standing Committee on Affiliates

Friday, 3:30–4:15 p.m. (closed), 4:15–4:45 p.m. (open),
Charlie Owen Room (Hilton 402, level 3)

Standing Committee on Diversity and Inclusivity

Friday, 3:30–4:15 p.m. (closed), 4:15–4:45 p.m. (open),
Emerson Burkhart A & B (Hilton 401, lower level)

Standing Committee on Global Citizenship

Friday, 3:30–4:45 p.m. (open), Robert King Room (Hilton
401, lobby level)

Standing Committee on Research

Friday, 9:30–10:30 a.m. (closed), 10:30–10:45 a.m. (open),
Robert King Room (Hilton 401, lobby level)

CAUCUSES

Asian/Asian American Caucus Open Forum

Saturday, 11:00 a.m.–12:15 p.m., Edna Boies Hopkins (Hilton 401,
lobby level)

Asian/Asian American Caucus Networking and Mentoring Event

Saturday, 5:00–7:00 p.m., Robert King Room (Hilton 401, lobby level)

Black Caucus Business

Saturday, 11:00 a.m.–12:15 p.m., Diane Powell Dax (Hilton 402,
level 5)

Jewish Caucus Open Forum

Sunday, 9:00–10:15 a.m., Elijah Pierce A & B (Hilton 401, lobby level)

Latinx Caucus Open Forum

11:00 a.m.–12:15 p.m., Robert King Room (Hilton 401, lobby level)

Multilingual Caucus

Saturday, 5:45–7:00 p.m., Kojo Kamau Junior Ballroom C (Hilton 402,
level 4)

CONSTITUENT GROUP COMMITTEES

CCCC Officers

Saturday, 2:30–5:30 p.m., Amy Kimpton Boardroom (Hilton 402,
level 4)

CCCC Executive Committee Meeting

Sunday, 1:45–5:45 p.m., Charles Massey Room (Hilton 402, level 3)

CCCC Executive Committee Retreat

Monday, 8:00 a.m.–3:00 p.m., Robert King Room (Hilton 401, lobby
level)

CEL Executive Committee

Saturday, 9:00 a.m.–3:00 p.m., Erwin Frey Boardroom, level 3 (Hilton
402)

ELATE Executive Committee

Thursday, 9:00 a.m.–5:00 p.m., Windows Room (GCCC, Hyatt access)

ELATE Graduate Student Strand

Friday, 5:00–6:30 p.m., A-114/115 (GCCC, main level)

ELATE Nominating Committee

Friday, 9:30–10:45 a.m. (closed), Edward Parker Hayden (Hilton 401,
lobby level)
Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open),
Edward Parker Hayden (Hilton 401, lobby level)
Sunday, 9:00–10:00 (open), 11:00 a.m.–12:00 p.m. (closed), Edward
Parker Hayden (Hilton 401, lobby level)

LLA Executive Board

Thursday, 9:00 a.m.–1:00 p.m., OH Center Board Room (GCCC,
Hyatt access)

Two-Year College English Association (TYCA) Executive

Saturday, 8:15–9:30 a.m., Windows Room (GCCC, Hyatt access)

SESSION STRANDS

Convention sessions with a special focus or in special sequences fall into session strands. Attend multiple sessions within a single strand for an in-depth learning experience with any of these important themes:



Early Childhood Education Strand sessions focus on issues pertaining to the education of children from birth to age eight, their families, and their teachers. Early literacy is a key concept in these sessions that also address diversities in early childhood and highlight practices and processes that are situated in social, historical, and cultural contexts.



ELATE Strand (English Language Arts Teacher Educators) sessions focus on issues, research, and practices pertaining to teacher development, professional development, and teacher education programs, including preservice and induction programs. These sessions highlight the practice of those who prepare literacy educators or support their continued development through courses, workshops, and inquiry.



LGBTQIA+ Strand sessions focus on issues pertaining to lesbian, gay, bisexual, transgender, and queer students, their families, and their teachers. These sessions address representations of sexual and affectional difference, and they offer a broad understanding of diversity, free inquiry and expression, critical pedagogy, and democratic teaching practices. The sessions encourage the creation of safer, more inclusive schools.



LLA Strand sessions focus on whole language theory and practice and are reviewed by Literacies and Languages for All leaders. These sessions push understandings of critical literacy, inquiry, and collaborative learning, and integrate literacy with other sign systems and knowledge systems situated in social, historical, political, and cultural contexts.



National Writing Project Strand sessions focus on research, practice, and innovation at Writing Project sites, including promising designs for professional learning and leadership programs; youth, community, and civic engagement projects; and fresh looks at curriculum and pedagogy in the teaching of writing. These sessions highlight the potential of teacher-leaders, and educators more broadly, to work collectively to improve the teaching of writing for all learners.



Rainbow Strand sessions focus on issues and strategies related to teaching and affirming culturally and linguistically diverse students, especially African Americans, Latinxs, American Indians, Asian Americans, and Pacific Islanders.



Research Strand sessions have been chosen through a refereed selection process sponsored by the NCTE Standing Committee on Research (SCR). Although reports and discussions of research are distributed throughout the Convention Program, sessions labeled “Research Strand” are those that report on rigorous and original research studies as refereed by the SCR.

A SESSION FOR EVERY LEVEL

Throughout the following session descriptions, each title includes a letter icon, indicating the level or levels of interest embraced by the topic:

E Elementary

M Middle

S Secondary

C College

G General Interest

TE Teacher Education

AWARDS

Join us to celebrate many of these 2023 NCTE award recipients at a special breakfast session (all attendees are welcome; no ticket is required):
Saturday, Nov. 18, 7:30–8:45 a.m., Short North A (GCCC, upper level).

LIFETIME ACHIEVEMENT AWARDS

Advancement of People of Color Leadership Award

This award is given to an NCTE member of color who has made a significant contribution to NCTE and the development of our professional community. It supports those who advocate for policies and practices that influence and advance the understanding of equity and antiracism.

Recipient: Elaine Richardson, The Ohio State University

Distinguished Service Award

The NCTE Distinguished Service Award recognizes a person or persons who have exhibited valuable professional service to the profession, scholarly or academic distinction, distinctive use of the language, and excellence in teaching.

Recipient: David Bloome, The Ohio State University

Leadership Award for People with Disabilities

The NCTE Leadership Award for People with Disabilities recognizes a person with a disability who has made a significant contribution to NCTE and the development of our professional community.

Recipient: Jo Hsu, University of Texas at Austin

LGBTQIA+ Advocacy and Leadership Award

The NCTE LGBTQIA+ Advocacy and Leadership Award recognizes a member of the LGBTQIA+ community who has made a significant contribution to NCTE and the development of our professional community.

Recipient: shea wesley martin, The Ohio State University

James R. Squire Award

This award recognizes outstanding service, not only to the stature and development of NCTE and the discipline which it represents, but also to the profession of education as a whole, internationally as well as nationally.

Recipient: Beverly Ann Chin, University of Montana

SPECIAL COUNCIL AWARDS

David H. Russell Award for Distinguished Research in the Teaching of English

This award recognizes published research in language, literature, rhetoric, teaching procedures, or cognitive processes that may sharpen the teaching or the content of English at any level.

Recipient: Aja Y. Martinez, University of North Texas, for her book *Counterstory: The Rhetoric and Writing of Critical Race Theory*

Media Literacy Award

This award showcases NCTE members who have developed innovative approaches for integrating media analysis and composition into their instruction.

Recipient: Jon M. Wargo, University of Michigan - Ann Arbor

George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language

Given by the NCTE Public Language Awards Committee, the Orwell Award recognizes writers who have made outstanding contributions to the critical analysis of public discourse.

Recipient: *Black Gaze* podcast, Kisha Porcher, University of Delaware, and Shamaine Bertrand, The College of New Jersey

Promising Researcher Award

Given by the NCTE Standing Committee on Research, this award recognizes the promise of a researcher early in his or her career based on the quality of a manuscript's statement of a research problem, literature review, methodology and data analysis, grounding of evidence, significance of results, and clarity and style.

Recipient: Lindsay Rowe, Clemson University, for "Disrupting Monolingual Ideologies: Constructing Biliterate Composing Practices in a Second-Grade Classroom"

Alan C. Purves Award

The Alan C. Purves Award is presented annually to the author(s) of the *Research in the Teaching of English* article, from the previous year's volume, judged most likely to have a significant impact on literacy learning and/or teaching.

Recipient: Laura C. Chávez-Moreno, "The Continuum of Racial Literacies: Teacher Practices Countering Whitestream Bilingual Education" (Nov. 2022)

Orbis Pictus Award® for Outstanding Nonfiction for Children

Established to promote and recognize excellence in the writing of nonfiction for children.

Recipient: *Blue: A History of the Color as Deep as the Sea and as Wide as the Sky* by Nana Ekuia Brew-Hammond, illustrated by Daniel Minter (Alfred A. Knopf Books for Young Readers)

Charlotte Huck Award® for Outstanding Fiction for Children

Established to promote and recognize excellence in the writing of fiction for children.

Recipient: *Wayward Creatures* by Dayna Lorentz (Clarion Books)

AWARDS

Award for Excellence in Poetry for Children

Established in 1977 to honor a living American poet for their aggregate work for children ages 3–13.

2023 Recipient: Georgia Heard

National Intellectual Freedom Award

The purpose of this award is to honor individuals, groups, or institutions that merit recognition for advancing the cause of intellectual freedom.

Recipient: Aja Y. Martinez, University of North Texas

Honorable Mention: Author Ashley Hope Pérez

Honorable Mention: Youth Advocate Angelina Meng

Early Career Educator of Color Leadership Award

This award provides early career teachers of color a national forum at the NCTE Annual Convention for professional collaboration and development, and supports them as they build accomplished teaching careers as active NCTE members.

2023–2024 Recipients: G. Edzordzi Agbozo, University of North Carolina, Wilmington

Elizabeth Castro, University of California, Davis

Rabiyatu Jalloh, West Philadelphia High School, PA

Darius Phelps, Teachers College, Columbia University, New York, NY

Sherita Roundtree, Towson University, MD

Konatsu Sonokawa, Martin Elementary, Manchester, CT

2022–2023 Recipients: Adedoyin Ogunfeyimi, University of Pittsburgh at Bradford, PA

N’Kengé Robertson, Detroit International Academy, MI

Hiawatha Smith, University of Wisconsin–River Falls

Kim Tate, International Prep Academy, Champaign IL

Karen Tellez-Trujillo, California State Polytechnic University

Curtis Wu, Boston Latin School, MA

Cultivating New Voices among Scholars of Color

The NCTE Research Foundation’s two-year program is designed to provide support, mentoring, and networking opportunities for early career scholars of color. The program aims to work with graduate students of color to cultivate their ability to draw from their own cultural/linguistic perspectives as they conceptualize, plan, conduct, and write their research. The program provides socialization into the research community and interaction with established scholars whose own work can be enriched by their engagement with new ideas and perspectives.

2022–2024 Fellows: Tasha Austin, University at Buffalo, NY

Jordan Bell, CUNY Graduate Center, NY

Theresa Burruel Stone, Sonoma State University, Rohnert

Park, CA

José Luis Cano Jr., Texas Christian University, Fort Worth

Autumn A. Griffin, University of Pennsylvania, Philadelphia

Sharim Hannegan-Martinez, University of Kentucky,

Lexington

Alicia K. Hatcher, Syracuse University, NY

Ileana Jiménez, Teachers College, Columbia University, New York, NY

Naitnaphit Limlamai, Colorado State University, Fort Collins

Pratigya Marhatta, University of North Carolina at Greensboro

Tamara Moten, University of Georgia, Athens

Lauren Elizabeth Reine Johnson, University of Illinois at Chicago

Renée Wilmot, Michigan State University, East Lansing

Alexis Morgan Young, University of Maryland-College Park

ELEMENTARY SECTION AWARDS

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

Recognizes teachers in grades K–6 who, through the teaching of writing, demonstrate an understanding of student improvement in writing.

Recipient: Lisa Helsel, Stone Academy, Greenville, SC

Outstanding Elementary Educator in the English Language Arts Award

Established in 1995, this award recognizes a distinguished national or international educator who has made major contributions to the field of language arts in elementary education.

Recipient: Caitlin L. Ryan, University of North Carolina, Wilmington, and Jill M. Hermann-Wilmarth, Western Michigan University, Kalamazoo

Language Arts Distinguished Article Award

This award recognizes outstanding *Language Arts* articles that move forward the Elementary Section Steering Committee’s mission of the pursuit for justice and equity, brings the sociocultural realities of children’s everyday lives into language arts instruction, and facilitates conversations of rich and authentic literacies.

Recipient: Dorian Harrison and Rebecca E. Linares, “Engaging Elementary Students beyond the Text through Multimodal Critical Literacy” (July 2023)

MIDDLE LEVEL SECTION AWARDS

Outstanding Middle Level Educator in the English Language Arts Award

This award recognizes exceptional English language arts teachers of grades 6–8 who have demonstrated

excellence in teaching and inspired a spirit of inquiry and a love of learning in their students.

Recipient: Caitlin O’Connor, Hommocks Middle School, Larchmont, New York

Richard W. Halle Award for Outstanding Middle School Educator

Honors a junior high/middle level educator who has worked to promote understanding of the developmental needs and characteristics of young adolescents, especially in the English language arts.

Recipient: James Blasingame, Arizona State University, Tempe

Linda Rief *Voices from the Middle* Award

Recognizes an outstanding publication in *Voices from the Middle* written or cowritten by classroom teachers or literacy coaches.

Recipient: to be announced

Honorable Mention: to be announced

SECONDARY SECTION AWARDS

High School Teacher of Excellence Award

This national award celebrates high school teachers who have been nominated by their state affiliates.

Recipients: Andrea Box, Westwood High School, AZ
Susan Barber, Midtown High School, GA

Megan Twietmeyer, John Adams High School, IN
Natalie Popadich, Grand Blanc Community School, Grand Blanc, MI

Jarod Ockander, David City Public Schools-David City High School, NE

Tiffany Thomas, Hilliard Bradley High School, OH
Jennifer Wells, North Myrtle Beach High School, SC
Laura O'Connor, Phillip High School, SD
Chelsea Curtis, Magna Vista High School, VA
Amber Tilley, Northland Pines School District, WI

English Journal Edwin M. Hopkins Award

This biannual award recognizes outstanding *English Journal* articles written by authors who are not high school teachers.

Recipients: Renée Gokey and Wendi Sierra, "Conversation Pathways to Stronger Indigenous Representation in English Classrooms" (May 2023)

Honorable Mention: Ryan Schey, Dean Bavisotto, Mollie Blackburn, Katherine Mason Cramer, Ellie Desprez, Danielle Lee, and Heather Mcentarfer, "Affirming Gender Diversity through English Education: Integration, Inquiry, and Inclusion" (June 2023)

Zander Nowell and Alexandria Smith, "Excavating Erased Histories as Culturally Sustaining Instruction" (March 2023)

Paul and Kate Farmer *English Journal* Writing Award

This award recognizes two articles published in *English Journal* during the previous school year that were written by high school teachers.

Recipient: Holly Spinelli, "Writing beyond Borders: Latinx Voices in World Literature" (March 2023)

Honorable Mention: Tiffany Bagley, Zachary Dotzler, Julie Husband, Alexis Noring, Clement Peneueta, and Lindsey Sinnwell, "Care-full Conversations in Iowa Schools after House File 802" (May 2023)

COLLEGE SECTION AWARDS

Richard Ohmann Award for Outstanding Article in *College English*

This award recognizes an outstanding article published in *College English* in the past volume year.

Recipients: Carmen Kynard, Texas Christian University, Fort Worth, "Oh No She Did NOT Bring Her Ass Up in Here with That!" Racial Memory, Radical Reparative Justice, and Black Feminist Pedagogical Futures" (March 2023)

ENGLISH LANGUAGE ARTS TEACHER EDUCATORS (ELATE) AWARDS

Geneva Smitherman Cultural Diversity Grant

This grant is offered for first-time NCTE Convention presenters who are members of ethnic groups historically underrepresented in NCTE and ELATE.

Recipient: Amanda Manning, Albuquerque High School, NM

Janet Emig Award for Exemplary Scholarship in *English Education*

The Emig Award recognizes an exceptional article for excellence in scholarship and educational leadership published in the ELATE journal *English Education* within the previous calendar year.

Recipient: Stephanie Anne Shelton, "Communities of Discomfort': Empowering LGBTQ+ Ally Work in a Southeastern Rural Community" (April 2022)

James N. Britton Award

The James N. Britton Award for Inquiry within the English Language Arts encourages English language arts teacher development by promoting classroom-based research in which teachers at any level (preschool through university) raise questions about teaching and learning in their own teaching/learning settings.

Recipients: Mollie V. Blackburn, *Moving Across Differences: How Students Engage LGBTQ+ Themes in a High School Literature Class*, and Alison G. Dover and Fernando (Ferran) Rodríguez-Valls, *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students: Braving Up*

James Moffett Award

The James Moffett Memorial Award for Teacher Research is a grant offered by ELATE to support teacher research projects that further the spirit and scholarship of James Moffett. Moffett, a great champion of the voices of K-12 teachers, focused on such ideas as the necessity of student-centered curricula, writing across the curriculum, alternatives to standardized testing, and spiritual growth in education and life.

Recipient: to be announced

ELATE Research Initiative Grants

The ELATE Research Initiative Grants contribute to ELATE's mission and efforts to communicate more effectively with many different audiences: state and federal policymakers, accreditation agencies, school/department administrators, researchers, teacher educators, practicing teachers, and other education leaders.

Recipients: Jin Kyeong Jung, Texas Tech University, "Weaving Stories and Identities: Enhancing Social Justice for Asian Adolescents in English Language Arts Education"

Beth Krone, Kennesaw State University, "Supporting Georgia First-Year English Educators as they Foster Critical Conversations about Literature"

Amber E. Wagnon and Michael J. Martin, Stephen F. Austin State University, "Beyond Mere Apprenticeship: Teacher Candidates Preparing Curriculum for Experienced Teachers"

Shuling Yang, East Tennessee State University, "Love Different Hues: Elementary Teachers and Students Explore Picturebooks of Names"

ELATE Graduate Student Research Award

This award seeks to support graduate student research that advances the work of ELATE as articulated through the organization's position statements and sponsored publications.

Recipients: Emma P. Bene, Stanford University, "Developing Racial Literacies on Social Media: Exploring White Adolescents' Interactions with Race-Related Texts on TikTok and Instagram"

Sandra Saco, Arizona State University, "How Latinx Student Books Clubs Engage Latinx YAL in the ELA Classroom"

CONFERENCE ON ENGLISH LEADERSHIP (CEL) AWARDS

Best Article of the Year Award

This award is given annually to the author of an article written and published in *English Leadership Quarterly (ELQ)*.

Recipient: Stephanie P. Jones, "Curriculum Violence and Text Selection" (October 2022)

Honorable Mention: Shea N. Kerkhoff, Katie Kline, Amy A. Lannin, Katherine O'Daniels, Julie M. Sheerman, Nancy R. Singer, Tracy L. Brosch, Diana Hammond, and Laura Obubo, "Teacher-Centered Literacy Action Plans: School Improvement That Starts with Teachers/The Show Me Literacies Collaborative" (February 2023)

Kent Williamson Exemplary Leader Award

This award is given annually to an NCTE member who is an outstanding English language arts educator and leader.

Recipient: Alfredo Luján, Monte del Sol Charter School, Santa Fe, New Mexico (Retired)

Teacher-Leader of Excellence Award

This award is given to a classroom educator who leads the way of literacy instruction by sharing his or her work with others at local and/or national levels.

Recipient: Sawsan Jaber, East Leyden High School, Franklin Park, IL

Innovative Leadership Award

This award is given to an early/mid-career leader in recognition of his or her innovative leadership at the local, regional, and/or national level.

Recipient: Valerie Bolling, Greenwich Public Schools, CT

AFFILIATE AWARDS

Affiliate Excellence Awards

This award is given to affiliates that meet standards of excellence to which all affiliates should aspire.

Recipients: Georgia Council of Teachers of English (GCTE)

Maine Council for English Language Arts (MCELA)

Michigan Council of Teachers of English (MCTE)

New York State English Council (NYSEC)

Ohio Council of Teachers of English (OCTELA)

Texas Council of Teachers of English (TCTELA)

Virginia Association of Teachers of English (VATE)

Student Affiliate Excellence Awards

This award is given to student affiliates that meet standards of excellence to which all student affiliates should aspire.

Recipient: Michigan State University (NCTE @ MSU)

Affiliate Intellectual Freedom Awards

This award is given by state, regional, and provincial affiliates to honor individuals, groups, or institutions that merit recognition for advancing the cause of intellectual freedom.

Recipients: Kristen Heckel, Louisville, Kentucky—Kentucky Council of Teachers of English (KCTE)

Maine Association of School Libraries—Maine Council for English Language Arts (MCELA)

Vicki Wood, Lincoln City Libraries—Nebraska English Language Arts Council (NELAC)

Ashley Hope Pérez, The Ohio State University—Ohio Council of Teachers of English (OCTELA)

Affiliate Multicultural Program Awards

This award is given to affiliates who adopt programs, policies, activities, and other events which encourage greater participation and development of multicultural involvement within each affiliate.

Recipients: Arizona English Teachers Association (AETA)
Michigan Council of Teachers of English (MCTE)
Ohio Council of Teachers of English Language Arts (OCTELA)
Virginia Association of Teachers of English (VATE)

Affiliate Journal of Excellence Award

This award is given to outstanding affiliate journals.

Recipients: Arizona English Teachers Association (AETA)
Kansas Association of Teachers of English (KATE)
Michigan Council of Teachers of English (MCTE)
New York State English Council (NYSEC)
Ohio Council of Teachers of English Language Arts (OCTELA)
Texas Council of Teachers of English Language Arts (TCTELA)

Affiliate Newsletter of Excellence Award

This award is given to affiliate newsletters that are evaluated by a panel of judges as best meeting the award criteria.

Recipients: Georgia Council of Teachers of English (GCTE)
International Council of Teachers of English (ICTE)
Maine Council for English Language Arts (MCELA)
Michigan Council of Teachers of English (MCTE)
New York State English Council (NYSEC)
Ohio Council of Teachers of English Language Arts (OCTELA)
Texas Council of Teachers of English Language Arts (TCTELA)
Virginia Association of Teachers of English (VATE)
Wisconsin Council of Teachers of English (WCTE)

Affiliate Website of Excellence Award

This award is given to honor affiliates that have websites that best meet set criteria.

Recipients: Georgia Council of Teachers of English (GCTE)
Iowa Council of Teachers of English (ICTE)
Kansas Association of Teachers of English (KATE)
Maine Council for English Language Arts (MCELA)
New York State English Council (NYSEC)
Ohio Council of Teachers of English Language Arts (OCTELA)
Western Pennsylvania Council of Teachers of English (WPCTE)
Texas Council of Teachers of English Language Arts (TCTELA)
Virginia Association of Teachers of English (VATE)
Wisconsin Council of Teachers of English (WCTE)

NCTE Fund Teachers for the Dream Affiliate Awards

The NCTE Fund invites affiliates to implement initiatives aimed at recruiting English language arts teachers of color and will offer grants to those selected affiliates.

Recipients: Michigan Council of Teachers of English
Ohio Council of Teachers of English Language Arts
Western Pennsylvania Council of Teachers of English
Texas Council of Teachers of English Language Arts

Affiliate Leadership Development Awards

The award is designed to encourage the participation of early career teacher leaders in both NCTE (beginning at the Annual Convention) and the affiliate (through all its activities).

Recipients: Nebraska English Language Arts Council (NELAC)
Ohio Council of Teachers of English Language Arts (OCTELA)

Kent D. Williamson Affiliate Membership Recruitment Awards

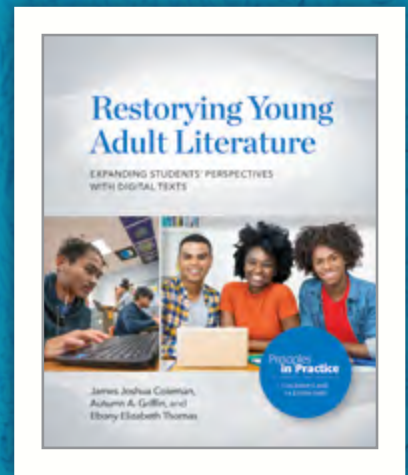
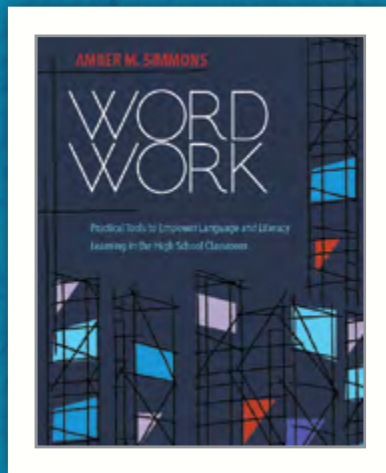
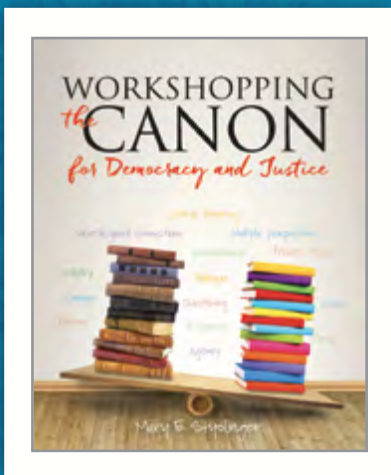
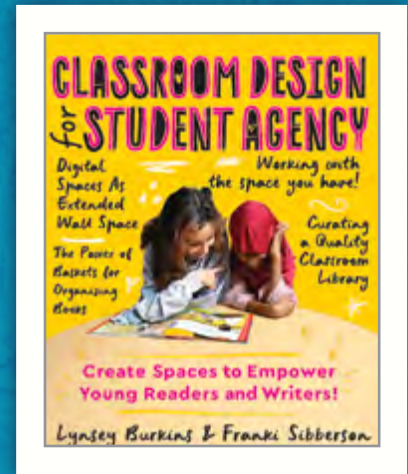
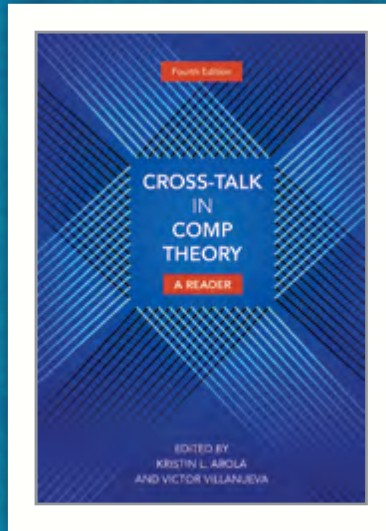
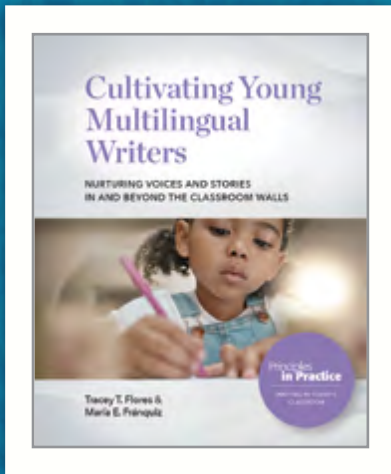
This award is given to affiliates with the highest percentage of membership increase. To be eligible, affiliates must electronically send their membership lists to NCTE.

Recipients: Association of College English Teachers in Alabama (ACETA)
California Association of Teachers of English (CATE)
Kansas Association of Teachers of English (KATE)
Maine Council for English Language Arts (MCELA)
New York State English Council (NYSEC)
Ohio Council of Teachers of English Language Arts (OCTELA)
Western Pennsylvania Council of Teachers of English (WPCTE)

**Learn more about these awards at
ncte.org/awards**



For more information about these and other great NCTE titles, stop by NCTE Central near the Registration Desk!



FUTURE CONVENTIONS

NCTE ANNUAL CONVENTION

2024 NCTE Annual Convention

November 21–24

Boston, Massachusetts

Program proposal deadline: 9 a.m. ET,
Wednesday, January 31, 2024.

*Visit our booth near the Registration Desk
to learn more about the 2024 NCTE Annual
Convention and its host city, Boston,
Massachusetts!*

2025 NCTE Annual Convention

November 20–23

Site tba

OTHER CONVENTIONS & CONFERENCES

2024 CCCC Convention

April 3–6

Spokane, Washington

2024 TYCA Conference

April 3–6

Spokane, Washington

2025 CCCC Convention

Date tba

Site tba

2025 TYCA Conference

Date tba

Site tba

2024 CEL Convention

November 24–26

Boston, Massachusetts

2025 CEL Convention

November 23–25

Site tba



HELP SHAPE THE FUTURE OF NCTE

NCTE leaders of tomorrow are like you—active, dedicated NCTE members of today!

Are you interested in running for a steering or nominating committee position?

Or do you have a colleague you'd like to nominate for office in NCTE?

The nominating committees of NCTE; ELATE (English Language Arts Teacher Educators); and the Elementary, Middle Level, Secondary, and College Sections of NCTE will accept nominations for the 2024 elections during the Annual Convention.

Visit the committees at the following times:

FRIDAY, 5:00–6:00 PM

Short North B (GCCC, main level)

SATURDAY, 12:00–1:00 PM

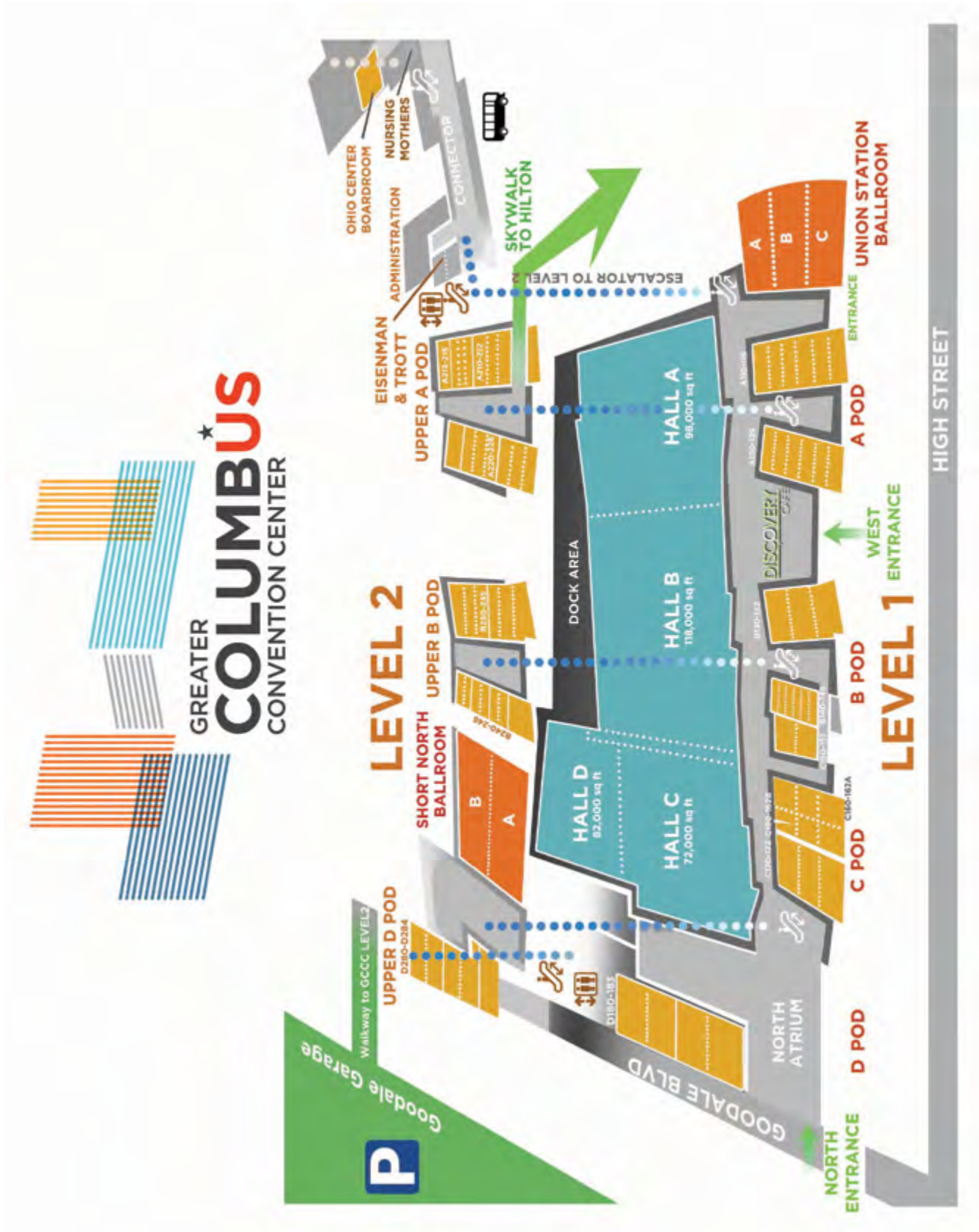
Edward Parker Hayden (Hilton 401, lobby level)

SUNDAY, 9:00–10:00 AM

Edward Parker Hayden (Hilton 401, lobby level)

ncte.org/get-involved/volunteer/elections/

CONVENTION FLOOR PLANS



HILTON COLUMBUS DOWNTOWN

PROPERTY MAP KEY

- Amenities
- Restaurants
- Meeting Rooms

TOWER 401

- **SECOND FLOOR**
 - Fitness Center
 - Indoor Pool + Whirlpool
 - John Christie Room
- **FIRST FLOOR - LOBBY LEVEL**
 - Lobby/Guest Reception
 - Business Center
 - Provisions on High [grab & go]
 - Alice Schille Boardroom
 - Elijah Pierce
 - Robert King
 - William Hawkins Boardroom
 - Edna Boies Hopkins
 - Edward Parker Hayden
- **LOWER LEVEL**
 - George Bellows Ballroom
 - Emerson Burkhart

TOWER 402

- **28TH FLOOR**
 - Stories on High [rooftop bar]
- **SIXTH FLOOR**
 - Fitness Center
- **FIFTH FLOOR**
 - Aminah Robinson Grand Ballroom
 - Diane Powell Dax Room
 - Dorothy Gill Barnes Room
 - Ema Spencer Room
 - Mary Frances Merrill Room
- **FOURTH FLOOR**
 - Kojo Kamau Junior Ballroom
 - Amy Kimpton Boardroom
 - Gina Knee Room
- **THIRD FLOOR**
 - Pheoris West Room
 - Alfred Tibor Room
 - Charles Massey Room
 - Charlie Owens Room
 - Dennison W. Griffith Boardroom
 - Erwin Frey Boardroom
 - Milton Caniff Room
 - Roman Johnson Room
- **SECOND FLOOR - LOBBY LEVEL**
 - Lobby/Guest Reception
 - Greater Columbus Convention Center
 - Spark [lobby bar]
 - The Market [grab & go]
- **FIRST FLOOR - HIGH STREET ENTRANCE**
 - FYR [signature restaurant]



IN MEMORIAM

Celebrating the Lives of Educators

Although the title of this page could read “The Lives of Educators No Longer with Us,” that phrase would be inaccurate. Even after they die, educators who have given so much to their profession, their colleagues, and their students continue, in fact, to live through us. Their commitment to teaching and learning enables so many people to express themselves, learn from others through words and interactions, generate new meanings, and make the world a better place. NCTE celebrates the lives of the educators listed below. We will continue to benefit from all that they accomplished as dedicated educators.

Members’ deaths we’ve learned about since the 2022 NCTE Annual Convention:

Richard Abrahamson

Ann Berthoff

Barbara Kiefer

Janet Allen

Judy Lynn Duprez

Helen Poole Shillito

David Bartholomae

Nancy Himel

Hyojejin Yoon

PROGRAM



THURSDAY, NOVEMBER 16

WORKSHOPS — 11:30 A.M. – 3:30 P.M.

Registration is required to attend these workshops. Stop by the NCTE Registration Desk to add a Thursday and/or Sunday half-day workshop to your registration. (See the Sunday workshops on page 222 of this program.)

W.1 Columbus Writing Marathon



ROOM: GINA KNEE ROOM (HILTON 402, LEVEL 4)

After a brief introduction from the founder of the New Orleans Writing Marathon, participants experience a three-hour Writing Marathon, writing and sharing their work in small groups around Columbus before returning to the meeting room to reflect on the process as a community of teachers/writers.

Workshop Leader: Richard Louth, Southeastern Louisiana University (retired)

W.2 Connecting Pedagogies: The Art of Developing Culturally and Historically Responsive Lessons and Units



ROOM: C-161 A/B (GCCC, MAIN LEVEL)

Many want to believe that we can attend two sessions on equity and become experts in Culturally Sustaining Pedagogy, but that is both false and dangerous. This session offers participants a chance to spend time delving into CSP, auditing their work, getting feedback, and engaging with curriculum writers who have spent years creating and training others in building culturally responsive curriculum.

Workshop Leaders: Jacquay Durant, San Bernardino City Unified School District, CA
Asifa Geerlings, San Bernardino City Unified School District, CA
Vanee Smith-Matsalia, San Bernardino City Unified School District, CA

W.3 Creative Community Collaborations: Co-Constructing an Expansive Network of Support with NCTE Leaders to Explore, Expand, and Interrogate Our Literacies



ROOM: C-150 (GCCC, MAIN LEVEL)

The purpose of this workshop is to engage creative, connected, and collaborative networks of support across the nation through the use of emergent strategizing to collectively build toward coalitional liberation. This workshop brings together NCTE leaders to identify methods they may incorporate into literacy teaching and leadership. Facilitators will engage attendees in working to plan action for community collaborations.

Workshop Leaders: Nadia Behizadeh, Georgia State University
Khadeidra Billingsley, Jacksonville State University
Michael Dominguez, San Diego State University, CA
Mara Lee Grayson, California State University, Dominguez Hills
Betina Hsieh, California State University Long Beach
Ileana Jimenez, Teachers College, Columbia University, New York, NY
Jung Kim, Lewis University
Emily Meixner, The College of New Jersey
Joaquin Munoz, University of British Columbia
Rae Oviatt, Eastern Michigan University
Tonya Perry, Miles College
Darius Phelps, Teachers College, Columbia University, New York, NY
Stephanie Anne Shelton, The University of Alabama

W.4 Explicit Vocabulary Instruction for the Secondary Education Classroom



ROOM: D-182/183 (GCCC, MAIN LEVEL)

The focus of the Explicit Vocabulary Instruction workshop is to explore and practice a variety of strategies to build a student's repository of words by providing them with multiple strategies that make them independent vocabulary learners. Workshop participants will put strategies into practice and engage with a variety of resources to support vocabulary instruction.

Workshop Leader: Talia Cotton, Tallahassee Community College/Durham Public Schools

W.5 Exploring New Nodes and Pathways of Learning through Digital Literacy Practices

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ROOM: D-281/282 (GCCC, UPPER LEVEL)

In this Bring Your Own Device (BYOD) workshop, participants will engage in digital literacy practices that encourage exploration of new pathways and intersections of learning using digital tools. Attendees will be led through activities centered on writing instruction, video creation, visual literacy, artificial intelligence, and multimodal research.

Workshop Leaders: Johnny Allred, Brigham Young University
Alex Corbitt, Brigham Young University
Seth French, Bentonville High School
Megan Kowalski, Walsh Elementary, Chicago Public Schools
JC Leishman, Provo High School
Ewa McGrail, Georgia State University
J. Patrick McGrail, Jacksonville State University
Kristen Turner, Drew University/Drew Writing Project

W.6 Harnessing the Interdependence of Democracy and Literacy for a More Connected, Civic-Minded Community

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LGBTQIA+

ROOM: B-240-242 (GCCC, UPPER LEVEL)

Being literate means we imagine possibilities and then listen, speak, read, write, create, and connect. We will look at practices that encourage democratic participation that are developmentally appropriate preK–12 and experience a collaborative and democratic-focused experience firsthand. We'll reflect on the interconnectedness of literacy, humanizing practices, and democratic learning spaces.

Workshop Leaders: Vanity Amano, Elysian Heights Arts Magnet, LAUSD
Carolyn Chakmakjian, Ramsey School District
Hannah Day, Elysian Heights Arts Magnet, LAUSD
Courtney Diedrich, Elysian Heights Arts Magnet, LAUSD
Sarah Feigelson
Gravity Goldberg, Gravity Goldberg, LLC/Corwin
Renee Houser
Carmen Lacherza, Ramsey School District
Kristine Mraz, PS 59
Rey Munda, Elysian Heights Arts Magnet, LAUSD
Kate Roberts, Reading and Writing Project
Maggie Roberts, The Reading and Writing Project, Teachers College
Dana Silver, Pearl River Schools
Amy Trevino

W.7 Humanizing Language and Literacy Education with Dramatic Inquiry

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ROOM: C-162 A/B (GCCC, MAIN LEVEL)

There is an urgent need to humanize language and literacy education as an antidote to the pervasive drift toward dehumanizing standardization. Dramatic inquiry is a drama-, project-, and inquiry-based pedagogy. Its humanizing approach to language and literacy and its transformative potential are illustrated by examples from three teachers in K–8 classrooms who have worked with the university professor.

Workshop Leaders: Marie Boozer, Columbus Public Schools
Paul Carter, Worthington City Schools
Brian Edmiston, The Ohio State University
Tracey Bigler McCarthy

W.8 Interaction: Disruptive Pedagogical Practices for Literacy—A Workshop in James Moffett's Lost Curriculum

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ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

James Moffett's revolutionary curriculum, *Interaction*, was protested out of publication before it could be widely used. This workshop invites teachers to experience Moffett's lost curriculum and unruly, yet inspired vision for learning. Teachers will craft, invent, and question their own pedagogy and curriculum. Together, we will consider who and what teaches? How can we learn in the 21st century?

Session Chair: Sheridan Blau
Workshop Leaders: Camille Despain, University of California, Santa Barbara
Kathleen Kelly
Jonathan Marine, George Mason University
Shannon Potts, Special Music School, NY/Teachers College, Columbia University, New York, NY

W.9 Literacy Escape: Using Classroom and Digital Escape Rooms to Engage Students in Literacy

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NATIONAL WRITING PROJECT

ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

Escape rooms have become a widespread entertainment experience that individuals of all ages can enjoy. Using hints and clues, participants solve a series of puzzles to complete the objectives of the game and escape the room. In this session, participants will take part in a Literacy Escape room using a novel as an anchor text to address literacy competencies and standards in an engaging setting.

Workshop Leader: Rebecca Harper, Augusta University Writing Project

W.10 Multilingual Conexiones in the English Classroom: Literacy and Learning In-between Languages and Cultures



ROOM: C-170 (GCCC, MAIN LEVEL)

Our world is a multilingual ecology. Connecting through bi/multilingual ways of knowing can support and enrich the learning of all our students. This workshop will introduce Learning In-between Languages and Cultures (LILAC), a schema to guide curricular and instructional planning from a multilingual perspective. Participants will explore and brainstorm applications for their own contexts.

Workshop Leaders: Rachell Anderson-Plote, Illinois Resource Center
Olivia Mulcahy, Illinois Resource Center

W.11 Queering Literacies: Disrupting Normativity through Queer-Inclusive Classroom Practice



ROOM: EMA SPENCER ROOM (HILTON 402, LEVEL 5)

In this workshop, participants will learn how to disrupt cis-heteronormativity and design queer-inclusive literacy curriculum. Following an overview of gender and sexual diversity in K–12 schools, attendees will explore LGBTQ+ inclusion, questioning, feeling emotional discomfort and joy, and implicating the self as queer pedagogical practices that teachers can apply to work against oppression.

Workshop Leaders: Bethy Leonardi, University of Colorado, Boulder
Zander Nowell, University of Colorado, Boulder
Sara Staley, University of Colorado, Boulder

W.12 Strategies for Addressing Book Banning and Attempts to Remove Racial Histories from Teaching in Public Schools and Universities



ROOM: D-180/181 (GCCC, MAIN LEVEL)

This workshop will engage participants in learning strategies for speaking back to book banning and attempts to take down the teaching of racial histories in K–12 and university classrooms. Join us to learn and share strategies from community organizers and activists, and leave with a plan for how to enact strategies in your own spaces.

Workshop Leaders: Wintre Johnson, University of Virginia
Susi Long, University of South Carolina
Kindel Nash, Appalachian State University
Kamania Wynter-Hoyte, University of South Carolina

W.13 Teach from Your Best Self—How to Thrive in the Classroom



ROOM: C-160 A/B (GCCC, MAIN LEVEL)

Teachers will gain practical, classroom-based perspectives and approaches for maintaining their best selves even under high-pressure classroom conditions.

Workshop Leaders: Margaret Perrow, Southern Oregon University
Jay Schroder

W.14 The Two Traditions: Connecting with the History of Literature Instruction



ROOM: C-151 (GCCC, MAIN LEVEL)

This workshop, sponsored by the National Endowment for the Humanities (NEH), introduces NCTE members to “Making the Good Reader and Citizen: The History of Literature Instruction in American Schools,” an NEH summer program for teachers. Participants will frame today’s practices and issues in light of competing 20th century traditions of student-centered and text-centered literature pedagogy.

Workshop Leaders: Casey Andrews, Watertown Public Schools, MA
Joy Bacon, Baltimore School for the Arts
Andrew Newman, Stony Brook University
Jonna Perrillo, The University of Texas at El Paso

W.15 Using AI without Losing Ourselves



ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

How can we use AI technologies to amplify what makes us human? In this session, participants will learn about the growth of artificial intelligence platforms such as ChatGPT (writings) and Midjourney (images) to reflect on their impact in education. How can we take a proactive, rather than reactive, approach to its use?

Workshop Leaders: Trevor Aleo, Greenwich Country Day School
Nick Covington, Human Restoration Project
Chris McNutt, Human Restoration Project

THURSDAY FEATURED SESSIONS

9:30-10:45 A.M.

FS.01 Cultivating Curiosity, Creativity, and Gratitude—How Two Authors Spread the Magic of Wonder across All 50 States and How You Can Do the Same in Your Classroom



ROOM: A-214/215 (GCCC, UPPER LEVEL)

Children's book creators Robbi Behr and Matthew Swanson spent last year visiting schools in all 50 states on an epic road trip to promote reading, inspire storytelling, and help students tap into curiosity and gratitude as sources for their own creativity. In this session they share the tools they used and things they discovered, to help you create classrooms that cultivate life-long learning.

Presenters: Bridget Bunten
Amanda Ensor
Nick Garcia, Washington College
Alison Morris, First Book

Tradebook Authors/Illustrators: Robbi Behr
Matthew Swanson

Sponsored by First Book

1:00-2:15 P.M.

FS.02 Connecting Writing and Reading through Sentence Combining



ROOM: B-140-142 (GCCC, MAIN LEVEL)

In this lively session, I explore how sentence combining can improve students' written sentence fluency and improve their reading comprehension of complex texts. By teaching sentence combining, I smoothly integrate writing and grammar instruction. Learn how sentence combining can build on oral language and then be applied to writing and reading across the curriculum.

Session Chair: Stephanie Reid, University of Cincinnati
Presenter: Beverly Ann Chin, University of Montana

A.01 Experience Columbus!**G****ROOM: B-140-142 (GCCC, MAIN LEVEL)**

Sponsored by the Ohio Council of Teachers of English Language Arts (OCTELA is our host affiliate for the Convention)

Columbus is a city unlike any other. Ohio's capital is known for its open attitude, smart style, and entrepreneurial spirit. Join Experience Columbus to learn about the rich culture and diversity of the city and what awaits beyond the Convention Center. From a vibrant literary scene to unique neighborhoods like German Village and the Short North Arts District, there's so much to see and do.

Presenter: Shannon Jones, Experience Columbus

A.02 Balancing “Oy” and “Joy”: Dimensional Exploration of Jewish Experience(s) in Literacy Instruction**G**

Rainbow

ROOM: A-122/123 (GCCC, MAIN LEVEL)

Sponsored by the Jewish Caucus

At a time of rising anti-Semitism, part of challenging anti-Jewish hate is celebrating the joy, pride, and diversity of Jewish identities and communities. This session aims to do just that, offering strategies for positively depicting and exploring Jewish identity that teachers can bring into literacy classrooms on all levels.

Presenters: Judith Benchimol, Marymount Manhattan College
Mara Lee Grayson, California State University, Dominguez Hills
Ariela Robinson, Teachers College, Columbia University

A.03 Beyond Optimism: Nurturing PSTs’ Adoption of an Equitable Teaching Framework**TE****ELATE****ROOM: A-216 (GCCC, UPPER LEVEL)**

Most teacher education programs hope that PSTs exit their program with the ability to enact equitable teaching practices. In this session, we share three key principles that support PSTs in connecting their university coursework with their future teaching practice, particularly in contexts that are increasingly more hostile to equity and inclusion.

Presenters: Heidi Hadley, Missouri State University
Amy Knowles, Missouri State University
Danielle Lillge, Illinois State University
Alex Winninghoff, Tacoma Public Schools

A.04 Big Topics for Little Readers: Creating Connection through Empathy**E****E****ROOM: C-151 (GCCC, MAIN LEVEL)**

Connection is essential for student success. Often children's hardships, trauma, or negative self-perception inhibit their ability to foster this sense of belonging and achieve their full potential. This panel of educators and authors discusses ways to incorporate picture books to build empathy and a shared understanding of challenging topics in order to enhance classroom connection and achievement.

Tradebook Authors/Illustrators: Monica Acker, Beaming Books
Andrew Hackett
Kelly Swemba
Kaz Windness, Simon & Schuster/RMCAD

A.05 Biography of a Family Elder: Recognizing the Intrinsic Value of Everyday Lives**S**

Rainbow

ROOM: A-120/121 (GCCC, MAIN LEVEL)

After reading Isabel Wilkerson's *The Warmth of Other Suns*, students interviewed family elders and had a semester to write a biographical piece. Students will discuss the project, the process, how they framed questions, and how they worked to evoke and situate the elder's story to contextualize and convey it, weaving the situations, events, and emotions into a narrative.

Presenter: Antonia Mulvihill, Columbus City Schools, OH/
Beechcroft High School

A.06 Building Youth Power, Agency, and Voice through Text Sets**M****S****ELATE****ROOM: D-281/282 (GCCC, UPPER LEVEL)**

How is your identity, belonging, and agency shaped by the people and circumstances you encounter? Join Facing History and Ourselves staff and educators to explore resources to help young people connect with themselves and each other, make sense of the world, and deepen their agency. Participants will explore coming-of-age resources, including a new text set, Power, Agency, and Voice.

Presenters: Lisa Lefstein-Berusch, Facing History and Ourselves
Karen Scher, Facing History and Ourselves
Rebekah Ward, Garrett Morgan School of Leadership and Innovation, Cleveland Metropolitan

A.07 Connected Communities: Essential Spaces in the Work of Teacher Experts



ROOM: B-230-232 (GCCC, UPPER LEVEL)

Teaching involves connections across communities and spaces. Connections help teachers engage in self-reflection, explore new ideas, and navigate challenging policies. A connected community is an essential tool for teacher experts, allowing them to thrive in their work. This panel will draw upon NCTE's recent position statement about teacher experts to explore the connected communities they build.

Presenters: Melissa Guerrette, Oxford Elementary School, MSAD17
 Betina Hsieh, California State University, Long Beach
 Jennifer Ochoa, MS 324
 Tiana Silvas-Brunetti, East Side Community, 6th Grade ELA/New York City Department of Education
 Deborah Van Duinen, Hope College

A.08 Connecting to Our Students, Connecting to Ourselves: Community Literacy Projects toward More Culturally Sustaining Classrooms



ROOM: A-114/115 (GCCC, MAIN LEVEL)

This is a collaborative session to explore writing in community with students and families. Participants will engage in community writing practice led by a nationally acclaimed slam poet. We will also examine projects that have brought students and community members together through writing and consider the ways that family literacies can support us in creating more culturally just classrooms.

Session Chairs: Kyle Crawford, Denver Writing Project/University of Colorado, Denver
 Kristina Stamatis, University of Nebraska, Omaha
Presenters: Joe Dillon, Aurora Highlands P-8
 Jennifer Henderson, Denver Writing Project
 Jose Rogelio Manriquez Hernandez, University of Colorado, Boulder
 Jovan Mays, Aurora Public Schools
 Jennifer Mitchell, Poudre School District
 Derrick Nero, University of Nebraska, Omaha
 Alexis Thieme, Littleton High School
 Debora Wisneski, University of Nebraska, Omaha
 Sarah Woodard, University of Colorado, Denver
Respondent: Antero Garcia, Stanford University

A.09 Critical Media Literacy for Now: Empowering Both Teachers and Students through Journalistic Learning, Digital Multimodal Composing, and Algorithmic Literacy



ROOM: A-220/221 (GCCC, UPPER LEVEL)

This panel grapples with brave new media pathways for students. Celeste Kirsh shares her research with teacher candidates exploring journalistic, digital multimodal composing. We'll share initial findings from a study on algorithmic literacy with secondary teachers. We conclude with Danielle Ganley sharing her designs for a new journalism course offered to her high school students.

Presenters: Melissa Arasin, University of Toronto
 Danielle Ganley
 Celeste Kirsh, Ontario Institute for Studies in Education at the University of Toronto

A.10 Culturally Relevant Pedagogy/Culturally Sustaining Pedagogy in English Language Arts Teaching: A Survey of the Field



ROOM: A-212/213 (GCCC, UPPER LEVEL)

In this session, we trace the scholarly paths that formed CRP and CSP, and move toward Emancipatory English Language Arts—the reimagining of ELA that creates experiences for youth to engage and own literacy capacities for personal transformation and social change. We call for pedagogies that sustain the cultural and community histories and create space to practice critical literacies.

Presenters: Hui-Ling Malone, University of California, Santa Barbara
 Jazmen Moore, University of Washington, Seattle
 Joaquin Munoz, University of British Columbia
 Tim San Pedro, The Ohio State University

A.11 Empowering Rhetorical Creativity and Empathetic Perspective through Multimodal Compositions



ROOM: B-243-245 (GCCC, UPPER LEVEL)

This presentation will share how digital productions develop college readiness skills and a stronger sense of agency in reading and writing. From a variety of senior courses and a capstone project, teachers will show the movement from text dominant writings toward the creation of a podcast or website as students “participate effectively and critically in a networked world” (NCTE 2019).

Presenters: Molly Bardine, Chaminade Julianne High School
 Katlyn DeLong, Chaminade Julianne High School
 Dan Eiser, Chaminade Julianne High School
 Rachel Osterday, Chaminade Julianne High School

A.12 Good Grammar: Equitable, Practical, and Novel Solutions for Teaching Grammar and Language



ROOM: C-161 A/B (GCCC, MAIN LEVEL)

In 2003, Brock Haussamen called grammar and language study, “the skunk at the garden party of [ELA].” It doesn’t have to be this way though. In this session, practicing writing teachers will unpack why grammar elicits these kinds of feelings and offer thoughtful, practical, novel solutions for how to teach grammar and language in ways that are effective, equitable, and enjoyable for students.

Session Chair: Matthew Johnson, Ann Arbor Public Schools, MI

Presenters: Kayla Briseno, San Antonio Academy of Texas
Rebekah O’Dell, St. Michael’s School

Respondent: Matt Kay, Science Leadership Academy

A.13 Journaling as a Tool for Reflection and Deep Connection



ROOM: A-226 (GCCC, UPPER LEVEL)

Reflective journaling focused on feelings—or as a response to books—is a powerful tool to foster deep connections to our identities and communities. Journaling cultivates critical thinking and studies have shown that it improves mental health. This panel explores all the ways we connect through journaling. Participants are also guided in a dynamic exercise to reflect on their time at NCTE Conexiones.

Presenter: Dana Kramaroff, West Chester Writing Project

Tradebook Authors/Illustrators: Nicole D. Collier, HarperCollins
Chrystal D. Giles, Random House

Kate O’Shaughnessy, Penguin Random House

Mae Respicio

A.14 Learning for Critical Consciousness among Teacher Educators, Secondary Students, and Preservice Teachers in Literacy Education



ROOM: D-180/181 (GCCC, MAIN LEVEL)

By centering classroom research and practice, this session explores approaches to developing critical consciousness among teacher educators, preservice teachers, and secondary ELA students. Drawing from qualitative research analysis, the authors share strategies for engaging with BIPOC narratives, histories, and literacies in the development of critical and culturally sustaining pedagogies.

Presenters: Nadia Behizadeh, Georgia State University
Rubén González

Renata Love Jones, Georgia State University

Lauren Kelly, Rutgers University

Sheniqua Pierce, Georgia State University

Stephanie Robillard, Stanford University

Cori Salméron, Georgia State University

A.15 Making Connections across Contexts: Transfer, Rhetoric, and Multistate, Cross-Sector Collaboration



ROOM: C-160 A/B (GCCC, MAIN LEVEL)

How do we develop and sustain educational partnerships across institutional and regional spaces? How do such partnerships promote transfer of learning? This panel explores a collaboration between New Mexico and California teachers founded on communication across contexts. Come share ideas for inquiry-based, culturally sustaining strategies that develop students’ critical and rhetorical literacies.

Presenters: Margo Batha, Los Alamos High School, “Co-Teaching a Place-Based, Project-Based English Language Arts Course”

Lisa Benham, Fresno County Superintendent of Schools, “Foundations for Cross-Sector, Multistate Collaboration”

Mariam Catania-Schultz, Fresno County Superintendent of Schools, “Foundations for Cross-Sector, Multistate Collaboration”

Jennifer Fletcher, California State University, Monterey Bay, “Transfer and Expansive Framing”

Kristi Mackey, Los Alamos High School, “Co-Teaching a Place-Based, Project-Based English Language Arts Course”

Ellen McBee, Los Alamos High School, “Co-Teaching a Place-Based, Project-Based English Language Arts Course”

Lori Thompson, Los Alamos High School/ERWC Coach, “Co-Teaching a Place-Based, Project-Based English Language Arts Course”

A.16 Making Connections through a Whole School Approach to English Learners



ROOM: A-210/211 (GCCC, UPPER LEVEL)

An examination of the whole school approach to creating equitable learning experiences for English learners taken by Southport High School. This integrated team approach to providing equitable learning opportunities highlights the positive, inclusive environment of our school.

Presenters: Brent Bockelman, Southport High School–Perry Township Schools, “Sheltered Instruction”

Julie Breeden, Southport High School/University of Indianapolis

Samuel Hanley, “SIOP & Rigorous Coursework”

Sara Kohne, “SIOP & Rigorous Coursework”

David Luers, “Content Area Classrooms”

Amy Peddie, Southport High School, “Organizing the Community”

Shelley Smith, Southport High School, “The Library”

Paige Wyatt, Southport High School, “Sheltered Instruction”

A.17 Nonfiction Books to Inspire Activism and Advocacy in the Classroom



ROOM: C-150 (GCCC, MAIN LEVEL)

This session will feature a panel presentation by three authors of nonfiction biographies that feature stories of activism, advocacy, and advancement. Teacher voices will add interactive strategies for encouraging literacy across the disciplines with a concentrated focus on literacy as a force for social change.

Session Chair: Marie LeJeune, Western Oregon University

Presenters: Amy Bowden, Western Oregon University
Bobbi Kidd, Western Oregon University

Tradebook Authors/Illustrators: Glenda Armand, Scholastic
Joanna Ho, Scholastic/HarperCollins
Traci N. Todd, Scholastic

A.18 Promising Writing Practices from Middle Grades through College That Lead to Postsecondary Success



ROOM: B-233-235 (GCCC, UPPER LEVEL)



When their voices are valued, student writers explore more, share more, and gain confidence along the way. Leaning on the “Framework for Success in Postsecondary Writing,” we situate promising writing habits to create conditions that compel students to write first for themselves and then take a risk, sharing their ideas with others.

Presenters: Ana Contreras Charmelo, Chippewa River Writing Project

Megan Kowalski, Walsh Elementary, Chicago Public Schools
Sharon Murchie, Chippewa River Writing Project/Okemos High School
Andy Schoenborn, Chippewa River Writing Project

A.20 Serving All Writing Students: How Teaching and Applying Inclusive Communication Skills and Strategies Can Build Self-Reliance



ROOM: D-283/284 (GCCC, UPPER LEVEL)

Students with unseen disabilities need to be a part of the recent DEI shift, especially in the online academic setting. In this session, representatives from the Purdue University Global (PG) Composition department will share how educators work to serve all students by teaching writing via its fundamental elements: curriculum and faculty application through teaching and engagement.

Presenters: Sheryl Bone, Purdue University Global
Barbara Green, Purdue University Global
Sara Wink, Purdue University Global

A.21 Supporting Students Dealing with Trauma and Mental Health Disorders: Books and Authors as Connection Points for Educators



ROOM: A-224/225 (GCCC, UPPER LEVEL)

Educators are seeing a spike in the number of students struggling with trauma and mental health disorders. Four acclaimed authors will discuss how their personal trauma and/or mental health stories inform their writing, provide windows for readers, build empathy, and give educators connection points for students. Suggested texts, ways to connect with authors, and writing prompts will be provided.

Presenter: Elizabeth Blye
Tradebook Authors/Illustrators: Lisa Fipps
KA Holt
Rebekah Lowell
Alicia Williams, Simon & Schuster

A.22 **That's Funny! YA Authors and Educators Teach Humor Writing and Analysis to Understand Deeper Conexiones**



ROOM: D-182/183 (GCCC, MAIN LEVEL)

Authors will share examples of why and how they include humor in their texts to highlight social injustice and craft stories. Through practical ideas and passages provided by the panel, teachers can learn how to help students understand the messages and create their own humor in multiple modes of discourse.

Presenters: Anna Klemanski, The Ohio State University
Sarah Ressler Wright, RB Hayes High School

Tradebook Authors/Illustrators: Angeline Bouley, Macmillan Children's Books
Kitty Curran, Disney
Jessica Kim, Kokila/Penguin Young Readers
Crystal Maldonado, BOT/LL Author
Daniel Nayeri, Levine Querido

A.23 **The Art of a Literacy Journey: Honoring Pathways That Connect and Illuminate a World without Borders**



Rainbow

ROOM: C-170 (GCCC, MAIN LEVEL)

This panel features school leaders and an award-winning author who will highlight practices that illustrate the ways learners engage with literature and honor children as co-constructors of their literacy journeys. Uncover ways stories help us connect our spaces and places, on and off the pages of a book. Leave with titles, tips, and ideas to adopt or adapt immediately.

Session Chair: Roderick Peele

Presenters: Joellen McCarthy, The Educator Collaborative
LaQuita Outlaw

Tradebook Author/Illustrator: Charles Smith

A.24 **Ungrading and Power Dynamics: Reexamining the Role of the Teacher and the Centrality of Assessment in the ELA Classroom**



ROOM: B-246 (GCCC, UPPER LEVEL)

The growing Ungrading movement is more than just a particular set of classroom protocols—it is a mindset shift precipitated by deep reflection on the purpose of English class, the role of the teacher, and the function of assessment. In this presentation, three urban high school English teachers will share how their research, reflection, and experience with Ungrading transformed their classrooms.

Presenters: Brady Gunnink, Jones College
Caitlin Miller
Jeremy Quach

A.25 **Using Critical Race Theory to Deconstruct the Historical Context in a Short Story: Learning How to Use CRT to Deepen Our Teaching of Literature**



ROOM: B-143-145 (GCCC, MAIN LEVEL)

This presentation is a literary analysis of a short story using CRT as an instructive lens. The idea is to offer teachers another concept of applying a critical theory to their teaching repertoire while showing how CRT can help our way of thinking and teaching literature.

Presenter: Angelann Stephens, Georgia State University

A.26 **Watch, Listen, Arrange, Feel, Speak: The Influence of Multimodal Expression on Literacy Instruction and Assessment**



ROOM: B-240-242 (GCCC, UPPER LEVEL)

The Council asks how we invite the exploration of new texts. It asks which curricular structures and planning approaches might support such activities and how we might authentically document, measure, and assess literacy practices and networks, too. Our response? Multimodality. Join us as we explore the influence of multimodal expression on instruction and assessment in our K-16 classrooms.

Presenters: Trevor Aleo, Greenwich Country Day School
Angela Stockman, Daemen University

A.27 Writing on the Shoulders of Giants: Connecting the Contemporary Classroom to Our Intellectual Forebears



ROOM: A-124/125 (GCCC, MAIN LEVEL)

Sponsored by the ELATE Commission on the History of English Education

By centering the voices of our intellectual forebears, this panel aims to both contextualize our own contemporary practices as writing instructors and to offer participants the opportunity to connect their own teaching to the intellectual forebears of our profession.

Session Chair: Sheridan Blau

Presenters: Abdul Qadir Islam, “Enslave Narratives from the Federal Writers’ Project”

Jonathan Marine, George Mason University, “The Enduring Legacy of Rudolf Steiner”

Christina Olivares, “Audre Lorde: Nothing Is Uninvolved”

Shannon Potts, Special Music School, NY/Teachers College, Columbia University, “James Moffett: a Prophet for a Profession?”

Maura Roosevelt, Teachers College, Columbia University, “Wendy Bishop: Theories of Change in the Field of Creative Writing”

Ashlynn Wittchow, Teachers College, Columbia University, “Dixie Goswami: Empowering Teacher Research”

A.28 Youth Climate Activism: Connecting Community, Ecosystems, and ELA Classrooms



ROOM: C-171/172 (GCCC, MAIN LEVEL)

Sponsored by the ELATE Commission for Climate Justice, Inquiry, and Action

How can we tap into our learners’ interests in climate justice? Meet climate advocates who use reading, writing, and their voices to connect their community with the local ecosystem and promote change.

Environmental educators, classroom teachers, and student activists will share ideas for making conexiones between literacy and science learning to engage young people in ecoactivism.

Session Chair: Molly Marek, The University of Texas at Austin

Presenters: Joanna Gallagher, RuralAction

Halle Minney, Youth Climate Action Team/Teacher Mentor

Melissa Queen, Youth Climate Action Team/Teacher Mentor

Anna Siders, Youth Climate Action Team/Teacher Mentor

Carrie Vieland, RuralAction

Respondent: Chea Parton, Purdue University

A.29 Virginia Woolf, Lil Wayne, and Animal Collective: Exploring the Multiple Dimensions of Music and Literature as Pedagogy



ROOM: A-222/223 (GCCC, UPPER LEVEL)

In this interactive and entertaining session, the panelists will share their varied approaches to engaging learners in composition classrooms.

Session Chair: Jennifer Penaflorida, Pacific Union College

Presenters: Anthony DeGenaro, Ohio Dominican University, “Am I Really All the Things Inside of Me? Posthuman Networks, Nature, and Sampling as Pedagogical Tools in Literacy and Language Instruction”

Kelly Wolfe, St. Thomas University, “From Virginia Woolf to Lil Wayne: Using Music to Bridge Connections and Create Community in the English Composition Classroom”

B.01 Always Wicked: Learning to Write and Teaching Writing from Elementary Grades through College

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NWP
NATIONAL WRITING PROJECT

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ROOM: C-171/172 (GCCC, MAIN LEVEL)

This roundtable session will feature four studies from the teaching of writing in K–12 and college classrooms. These studies acknowledge that teaching writing, learning to write, and becoming a writer is wicked (Rittel & Webber 1972), in other words complex, complicated, and contextual. A wicked framing allows educators the grace to embrace the reality of teaching writing.

Session Chair and Roundtable Leader: Ann David, University of the Incarnate Word

Roundtable Leaders: Annamary Consalvo, The University of Texas at Tyler

Ellen Shelton, University of Mississippi

Kwangok Song, University of Kansas, “Tackling Wicked Problems of Writing Instruction through Translanguaging in a Community-Based Korean Heritage Language Classroom”

B.02 Building Conexiones to Our Students’ Futures by Using (Not Resisting) AI in the Classroom

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ROOM: A-224/225 (GCCC, UPPER LEVEL)

Just like other emerging technologies, artificial intelligence is here to stay. We could try banning it, but students will still have access—and they are going to be living in a world where AI is creating the content they are reading and watching and is available for creating content. Instead of fighting this new technology, join us to learn new ideas for making new conexiones with ChatGPT.

Presenters: Donna Heath, Sarasota County School District, “Welcome to the Wonderful World of AI”

Carrie Perry, Sarasota County Schools

Shirley Rutter, Weeki Wachee High School/Pasco Hernando State College, “Preventing Plagiarism with ChatGPT”

B.03 Contact Points as Practices of Access Intimacy: Race, Ethnicity, and Disability in the Classroom

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ROOM: A-124/125 (GCCC, MAIN LEVEL)

By decentering who is often expected to show up in classrooms and in what ways, this presentation imagines the ways points of contact might be understood as practices of “access intimacy” through material and socio-emotional engagement. Through praxis discussion and audience participation, this panel aims for reflection that allows the audience members to walk away with usable materials.

Presenters: Casie Cobos, The Post Oak School
Stephanie Wheeler, University of Central Florida
Justin Williamson

B.04 Creating Connections in Middle Grades: From Page to Practice

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ROOM: A-122/123 (GCCC, MAIN LEVEL)

Authors M.T. Anderson, Daniel Nayeri, and Ash Van Otterloo will share how they create stories with richly connected characters and environments for middle grade readers. Suggestions for classroom connections and usage of these texts within thematic units and text sets focused on communication and connection building in middle grades will also be provided.

Presenters: Valerie Biggam, Olentangy Local Schools/Shanahan Middle School, “Is ELA All Practice and No Game? Adding Academic Competitions to Reading and Writing”

Aimee Fletcher

Olivia Johnson, Olentangy Local School District

Tradebook Authors/Illustrators: M. T. Anderson, Candlewick
Daniel Nayeri, Levine Querido
Ash Van Otterloo, Scholastic

B.05 Disagreeing with Grace and Nuance: Making Connections through Conflict in Our Classrooms, Schools, and Beyond

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ROOM: B-143-145 (GCCC, MAIN LEVEL)

Join the hosts of the *Pantsuit Politics* podcast, Beth Silvers and Sarah Stewart Holland, along with three classroom teachers, to discuss the ways in which we can connect with grace and nuance when disagreements inevitably occur in our classrooms, schools, and homes.

Presenters: Sara Kajder, University of Georgia
Lindsay Schneider, Reagan High School
Beth Shaum, St. Francis of Assisi Catholic School
Beth Silvers, *Pantsuit Politics*
Sarah Stewart Holland, *Pantsuit Politics*

B.06 Does Backmatter Matter? Exploring Conexiones within Nonfiction Picture Books through a Typology of Backmatter

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ROOM: A-220/221 (GCCC, UPPER LEVEL)

Backmatter in nonfiction picture books has grown in length, complexity, and prominence. For what purpose? Join us as we explore the rich and diverse purposes of backmatter in nonfiction, and share examples and ideas for instructional practice to increase the use of backmatter as a model for information literacy and reading, writing, and illustrating processes.

Presenters: Mary Ann Cappiello, Lesley University
Xenia Hadjoannou, Penn State University, Berks Campus
Tradebook Authors/Illustrators: Lita Judge
Melissa Stewart, Penguin Random House
Don Tate, Simon & Schuster
M.O. Yuksel, HarperCollins/Charlesbridge

B.07 ELA Can't Do This Alone



ROOM: A-120-121 (GCCC, MAIN LEVEL)

Exhibitor Sponsored Session from ThinkCERCA

Learn how one large urban district has partnered with ThinkCERCA to move Close Reading and Academic Writing beyond the English Classroom with a cross-curricular and discipline-authentic literacy integrated resource for grades 3–12. We'll share the strategic implementation moves district leaders have made to support stakeholders of all levels and to integrate this movement into the structures that create classroom, school, and network ecosystems for sustained and impactful implementation.

Presenters: Shalonda Foster, Jefferson County Public Schools
Emily Wilson, ThinkCERCA

B.08 Exploring AI with Preservice Teachers: Learning to Teach in the Age of ChatGPT



ROOM: A-214/215 (GCCC, UPPER LEVEL)



The ongoing proliferation of ChatGPT and other artificial intelligence tools requires new knowledge, skills, and imagination of teachers. As such, shifts in teacher preparation are also needed. A panel of three teacher educators will present promising practices and resources, and share emerging insights and experiences exploring AI with their secondary teacher candidates.

Presenters: Anny Case, Gonzaga University
Christine Dawson, Siena College
Deborah Van Duinen, Hope College

B.09 From Contact Zones to Connection Zones



ROOM: A-216 (GCCC, UPPER LEVEL)



We share teaching innovations unified in their purpose to create learning contact zones (Pratt) or sites where "cultures interact to grapple" with ideas, power, and inequities. Five educators (P–16) highlight how they engage families, create a safe environment, reimagine assessment, use cross-community and project-based learning models, and use literature to create contact zones for learning.

Session Chair: Kristin Bourdage, Olentangy Schools

Presenters: Derek Burtch
Dee Knoblauch, Otterbein University
Laurie Repko, Olentangy Schools
Diane Ross, Otterbein University
Andrea Vesceilius, Olentangy Schools
Bethany Vosburg-Bluem, Olentangy Schools

B.10 Making a Research-Based Argument in Composing an Article for Research in the Teaching of English



ROOM: B-233-235 (GCCC, UPPER LEVEL)

The heart of a research article is the argument made for either adding new knowledge and insights, contradicting extant understandings and views, reconceptualizing extant theory and knowledge, and/or generating new theories. However, there are diverse definitions of an argument and diverse ways to make an argument. Three scholars share their views and practices in making a research-based argument.

Session Chair: Laurie Katz, The Ohio State University, "Implications for Teacher Education"

Presenters: W. Douglas Baker, Eastern Michigan University, "Making a Research-Based Argument in Studying English Teacher Education, An Ethnographic Perspective"

David Bloome, The Ohio State University
Marcus Croom, Indiana University, "Practice of Race Theory and Making a Research-Based Argument in the Study of the Teaching and Learning of Literacy, Literature, and the Language Arts"

Deborah Rowe, Vanderbilt University, "Making a Research-Based Argument in Studying Young Children Writing and Their Written Texts"

Respondents: Michiko Hikida
Stephanie Power-Carter, The Ohio State University

B.11 Marinating and Plating: Food Writing as an Uncommon Pathway to Engaging Teachers and Students in Writing, Community, and Self



ROOM: B-230-232 (GCCC, UPPER LEVEL)



Food sustains our physical bodies; can it also be a pathway to writing? A food genre study can provide an authentic entry into technical, narrative, and argument writing. Participants will hear about a food genre workshop designed by the Ohio Writing Project, see sample teaching resources, read student writing and reflections, and discuss how to incorporate food literature into their classroom.

Presenters: Megan Bryson, Milton-Union High School, West Milton, OH

Beth Rimer, Ohio Writing Project, Miami University, OH
Bernadette Wayne, Clermont Northeastern High School, Batavia, OH

B.12 On Being Heard: Using Nonfiction to Engage, Empower, and Encourage

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ROOM: A-210/211 (GCCC, UPPER LEVEL)

Connections require being heard, and being heard leads to feeling empowered. Join us as we share strategies that encourage connections students can make with the texts they read and write, with their peers, and with their teachers. These strategies encourage collaboration, inquiry, and the close reading of nonfiction while moving students from engagement to empowerment.

Session Chair: Islah Tauheed

Presenter: Stephanie Harvey, Stephanie Harvey Consulting, “From Inquiry to Empowerment”

Respondent: Kylee Beers, Beers.Probst Consulting

B.13 Reading Rural Environmentalism: Connections between People and Place in Rural Literature and Secondary ELA

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ROOM: A-226 (GCCC, UPPER LEVEL)



Sponsored by the ELATE Commission on Climate Justice, Inquiry, and Action

This session will feature a conversation between environmental literacy scholars and rural YA authors that focuses on nuanced understandings of the connections between rural people and the environment. It seeks to foster critical literacies of ecology and place in secondary ELA and teacher preparation classrooms.

Presenters: Russell Mayo, Chicago Public Schools

Jacqueline Yahn, Ohio University Eastern

Tradebook Authors/Illustrators: Nora Shalaway Carpenter, Candlewick Press/Hachette Book Group

Nasugraq Rainey Hopson, Macmillan

Respondent: Chea Parton, Purdue University

B.14 Situating Persuasive Communication in Real-World Contexts

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ROOM: A-222/223 (GCCC, UPPER LEVEL)



The session explores the understanding and application of collaborative learning coupled with analytical literacy to embrace various contexts. The panelists examine evidence-based instruction rooted in intercultural rhetoric that accentuates collaborative learning and community literacy to ensure the students evolve as a solution team and are chiseled to handle issues with analysis and persuasion.

Presenters: Barbara Green, Purdue University

Michael Keathley, Purdue University

Ritu Sharma, Purdue University

B.15 Supporting Students' Social Justice Literacies with Comics, Graphic Novels, and Anime

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ROOM: B-243-245 (GCCC, UPPER LEVEL)

Comics, graphic novels, and anime can be used to reposition educators' conceptions of knowledge, curriculum, and the reading and composing processes. In this panel, six teacher educators share work from K–20 classrooms and out-of-school spaces, exploring together how comics' semiotic, rhetorical, and storytelling possibilities support students' emergent social justice literacies.

Presenters: Suriati Abas, SUNY Oneonta, “Critical Multimodal Literacy Practices in Student-Created Comics”

Michael Dando, St. Cloud State University, “Hear Us Roar: Creating Comics for Civic Engagement and Critical Literacy”

Beth Krone, “Repurposing Problematic Memes in a Middle School Superhero Storytelling Project”

David Low, Fresno State University

René M. Rodríguez-Astacio, “Using Superhero Comics to Explore Transitions with Readers”

Francisco Torres, Kent State University

B.16 Teaching and Learning Indigenous Languages: Two Bilingual Book Projects

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ROOM: A-110/111 (GCCC, MAIN LEVEL)

This presentation reports on two Indigenous book-making projects. In Taiwan, we explore the implementation of a Atayal Indigenous book in Taiwanese classrooms and explore the instructional practices used in two classrooms. In South Carolina, we examine the ways in which one tribal community uses Cherokee language books in tribal and community spaces.

Presenter: Catherine Compton-Lilly, University of South Carolina

B.17 They Say It's Radical, I Say It's Equitable: How to Take the First Steps toward a Reflective (Un)Grading System

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Rainbow

ROOM: A-112/113 (GCCC, MAIN LEVEL)

Students' grades impact how they connect with us, their caregivers, and their sense of self. Building on the work of Sarah Zerwin and others, this session outlines how we moved ungrading from a book study to the classroom. This is the session we wished for when we first realized how silly it is to quantify one student's learning as 88% and another's as 90%—but didn't know what to do about it.

Presenters: Liz Campbell, Howard County Public School System

Allyssa Graham, Moravia High School

Jolene Heinemann, Oak Park and River Forest High School

Jeanette Swank, Ellicott Mills Middle School

B.18 **Using Critical Practices to Support an Immersive Social Justice Education**

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Rainbow

ROOM: A-212/213 (GCCC, UPPER LEVEL)

Critical Practices for Social Justice Education is a resource for K–12 educators interested in understanding their connections to social justice education and implementing these principles into their practice. This session will show actionable ways educators can support students by creating classrooms, schools, and communities that value and uplift their identities, cultures, and leadership skills.

Presenters: Sarah-SoonLing Blackburn, Learning for Justice
Jonathan Tobin, Learning for Justice

B.19 **What's in Your Classroom Library? Diversify Your Shelves and Your Book Talks with New YA Literature**

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ROOM: A-114/115 (GCCC, MAIN LEVEL)

Curating a racially diverse, queer-affirming classroom library is more important than ever. This session will introduce teachers to eight diverse YA titles, all published in 2023 by early career YA authors of color. Paired author conversations will provide behind-the-scenes information about each book's origin story and creative development—fuel for classroom book talks and book matchmaking.

Session Chair: Jennifer Buehler, Saint Louis University
Tradebook Authors/Illustrators: Autumn Allen, Penguin Random House

Lorraine Avila, Levine Querido
Angeline Bouley, Macmillan
Jennifer DeLeon, Simon & Schuster
Federico Erebia, Levine Querido
Jen Ferguson, Heartdrum
Jamie Jo Hoang, Random House
Mariama J. Lockington, Macmillan Publishing

B.20 **Writing without Teachers: How to Teach Writing in the Age of AI**

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ROOM: D-283/284 (GCCC, UPPER LEVEL)

Technologies such as ChatGPT have fundamentally changed literacy practices, with humans now beginning to form literacy networks with these technologies. Panelists provide their perspectives on these new networks and their implications for the writing classroom, and they ultimately suggest various ways to work with—rather than merely fight against—AI in sustaining and culturally relevant ways.

Presenters: Aaron Bush, University of Michigan
Jason Godfrey, University of Michigan
Kelly Hartwell, University of Michigan
Andrew Appleton Pine, University of Michigan
Michelle Ratering, University of Michigan

B.21 **Young Adult Literature as Connection: Pedagogical Intersections in the ELA Teacher Education Classroom**

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ROOM: B-140-142 (GCCC, MAIN LEVEL)

In this panel, four teacher educators discuss their approaches to teaching young adult literature (YAL) across pre- and inservice contexts. They ground their work in the import of narrative and then share how they each design and implement their courses, including how they draw upon YAL to foster communication, collaboration, and creation through text-based assignments and activities.

Presenters: Ashley Boyd, Washington Sate University
Marshall George, CUNY Hunter College, "Connections between Content, Theory, and Pedagogy in a Young Adult Literature Course"
Mark A. Lewis, James Madison University
Melanie Shoffner, James Madison University

C.01 Addressing Educational Equity through Writing for Social Change

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ROOM: A-114/115 (GCCC, MAIN LEVEL)

Writing can be a powerful force for making change in individuals and the world around them. Panelists will share strategies for using writing as teachers and learners for promoting equity and social justice.

Presenters: Justin Grinage, University of Minnesota, “How Do We Illustrate Equity? Educator Approaches to Writing for Social Change”

Elizabeth Jorgensen, Arrowhead Union High School, “Building Students’ Cultural Competence through Writing”

Nicole Kronzer, Champlin Park High School, “How Do We Illustrate Equity? Educator Approaches to Writing for Social Change”

C.02 8 Billion People, 1 Planet: Inspiring Empathy, Activism, and Justice through Literature

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ROOM: A-226 (GCCC, UPPER LEVEL)

Award-winning authors and a teacher will discuss how our stories and nonfiction connect us as people and stewards of this planet. The panelists will share recent books that emphasize our shared home and responsibilities, plus classroom-ready creative writing and nonfiction projects. Attendees will leave with new tools, resources, and must-read titles to inspire student engagement and activism.

Presenter: Katie McEnaney, EAGLE School

Tradebook Authors/Illustrators: Alan Gratz, Scholastic
Rajani LaRocca, HarperCollins/Abrams/Penguin Random House/
Candlewick

Stacy McAnulty, Penguin Random House/Macmillan/Little
Brown/Chronicle Books

Alicia Williams, Simon & Schuster

C.03 A Roadmap for Revision

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ROOM: B-143-145 (GCCC, MAIN LEVEL)

Revision means change. Exploring change allows us to try exciting new possibilities, especially when we position revision as a generative exercise, full of choices, alongside opportunities to evaluate which choices work best at the micro- and macro-level. Come experience a classroom-tested roadmap of strategies to support a new pathway for students to revise writing in a collaborative environment.

Presenters: Julia Arcuri, Davidson Elementary, Katy Independent
School District

Whitney La Rocca, La Rocca Literacy

Travis Leech

C.04 Biographies That Lead to Breakthroughs and Lasting Connections

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LGBTQIA+



Rainbow

ROOM: A-124/125 (GCCC, MAIN LEVEL)

A diverse panel of authors discusses how biographies can spark breakthrough moments that propel students to move beyond what they read and make connections in and out of school. Researching and writing techniques will be discussed, along with historical importance and diversity of subjects to broaden students’ perspectives, and classroom implementation. Resources and lesson ideas will be provided.

Tradebook Authors/Illustrators: Chris Barton, Charlesbridge
Danielle Joseph

Guadalupe García McCall, Bloomsbury/Lee & Low Books/TU
Books

Don Tate, Simon & Schuster

C.05 Building Empathic Connections through Jewish Books: How Jewish Literature Can Create a Culture of Empathy and Engagement in the Classroom

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ROOM: A-212/213 (GCCC, UPPER LEVEL)

Are empathy and engagement in the classroom endangered? Sharing literature can help create an empathetic learning environment, connecting students through compassion and a sense of belonging. Team with five author-educators to identify novels with authentic Jewish representation and address such topics as gender, sexuality, neurodiversity, and identity development through a Jewish lens.

Presenters: Sarah Aronson, Highlights Foundation

Bridget Hodder, Vanderbilt University

Rachael Maria Romero

Stacy Nockowitz, Columbus Academy

Liza Wiemer, Penguin Random House

C.06 Can I Tell You a Story? Using the “Storytelling for Social Justice” Framework to Foster Anti-Opressive Teaching



ROOM: B-233-235 (GCCC, UPPER LEVEL)

In this interactive session, you will learn practical strategies for helping teachers and students develop counter-storytelling communities where they critique stories that reinforce inequitable social structures and uncover and construct new narratives to challenge injustice.

Presenters: Ted Fabiano, Colorado State University, “Challenging Stock Stories and Uncovering Concealed Stories about Racial and Social Injustice”

Stephanie Mosnik, Poudre High School, “Developing a Curriculum of Resistance That Leads to Transformative Change”

Cindy O’Donnell-Allen, Colorado State University

Jennifer Putnam, Poudre School District, “Designing Professional Development to Support Antibias, Antiracist Teaching in a Counter-Storytelling Community”

Breanna Young, Northglenn High School, “Developing a Curriculum of Resistance That Leads to Transformative Change”

C.08 Connecting and Collaborating: An Evolving Mission for a New National Writing Project Site



ROOM: A-220/221 (GCCC, UPPER LEVEL)

Panelists share the evolution of our NWP site’s mission as we draw from the expertise and energy of our institutional and community partnerships. We share ideas for collaboration between community partners and site leaders in shaping an NWP site’s mission, identity, and programming in relation to current needs and existing resources.

Presenters: Susan Browne, Rowan University

Celeste Del Russo, Rowan University

Kristine Lafferty, Rowan University

Valarie Lee, Rowan University

Marjorie Madden, Rowan University

C.09 Connecting Language, Race, History, and Place: Curricularizing Language and Linguistic Justice



ROOM: B-130-132 (GCCC, MAIN LEVEL)

Language is connected to identity, histories, and communities—all of which can be heard (Rosa 2009). This roundtable session represents a collaborative of school, university, and community based educator-researchers who are committed to translating language and linguistic justice (Baker-Bell 2020) into transformative culturally relevant and sustaining English and language education.

Session Chair: Leah Panther, Mercer University

Eric Parker, Tucker High School

Presenters: Felicia Baiden, Mercer University, “Curricularizing Black Linguistic Justice”

Robbie Barber, Tucker High School, “Storying Tucker: Who Is Tucker?”

Robert Bonner, Cobb County School District, “Languaging Georgia: The Legacy of Lanier”

Hannah Edber, “Historicizing Shermantown”

Amberly Evans, DeKalb County School District, “Curricularizing Black Linguistic Justice”

Alaa Hedeab, Clayton County Public Schools, “Curricularizing Language Justice”

Virginie Jackson, Kennesaw State University

Elizabeth Burbridge Keohane, University of West Georgia,

“Storying Tucker: Who Is Tucker?”

Latise McCord, DeKalb County School District, “Curricularizing Black Linguistic Justice”

Kristie Smith, Kennesaw State University, “Languaging Georgia: The Legacy of Lanier”

Sally Stanhope, Chamblee High School, “Historicizing Shermantown”

Merlong Hightower Taylor, Dougherty County School System, “Curricularizing Black Linguistic Justice”

C.10 Forging Connections When You Can’t Connect to the Culture around You



ROOM: B-243-245 (GCCC, UPPER LEVEL)

How do you find ways to connect when you don’t feel connected to the culture around you—or when you have to disconnect from it to be true to yourself? Drawing on a variety of books, this panel will explore the ways kids who feel isolated can forge connections of their own—connections that don’t always fit the mold of what’s expected but honor an individual’s true self and help them thrive.

Presenter: Julia Torres

Tradebook Authors/Illustrators: Phil Bildner

Ann Braden, Nancy Paulsen Books/Penguin Young Readers

Brandy Colbert, HarperCollins Publishers/Balzer + Bray

Torrey Maldonado, Penguin Random House, “Connecting through Short Stories: Empowering Students to Analyze and Create Stories That Honor Their Cultural Identities”

Laurel Snyder

C.11 From Empanadas to Pierogies: Conexiones through Poetry—a Collaboration with Texas and Pennsylvania Teachers and Students

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ROOM: A-222/223 (GCCC, UPPER LEVEL)

Conexiones is at the heart of the classroom and developing empathy, but what would happen if we explored writing relationships outside of our own walls? Join four educators as they showcase a collaborative cultural experience where students from Texas and Western Pennsylvania came together to strengthen their communication, dabble with poetry, and establish the ultimate connections.

Presenters: Amy Bouch, Chartiers Valley Middle School
Alissa Crabtree, Crabtree Coaching Collaborative
Carol Frow, Belle Vernon Area School District
Eva Goins, Texas Council of Teachers of English Language Arts

C.12 Miss Independent Misapplied: Making Connections between Depictions of Black Women in Black Literature

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ROOM: A-224/225 (GCCC, UPPER LEVEL)

Can an archetype be dangerous? The course titled “Black Women in Black Literature: Identity, Strength, and Vulnerability” connects students with their racial identities by dismantling the prevalent archetypes against Black women and themselves. By analyzing portrayals of Black women, students can craft connections between the archetypes that restrict them versus those that empower them.

Presenters: Meagan Frazier, Taipei American School
Jacqueline Lovelace, Taipei American School
Teno Sigmon, Huntsville City Schools

Respondent: Ashleigh Ray

C.13 NCTE 2023 Black Children's and Young Adult Literature Roundtable

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ROOM: SHORT NORTH B (GCCC, UPPER LEVEL)

The Brown Bookshelf will continue to build community and encourage dialogue between Black authors and teachers working to provide increased visibility and access to works exploring the breadth of the Black experience. Participants will discuss these books and ways they can be used to bring light to their students and classrooms.

Presenters: Ebony Elizabeth Thomas, University of Michigan
LaMar Timmons-Long
Tradebook Authors/Illustrators: Tameka Fryer Brown, Society of Children's Book Writers and Illustrators
Paula Chase, HarperCollins/Greenwillow, co-founder, Brown Bookshelf
Leah Henderson, Simon & Schuster/Sterling, Kweli Conference
Kelly Starling Lyons, Society of Children's Book Writers and Illustrators
Ibi Zoboi, Balzer + Bay

C.14 Reading-Writing Connections: High Impact Strategies That Engage All Kids

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ROOM: B-246 (GCCC, UPPER LEVEL)

In this interactive session, veteran authors and educators will share high-impact strategies that create authentic engagement and genuine enthusiasm for reading and writing across the content areas. All strategies have K–12 applications, and participants will leave with resources and ideas they can implement immediately in their schools and classrooms.

Presenter: Jeanmarie Johnson, Oceanside Middle School
Tradebook Authors/Illustrators: Megan E. Freeman, Simon & Schuster
Polly Holyoke, Viking

C.15 The Impact of Digital Media on Fat Positive Poetry Analysis

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ROOM: A-122/123 (GCCC, MAIN LEVEL)

Using examples from poets and writers, this presentation will highlight the importance of digital media in presenting authors who talk about anti-fat bias, weight stigma, and eating disorders in their work.

Presenters: Caitlin O'Connor, Mamaroneck UFSD
Dywanna Smith
Tradebook Author/Illustrator: Lisa Fipp

C.16 Toward Solidarity/Beyond Solidarity: (Re) Envisioning Conexiones in Research and Teaching with Black, Asian, Latinx, and Indigenous Communities

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ROOM: SHORT NORTH A (GCCC, UPPER LEVEL)

Sponsored by the Standing Committee on Research

Educators and researchers showcase how Asian, Latinx, Indigenous, and Black communities move toward solidarity with youth and immigrant communities across multiple contexts. We take up critical questions to engage meanings and possibilities of solidarity, movement, and movements toward coalition building in research and teaching with youth and immigrant communities for social justice.

Session Chairs: Jin Kyeong Jung, Texas Tech University
Vaughn Watson, Michigan State University
Presenters: David Beauzil, Teachers College, Columbia University
Joel Berends, Michigan State University
Sandra Boateng
Chiara Fuller, Teachers College, Columbia University
Lindsey Hall, Michigan State University

Alice Y. Lee, University of California, Riverside
 Clifford Lee, Mills College at Northeastern University
 Diana Liu, Teachers College, Columbia University/New York City
 Department of Education
 Danny Martinez, University of California, Davis
 Grace Player, University of Connecticut
 Yolanda Sealey-Ruiz, Teachers College, Columbia University
 Judy Yu, Queens College
Respondent: Leigh Patel, University of Pittsburgh

C.17 Writing a Social Justice Research Article in Literacy, Literature, and Language Arts Education: Challenges, Complexities, and Contributions



ROOM: A-216 (GCCC, UPPER LEVEL)

There has been increased recognition of the centrality of equity, inclusion, and justice in research on literacy, literature, and language arts education. Yet, equity, inclusion, and justice are often treated at a surface level as if they are self-evident. This session discusses the challenges, complexities, and contributions of addressing equity and justice as central.

Session Chair: David Bloome, The Ohio State University
Presenters: Limarys Caraballo, Teachers College, Columbia University
 Marcelle Haddix, Syracuse University, “Researching Black Women as Students, in Teacher Education, and as Teachers—Challenges, Complexities, and Contributions in Foregrounding Equity, Inclusion, and Justice in the Study of the Teaching and Learning of Literacy, Literature, and Language Arts”
 Mary Juzwik, Michigan State University, “Researching Transnational Youth Writing in the Context of White Christian Nationalism—Challenges, Complexities, and Contributions in Foregrounding Equity, Inclusion, and Justice in the Study of the Teaching and Learning of Literacy, Literature, and Language Arts”
Respondents: Mollie Blackburn, The Ohio State University, “High School Students Connecting with Parents in an LGBTQ-Themed Literature Course”
 Dorian Harrison, The Ohio State University

C.18 Writing for a Purpose: One Grade at a Time



ROOM: C-171/172 (GCCC, MAIN LEVEL)

This presentation shares “new” approaches for teaching writing. A Purpose-Based (PB) approach to transforming writing practices examines how poetry can be a gateway to prose. It details how prompts, plans, first drafts, polishing and revising, and the presentation of writing can help enhance student engagement. The emergent PB model celebrates key stages and activities in the writing process.

Presenters: Hope Blecher
 Barbara J. Smith, ZPD School and Curriculum Design

C.19 Capitalizing on Place for ELA Instruction



ROOM: A-214/215 (GCCC, UPPER LEVEL)



How can teachers capitalize on “place” in teaching and learning? Hear from one pair of teachers whose students are developing as future health professionals and another whose students connect and interact with the local environment and pose larger questions about history, privilege, and access.

Session Chair: Kimberly Huckaby
Presenters: Christi Hobgood, Pickens High School, “Outdoor Spaces and Place-Based Education: Transitioning from Alphabetic Texts to Constructivist Communication”
 Andrese Howard, Brilliant Thinkers LLC, “Creating Future Leaders: Using the ELA Classroom to Advocate for an Equitable Healthcare System”

C.20 Book Clubs and the Empathy Project: Getting Out of Their Way as Students Build Community, Connections, and a Love of Literature



ROOM: A-110/111 (GCCC, MAIN LEVEL)

Presenters in this session share how book clubs help students build community in classrooms and beyond.

Session Chair: Mary Cotillo
Presenters: Rebecca Fellers, Brookville Intermediate School, OH, “Book Clubs: Helping Students Build Community and Develop a Love of Literature by Getting Out of Their Way”
 Tara Pearce, University of Utah/West Jordan Middle School, “The Empathy Project: The Book Club for Building Connection”
 Beth Rimer, Ohio Writing Project, Miami University, OH, “Book Clubs: Helping Students Build Community and Develop a Love of Literature by Getting Out of Their Way”
 Betsy Woods, Milford High School, Milford, OH, “Book Clubs: Helping Students Build Community and Develop a Love of Literature by Getting Out of Their Way”

C.21 How to Create Kindness in the World through Just and Equitable Literacy Learning

E

Rainbow ROOM: A-120/121 (GCCC, MAIN LEVEL)

In this session, presenters will engage participants with ways to build caring, dialogic communities of learners and explore the use of diverse and inclusive books to develop empathy through perspective sharing.

Session Chair: Amy Rosenbluth, Lake Erie Ink: a writing space for youth

Presenters: Jessixa Bagley, Chronicle Books, “How Do We Illustrate Equity? Educator Approaches to Writing for Social Change”

Valerie Bolling, Chronicle Books/Scholastic, “How Do We Illustrate Equity? Educator Approaches to Writing for Social Change”

Kathryn Champeau, Wisconsin State Reading Association, “Just and Equitable Literacy Learning: Developing Children’s Social, Emotional, and Intellectual Lives, K–3”

Peter Johnston, SUNY Albany, “Just and Equitable Literacy Learning: Developing Children’s Social, Emotional, and Intellectual Lives, K–3”

Hannah Moushabeck, Chronicle Books, “How Do We Illustrate Equity? Educator Approaches to Writing for Social Change”

Meredith Murray, Booksource, “How Do We Illustrate Equity? Educator Approaches to Writing for Social Change”

C.22 21st-Century Multimodal Learning

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ROOM: A-210/211 (GCCC, UPPER LEVEL)

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Rainbow

Twenty-first century learning requires innovative, cross-curricular, multigenre connections for students to see themselves and their futures. Two projects—one exploring images and the other poetry—offer students a chance to create the real-world connections they both need and desire in their education.

Session Chair: Kayla Briseno, San Antonio Academy of Texas

Presenters: Brian Clements, “Multi-Genre Learning: Opportunities for All Students through Cross-Curricular PBL”
Ramona Puchalski-Piretti, Conard High School, “Slay Your Multimodal Game with Portraits, Visual Texts and the Smithsonian Learning Lab to Elevate Rhetorical Reading and Critical Thinking”

Briana Zavadil White, Smithsonian National Portrait Gallery, “Slay Your Multimodal Game with Portraits, Visual Texts and the Smithsonian Learning Lab to Elevate Rhetorical Reading and Critical Thinking”

Amanda Williams, “Multi-Genre Learning: Opportunities for All Students through Cross-Curricular PBL”

C.23 Borders, Boundaries, and Connections: A Critical Analysis of Children’s Books

R

ROOM: A-112/113 (GCCC, MAIN LEVEL)

This panel session offers a cross-section of critical analysis of children’s books. Paper 1 explores picture books portraying refugees’ depictions of trauma and

use of arts to cope. Paper 2 explores a LatCrit and legal studies analysis of books chronicling the Latino experience. Paper 3 applies a postcolonial analysis of children’s books depicting French Canadian immigrants.

Session Chair: Cynthia Gallardo

Presenters: Jose Gabriel Bruzón, The University of Texas at San Antonio/Del Valle Independent School District, “Critical Race Theory Picture Books as Vehicles to Explore Our Histories and Interconnectedness”

Maria Fernanda Bruzón, The University of Texas at San Antonio/Austin Independent School District, “Critical Race Theory Picture Books as Vehicles to Explore Our Histories and Interconnectedness”

Janine Darragh, University of Idaho, “Children’s Picture Books about Refugees: Stories Less Traveled and Stories with Common Pathways”

Jane Kelley, Washington State University, “Children’s Picture Books about Refugees: Stories Less Traveled and Stories with Common Pathways”

Gilberto Lara, The University of Texas at San Antonio, “Critical Race Theory Picture Books as Vehicles to Explore Our Histories and Interconnectedness”

Danielle Sachdeva, University of North Georgia, “Being L’Autre: French-Canadian Immigrants in Contemporary Children’s Literature”

C.24 Addressing the University-School Disconnect in Teacher Preparation

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ELATE

ROOM: B-230-232 (GCCC, UPPER LEVEL)

Preservice and early career teachers often struggle to apply what they learn in their teacher preparation programs. This panel provides analysis of this disconnect and ways to mitigate the disconnect, as well as examples of strong university-school partnerships.

Session Chair: Quang Ly, University of Miami

Presenters: Nancy Hulan, Western Kentucky University, “Building Literacy Connections after Disaster: Teacher Candidates Engaging with Community”

Jimmy McLean, The University of Texas at Austin, “It Didn’t Look Like What You Taught Me’: First-Year Elementary Teachers Navigate Networks of Power in Writing Pedagogy”

N’Dyah McCoy, “How Do We Do It?’ Teacher Educators and Teachers Discuss Efforts to Design Curriculum That Centers Criticality”

Jason Mizell, Miami University, “How Do We Do It?’ Teacher Educators and Teachers Discuss Efforts to Design Curriculum That Centers Criticality”

Katie Nagrotsky, University of Connecticut, “How Do We Do It?’ Teacher Educators and Teachers Discuss Efforts to Design Curriculum That Centers Criticality”

Leslee Tarbett, Western Kentucky University, “Building Literacy Connections after Disaster: Teacher Candidates Engaging with Community”

Susan Tily, University of Wisconsin–Eau Claire, “It Didn’t Look Like What You Taught Me’: First-Year Elementary Teachers Navigate Networks of Power in Writing Pedagogy”

D.01 Encouraging Students to Explore Approaches to Research**ROOM: B-230-232 (GCCC, UPPER LEVEL)**

In this session, teachers will discuss their approaches to incorporating research strategies in first-year composition classrooms.

Presenters: Kari Lee, Pueblo Community College, “Embedded Librarians in the College Composition Classroom”
Johanna Parkhurst, Pueblo Community College, “Embedded Librarians in the College Composition Classroom”
Michael Young, University of Pittsburgh, “A Picture Is Worth a Ton of Sources: Reading Into and Researching Images for Writing Students”

D.02 Beyond the Basic Book Club**ROOM: B-143-145 (GCCC, MAIN LEVEL)**

This session will introduce participants to different types of book clubs, including ones designed around social justice, specifically using these spaces to center social-emotional learning, including youth development of social awareness, interpersonal relationships, and sense of agency as well as community-wide multigenerational book clubs.

Session Chair: Megan Jenny

Presenters: Charity Cante, Louisiana State University Laboratory School, “On the Same Page: Connecting Communities through Multigenerational Book Clubs”
Candance Robillard, Louisiana State University Laboratory School, “On the Same Page: Connecting Communities through Multigenerational Book Clubs”

D.03 Critical and Creative Approaches to Teaching Young Adult (YA) Literature**ROOM: A-110/111 (GCCC, MAIN LEVEL)**

This session considers how different collections of YA literature, such as text sets focused on Indigenous peoples and speculative fiction, can be utilized in teacher education and K–12 settings. Importantly, these texts become vehicles for developing literacy skills—and for teachers, the necessary knowledge to help students develop literacy skills.

Session Chair: Rebecca E.F. Barone

Presenters: Chelsey Barber, Teachers College, Columbia University, “Comments on Controversial Literature: A TikTok Analysis”
Monica Bartholomew, Kent State University/Dover High School, “Creating Space for a Spectrum of Connections: Preservice Teachers and Young Adult Literature”
Kristine Pytash, “Creating Space for a Spectrum of Connections: Preservice Teachers and Young Adult Literature”

D.04 “Everything You Do Makes a Statement”: Intersectional Portrayals of Environmental Activism and Justice in Picture Books (2016–Present)**ROOM A-114/115 (GCCC, MAIN LEVEL)**

This session invites participants to engage in a critical content analysis of picture books of environmentalism and racial justice guided by findings from our own analysis. Collaboratively we will discuss who and what gets portrayed as an environmental activist and ways we can promote our community to be change makers across intersectional domains of activism and justice.

Presenters: Lauren Fletcher, California State University, Stanislaus
Erica Holyoke, The University of Colorado, Denver

D.05 “Hold Fast to Dreams”: Tools for Helping Early-Career Educators Stay in Teaching, Even When It’s Hard**ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)**

For teachers who have five or fewer years of teaching experience (or for those who work with teachers who do), this session will provide strategies for personal restoration and professional renewal. You will explore the framework of “sustainable teaching” and experience resiliency practices that will help you maintain your original commitment to equity-driven teaching and stay in the profession for the long haul.

Presenters: Cindy O’Donnell-Allen, Colorado State University
Jennifer Putnam, Poudre School District
Cindy Trevizo, Union Colony Preparatory School, “Becoming a Lightmaker: Strategies for Teaching for Equity from a Place of Joy”

D.06 All Hands on Deck: Creating an Active, Climate-Literate School Community**ROOM: A-120/121 GCCC (MAIN LEVEL)**

How do we deepen cross-curricular connections between STEAM, reading, and writing to move from individual to collaborative climate action with a larger impact? A panel of authors and educators present creative climate solutions from scientists and youth around the world. Attendees will leave with “me-to-we” ideas for cross-curricular collaboration that engages students in project-based learning.

Presenter: Alex Edelmann, The Greene School, Rhode Island
Tradebook Authors/Illustrators: Jeanette Bradley, Levine Querido/Charlesbridge/Roaring Brook
Keila V. Dawson, Charlesbridge Publishing/Beaming Books/Pelican Publishing
Jessica Fries-Gaither, Columbus School for Girls/NSTA Press/Lerner/Millbrook
Laura Gehl, Lerner/Millbrook/Simon & Schuster/Penguin Random House
Lindsay H. Metcalf, Charlesbridge/Calkins Creek/Astra/Albert Whitman & Co.

D.07 Building Conexiones in Book Selection and Critically Using Global Books with Elementary Multilingual Learners

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ROOM: PHEORIS WEST ROOM B (HILTON 402, LEVEL 3)

This project utilizes reflective and inquiry-based conexiones with K–4 educators with multilingual learners. This teacher group regularly meets in professional development group meetings to explore critical use and implementation of global texts (focus on dual-language literature and linguistic diversity) in the classroom. We use global books to promote critical discussion of texts and use multimodal response to dig deep into the issues from the global literature.

Presenters: Jeanne Fain, Lipscomb University
Mindy Johnson
Molly Miller
Kahla Smith
Elizabeth Weisenfelder
Melissa Williams
Alex Zuehlke

D.08 Burning Brighter Together: How Teaching and Embodying Collective Action Furthers Connection

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ROOM: ALFRED TIBOR (HILTON 402, LEVEL 3)

This session will focus on teaching and embodying the values of collective action. Presenters will examine changes made by large-scale organizing against unjust dominant groups and policies. The session will include ways to center protest literature in classrooms, language to speak about collective action, and thoughts about what can be done to collectivize more intentionally and with longevity.

Session Chair: Vanee Matsalia, Curtis Middle School, SBCUSD
Presenters: Islah Tauheed
Sophie Teitelbaum

D.09 Choice in the Secondary Classroom: Using Choice Reading to Reignite Reading Passion and Create a Culture of Connection

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ROOM: CHARLIE OWEN (HILTON 402, LEVEL 3)

Secondary teachers often understand the value of choice reading but have trouble fitting it in. This session will give practical tips and ideas for how to incorporate choice into the secondary classroom and build a culture of collaboration, while still meeting other curriculum needs. Participants will come away with classroom-ready ideas, lessons, and resources they can use immediately.

Presenters: Kristin Runyon, Charleston High School
Sarah Soper, Northwest High School, Jackson, MI
Jennifer Stuckey

D.10 Connecting Past and Present, Self, and Other with Linda Sue Park's *Prairie Lotus*

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Rainbow

ROOM: A-222/223 (GCCC, UPPER LEVEL)

In *Prairie Lotus*, a response to the *Little House* books she loved in her youth, Linda Sue Park makes multivalent connections between past, present, self, and other, and helps middle school readers do the same. The presenters will share their co-created unit on *Prairie Lotus* while reflecting on the lessons of their two-year professional relationship in the context of field-based teacher education.

Presenters: Eleanor DesPrez, John Burroughs School/University of Pennsylvania
Katarina Fernández, John Burroughs School/University of Pennsylvania, "Launching a Career with Park's *Prairie Lotus*"

D.11 Connecting with Self, Others, and the World: Digital Literacy in the 21st Century

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Rainbow

ROOM: ROMAN JOHNSON (HILTON 402, LEVEL 3)

This session will focus on strategies that explore identity to support students as they learn about themselves and connect to others in society; foster digital literacy as students discover nuance in truth, increase awareness, and consider diverse perspectives; center student voice and empower critical thinking; and incorporate youth culture, media, social justice, and racial equity in curricula.

Presenters: Jenice Mateo-Toledo, Hastings-on-Hudson School District
Naneshia Nunez, Ardsley Union Free School District

D.12 **Creating the Conexiones That We Need: Local Partners Collaborate and Communicate alongside K–12 Youth and Colleagues to Build a More Perfect Union**



ROOM: SHORT NORTH B (GCCC, UPPER LEVEL)

NWP’s “Building a More Perfect Union” provided access to federal dollars to local organizations in support of COVID recovery and humanities programming. This session features writing projects who partnered with institutions in their communities to provide mutual support and care while creating powerful “conexiones” impacting students, teachers, and families at a critical and challenging time.

Presenters: Carol Brochin, Southern Arizona Writing Project, “We the People: Building Salas de Libros to Explore Migrant Waves in Our Nation’s History”

Christina Cantrill, National Writing Project

Lee Fisher, University of Minnesota/Minnesota Writing Project, “Reconsidering Minnesota History through Dakota Narratives”

Jo’Ann Garcia, Coastal Bend Writing Project, “Expanding the Resources of the Texas State Museum of Asian Cultures”

Jane Higgins, New York City Writing Project, “A More Perfect Bronx History”

Darshna Katwala, Nassau Community College/Long Island Writing Project, “You Are Here: Making Connections between Family History and US History”

Amanda Lloyd, Boise State Writing Project, “Fostering Conversations: Document-Based Inquiries into the Contact Zones of American (and Idaho) History”

Deanna Mascle, Morehead Writing Project, “Root Deep, Grow Tall: Celebrating Heritage and Changing Lives One Story at a Time”

Jackie Miller, Boise State Writing Project, “Fostering Conversations: Document Based Inquiries into the Contact Zones of American (and Idaho) History”

Susan Murphy, Texas A&M University-Corpus Christi/Coastal Bend Writing Project, “Expanding the Resources of the Texas State Museum of Asian Cultures”

Denise Patmon, University of Massachusetts Boston/Boston Writing Project

Dina Portnoy, Philadelphia Writing Project, “They Carried Us: Hidden Histories of African American Women in Philadelphia, Building a More Perfect Union from the 1700s to the Present”

Beth Rimer, Ohio Writing Project/Miami University, OH

Sarah Robbins, Texas Christian University, “Building a More Perfect Union”

Megan Rodney, Ohio Writing Project, “Round Table Storytelling: Toward Hearing and Empowering All the Voices of the Past and Present”

Barrett Rosser, Philadelphia Writing Project/University of Pennsylvania

Dan Tobin, Stenhouse Publishers/Boston Writing Project, “Writing Boston’s Future”

Jeffrey Wilhelm, Boise State University

D.13 **Cultivating Close-Reading Strategies to Get Students Digging Deep into Texts and Unearthing the Power of Language**



ROOM: A-124/125 (GCCC, MAIN LEVEL)

Three generations of teachers share practical strategies for close reading that have worked throughout the years. This session is for teachers who seek effective ways to get students digging deep into rich texts by BIPOC and LGBTQ+ authors. We’ll provide tried-and-true practices that have remained strong over time, along with new methods that embrace our students’ age of tech and social media.

Presenters: Allie Scaggs

Melissa Smith, Lake Norman Charter High School

Amy Voigt, Wylie E. Groves High School, Birmingham Public Schools

D.14 **Cultivating Critical Consciousness: Connecting Preservice Teachers, Pop Culture, and Critical Media Literacy**



ROOM: A-216 (GCC, UPPER LEVEL)

This session will feature three teacher educators drawing from our recent research on media texts and implications for undergraduate methods courses. Along with sharing our research and advocating for teacher education inclusive of critical media literacy, we’ll share specific ways we engage preservice teachers in cultivating critical consciousness through media texts.

Presenters: Anthony Celaya, Western Washington University

Jason Griffith, Penn State University

Joseph Sweet, University of North Carolina at Pembroke

Respondent: Chen Su, Penn State University

D.15 **Cultivating Learning Spaces That Protect the Spirit: Centering Humanizing Education in Practices**



ROOM: B-140-142 (GCCC, MAIN LEVEL)

In this panel discussion, educators will share teaching practices that support curating a learning community where students’ humanity is at the center of decision making. We explore questions such as: When we make instructional decisions, are our students’ souls nurtured? What questions can educators ask to support student agency and belonging? We share guiding questions, actions, and resources.

Presenters: Lynsey Burkins, Dublin City Schools, OH, “Co-creating Physical and Digital Spaces with Students”

Katie DiCesare, Dublin City Schools, OH

Katie Papesch, Hopewell Elementary School, Dublin, OH

Anita Stratton, Riverside Elementary School

Stella Villalba, Dublin City Schools, OH

Katrina Webber, Dublin City Schools, OH/The Ohio State

University, “Throwing Away Labels to Make Conexiones to Student Histories”

D.16 Interrogating Depictions of Power in Picture Books through Visual Thinking Strategies



Rainbow

ROOM: A-220/221 (GCCC, UPPER LEVEL)

This interactive conversation will feature visual thinking strategy approaches to support readers' critical encounters with picture books in the classroom. Participants will reimagine picture book collections and rethink literature instruction as essential, critical work for both literacy development and a broader sense of citizenry among young children.

Presenters: Mary Adu-Gyamfi, University of Missouri-Columbia, "Higher Education Case, Critical Questions for RLD with Preservice Educators"
Maile Newberry-Wortham, University of Missouri
Sarah Reid, Illinois State University, "Visual Thinking Strategies with Older Readers"
Angie Zapata, University of Missouri, "Engaging Critical Literature Response through Visual Thinking Strategies"

D.17 Let's Talk about News: Students Analyze and Write about Local Issues Using a Non-Biased Process.



ROOM: B-243-245 (GCCC, UPPER LEVEL)

Embedded within a skills-based media literacy curriculum is a Capstone Project that yields passionate and creative work products and high engagement. The project invites students to analyze news articles, write about a personal cause, and develop an artifact to educate their community. The session illustrates the effectiveness of this model through student achievement and teacher testimonials.

Presenters: Florian Feucht, Thinking Habitats
Niaz Khadem

D.18 Moving Gaming Pedagogies into the ELA Classroom



ROOM: D-283/284 (GCCC, UPPER LEVEL)

Resisting pressures of standardization in our classrooms, we suggest playful gaming pedagogies as a means of "everyday advocacy" in ELA classrooms. This session will examine ways to change how literacy is defined in your classroom through cases of gaming pedagogies that support youth and teacher engagement with improvisation, agency, and design.

Chair and Presenter: Beth Krone

Presenters: Jennifer Castillo, "Learning to Design Roleplaying Games for Classroom Contexts"
Karis Jones, SUNY Empire State College
Sasha Karbachinskiy, "Learning to Design Roleplaying Games for Classroom Contexts"
Nathan Lawrence
Peter Reitz
Alex Salom
Darian Thrailkill, "Connecting Video Game Play to ELA Standards"

D.19 Our Blood Is Beautiful! Shattering Cycles of Shame, Stigma, and Silence to Create Space for Stories of Menstruation



ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

Join educators and middle grade BIPOC women and nonbinary authors to discuss the need for books on "taboo" topics like menstruation. The panel will share how to leverage books through literary, social, historical, and anthropological lenses, and how educators can affirm and celebrate cultural and generational experiences of menstruation through themes of sisterhood, identity, and tradition.

Presenter: Jennifer Vincent, Bannockburn School
Tradebook Authors/Illustrators: Erin Entrada Kelly, HarperCollins Children's Books
Yamile Saied Méndez
Aida Salazar
Aliza Werner, Bookelicious/Milwaukee Film
Ibi Zobi, Balzer + Bay

D.20 Retaining Teachers of Color: Cultivating Radical Joy through Critical Book Clubs**G****TE**

Rainbow

R**ROOM: A-122/123 (GCCC, MAIN LEVEL)**

Intentional recruitment of teachers of color (TOC) cannot exist without intentional retention efforts. We share findings from a critical learning space designed for early service TOC of ELA. TOC participated in book clubs as part of a humanizing critical professional development community. TOC formed strong networks of support while growing and sustaining commitments to liberatory education.

Presenters: Adina Goldstein, University of Pennsylvania
Taylor Tucker

D.21 The In-Between: Bringing Hope to Mental Health Literacy**S****TE****U****R****ROOM: PHEORIS WEST A (HILTON 402, LEVEL 3)**

This session features authors, educators, and mental health professionals sharing their work and knowledge for enhancing secondary level students' mental health literacy through literature. Presenters will share specific titles, considerations for educators, and suggestions for utilizing literature as a starting point in normalizing mental health foci in secondary level classrooms.

Presenters: Adina Basler, High School Teacher and Author
Tori Kelley, Mental Health Professional and Author

Tradebook Authors/Illustrators: Alena Bruzas, Penguin Random House
Rocky Callen, Henry Holt & Co.
A. S. King, Dutton
Nora Shalaway Carpenter, Candlewick Press/Hachette Book Group
Ashley Wilda, Penguin Random House

D.22 Trauma-Informed Teaching: Toward Responsive, Humanizing Classrooms**G****E**

ELATE

Rainbow

ROOM: A-224/225 (GCCC, UPPER LEVEL)

In this interactive session, the ELA educators who contributed to the NCTE "Special Issues" edited collection (Volume 2), "Trauma-Informed Teaching: Toward Responsive, Humanizing Classrooms," will share the stories, pedagogical strategies, and justice-centered stances that animated the chapters they wrote for this NCTE book on trauma-responsive ELA teaching.

Presenters: Elizabeth Dutro, University of Colorado, Boulder
Bre Pacheco, Adams 12 School District

D.23 United against Censorship: How Challenges and Bans Connected Our Voices to Keep Creating Inclusive Stories**E****M****ROOM: A-226 (GCCC, UPPER LEVEL)**

Book banning, challenges, and censorship are taking the nation by storm. Titles by or about marginalized creators or including LGBTQIA+ themes are being targeted. These award-winning authors discuss how they banded together to keep writing their stories, create content, communicate, and collaborate with educators and librarians to support students who need to see themselves reflected in books.

Tradebook Authors/Illustrators: Saadia Faruqi, Clarion Books/HarperCollins

Kari Lavelle, Sourcebooks/HarperCollins
Nadia Salomon, Penguin Young Readers/Viking Books
Gayatri Sethi, Mango & Marigold Press

D.24 Using Graphic Novels with All Learners: English Learners, Striving Readers, and Gifted Students**M****S****ROOM: B-233-235 (GCCC, UPPER LEVEL)**

This panel presentation will explore specific ways graphic novels can support the literacy skills of English learners, struggling readers, and gifted students. Presenters will provide specific suggestions and ideas for how to find and use graphic novels in the ELA classroom to support all students' reading and writing development, their understanding of multimodal texts, and critical literacy.

Presenters: Xu Bian, Sunny Language Academy
William Boerman-Cornell, Trinity Christian College
Anny Case, Gonzaga University
Christine Dawson, Siena College
Kristine Gritter, Seattle Pacific University
Ben Hatke
Deborah Van Duinen, Hope College

D.25 What Binds Us Together: Connecting Research and Writing Classrooms**ROOM: B-130-132 (GCCC, MAIN LEVEL)****Sponsored by the ELATE Commission on Writing Teacher Education**

The ELATE Commission on Writing Teacher Education and the National Writing Project Research Network present roundtables that explore connections across NWP sites, university teacher educators, and K-12 writing teachers/teacher-researchers, as they work toward common goals, such as those stated in the NCTE position statement on Writing Instruction in Schools.

Session Chair: Amber Warrington, Boise State University**Roundtable 1: Connections among University and K-12 Writing Teachers**

Jonathan Bush, Western Michigan University, “Community Outreach and Writing Methods Course”

Brad Jacobson, The University of Texas at El Paso, and Rebecca Guerrero, Young Women’s STEAM Research and Preparatory Academy, “It Made Me Feel Inspired’: Preservice Teachers and High School Students Collaborating as Writers”

Amber Jensen, Central Utah Writing Project, “Writing Centers as Intersections for Writing Pedagogy”

Christina Ortmeier-Hooper, University of New Hampshire, and Bethany Silva, University of New Hampshire, “Science/ Language Arts Teaching & Learning Ecosystems (SLATE): Preparing Middle School Writing Teachers to Support Their ELs’ Science Writing”

Roundtable 2: Communities of Feedback in Writing Classrooms

Katie Alford, McKendree University, “Communicating Written Feedback through Video Conferencing”

Eve Becker, Leaf and Pen, “Practicing What We Teach”

Sara Hoeve, Hope College, “Fostering a Growth-Oriented Classroom Community with Writing Response Groups”

Darby Simpson, Arizona State University, “Beyond Sick Lit: Using YAL to Connect and Communicate about Chronic Illness”

Kate Sjostrom, University of Illinois at Chicago, “Collaborating with K-12 Teachers to Support Sustainable and Productive Writing Feedback”

Roundtable 3: Connecting with Writers in the Community

Erinn Bentley, Columbus State University, “Using Photovoice Projects to Make Creative Connections with Local School Communities”

Patricia Dunn, Stony Brook University, “Disability and Writing: Teaching Writers to Create Documents Accessible to All Audiences”

Thor Gibbins, Leatherstocking Writing Project/SUNY Oneonta, “Revisioning and Connecting Professional Learning Communities in Youth Writing Centers”

Vanessa Sullivan, Arizona State University, “Mapping a Writing Classroom: Using Positional Maps to Explore Student and Teacher Identity”

Roundtable 4: Cultivating Teachers’ Writing Lives

Eve Becker, Leaf and Pen, “Practicing What We Teach”

Stephanie Buelow, University of Hawaii at Manoa/Hawaii Writing Project, “Preservice Teachers Learning by Doing: Piloting a Three-Semester Literacy Clinic with Elementary Preservice Teachers”

Christine Dawson, Siena College, “Writing My Way through Student Teaching: Preservice ELA Teacher Inquiries”

Holly Sheppard Riesco, University of Arkansas, “PSTs’ Critical Reflexivity: Questioning Writing Teaching Norms through Autoethnographic Digital Stories”

Allison Wynhoff-Olsen, Montana State University, “Memoir Reflections: Connecting with Authors to Build and Sustain Writing Identities”

Roundtable 5: Connecting with Writers through Alternative Assessments

Amanda Brewer, University of Central Missouri, and Amber Warrington, Boise State University, “Written Feedback to Encourage and Grow Writers”

Mike P. Cook, Auburn University, and Lindsey Ives, Auburn University, “Writing without Grades: Fostering Collaboration, Agency, and Equity in Writing Teacher Education”

Kate Hope, Chandler-Gilbert Community College, and Michelle Glerum, Arizona State University, “Reframing Writing Assessment as a Social Process”

Charlotte Land, Penn State University, “Reconnecting Writing and Risk-Taking: Getting Rid of ‘Points’ in the Writing Methods Class”

D.26 When Family Ties Don’t Bind: Ruptures within the Parent-Child Connection in Children’s Media**ROOM: MILTON CANIFF (HILTON 402, LEVEL 3)**

This year’s CFP began with the assertion: “I am because I am connected.” Where does this statement leave, or what does it say about, young people whose connection to their first and arguably most important group of people—their own family—has been severed? This research-based session examines children’s media where the bonds between parent and child have been strained and even severed.

Presenters: Michelle Ann Abate, The Ohio State University
Meghann Meeusen, Western Michigan University, “Conflict, Creatures, and Catalysts for Change: Family Bonds and Social Justice in Children’s Film”

Gwen Athene Tarbox, Western Michigan University, “Third Wheel in the Family? The Only Child’s Search for Connection in Children’s Fiction”

D.27 White Teacher Work: Our Responsibility to Address Racism as Those Who Benefit from It—Ideas and Actions from the Field

G
Rainbow

ROOM: A-210/211 (GCCC, UPPER LEVEL)

Join this panel of white classroom educators and coaches, with respondent Brendan Kiely (author of *The Other Talk: Reckoning with Our White Privilege*), as they share their efforts to build knowledge and take action to address racism in classrooms and education systems, taking steady steps to address race and Whiteness; build connections and coalitions; and vigilantly work to make change.

Presenters: Derek Burtch
Courtney Kuhl
Clare Donovan Scane
Lisa Vahey

Tradebook Author/Illustrator: Brendan Kiely

D.28 You Know Haiku. Now, Try Sijo!

G

ROOM: C-171/172 (GCCC, MAIN LEVEL)

Most American students have written haiku poems. Haiku poems are a good introduction to both poetry and Japanese culture. However, there is another type of East Asian poetry called a sijo (pronounced SHEE-jo) that is longer, and that can further challenge students to play with language, write poetry, and share their stories with the world.

Presenter: Elizabeth Jorgensen, Arrowhead Union High School

D.29 Youth Speak to Teachers of English

G

ROOM: A-212/213 (GCCC, UPPER LEVEL)

R

Sponsored by the Standing Committee on Research

In this summit, the perspectives and voices of youth are center. Young people who are affiliated with youth development programs and youth achievement programs, and youth leaders of political education will share what works for them and what doesn't in and beyond schooling. They will specifically address their needs for combatting inequitable structures.

Presenter: Leigh Patel, University of Pittsburgh

D.30 Be the Bridge: Connecting Reading, Writing, and Reflection for Student Success

S

ELATE

NWP
NATIONAL WRITING PROJECT

ROOM: A-112/113 (GCCC, MAIN LEVEL)

In order to promote student success, educators will receive classroom instructional strategies to use with their students to help them understand the connection that exists between reading and writing and how students can deepen this experience through reflection.

Presenters: Lauren Liang, University of Utah, "WRRESS—Don't Stress! A Framework for Scaffolding Students' Meaningful Reflections"

Elizabeth Thackeray Nelson, Utah Valley University, "WRRESS—Don't Stress! A Framework for Scaffolding Students' Meaningful Reflections"

Arleatrice Winters, Newport News Public Schools, "Be the Bridge: Connecting Reading and Writing for Student Success"

D.31 Celebrating Black Heroes and Influencers throughout the Year: The Role of Education in Preserving Black History All Year Round

E

C

Rainbow

ROOM: A-214/215 (GCCC, UPPER LEVEL)

In this engaging session, presenters will discuss how teachers can engage with Black history throughout the year using children's picture books, using critical literacy to read picture books about Dr. Martin Luther King Jr., and learning about themes in Coretta Scott King Award-winning books.

Session Chair: Nadine Bravo, University of Southern Maine

Presenters: Erin Green, The University of Texas at Austin, "Singular Hero, or One Activist within a Movement or Many? Using Critical Literacy to Analyze Depictions of Dr. Martin Luther King Jr. in Children's Literature"

Dawnavyn James, University at Buffalo, "How Does This Connect to Black History? Black History beyond February"

Vivica Joines, "Taking a Closer Look at the Coretta Scott King Award Winners: What Messages Are We Sending Our Black Children?"

4:00–5:15 P.M.

THURSDAY GENERAL SESSION

EXPO HALL C (GCCC, MAIN LEVEL)



DR. JOY BUOLAMWINI

DR. JOY BUOLAMWINI is the founder of the Algorithmic Justice League, a groundbreaking researcher, and a renowned speaker. Her writing has been featured in publications such as *Time*, *The New York Times*, *Harvard Business Review*, and *The Atlantic*. As the Poet of Code, she creates art to illuminate the impact of artificial intelligence on society and advises world leaders on preventing AI harms. She is the recipient of numerous awards, including the Rhodes Scholarship, the inaugural *Morals & Machines Prize*, and the Technological Innovation Award from the Martin Luther King Jr. Center for Nonviolent Social Change. Her MIT research on facial recognition technologies is featured in the Emmy-nominated documentary *Coded Bias*. Born in Canada to Ghanaian immigrants, Buolamwini lives in Cambridge, Massachusetts.

SECTION GET-TOGETHERS

5:30–7:00 P.M.

Elementary Section Get-Together

GINA KNEE ROOM (HILTON 402, LEVEL 4)

Meet NCTE's elected leaders who represent the Elementary Section, network with educators from across the country, and snack on hors d'oeuvres. Speakers will include Caitlin L. Ryan, University of North Carolina, Wilmington, and Jill M. Hermann-Wilmarth, Western Michigan University, recipients of the 2023 Outstanding Elementary Educator Award.

Presiding: Nancy Valdez-Gainer, Elementary Section Steering Committee Chair, Texas State University, San Marcos, TX

Speakers: Caitlin L. Ryan, University of North Carolina, Wilmington, and Jill M. Hermann-Wilmarth, Western Michigan University

DONALD H. GRAVES AWARD FOR EXCELLENCE IN THE TEACHING OF WRITING

Recipient: Lisa Helsel, Stone Academy, Greenville, SC

LANGUAGE ARTS DISTINGUISHED ARTICLE AWARD

Recipients: Dorian Harrison and Rebecca E. Linares, "Engaging Elementary Students beyond the Text through Multimodal Critical Literacy" (July 2023)

OUTSTANDING ELEMENTARY EDUCATOR AWARD

Recipients: Caitlin L. Ryan, University of North Carolina, Wilmington, and Jill M. Hermann-Wilmarth, Western Michigan University

Middle Level Meet-Up

KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Kick off your convention experience with this gathering of Middle Level attendees that features speakers and the chance to hear from Section leaders.

Presiding: Sarah Bonner, Middle Level Section Steering Committee Chair, University of North Carolina, Wilmington

Secondary Section Get-Together

KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

In this interactive session/workshop with veteran Spoken Word educator, poet, and editor Peter Kahn and guests, you will briefly hear about Peter's journey from poetry-phobe to poetry-champion, as well as about the impact poetry has had on his students in Chicago, London, and Columbus. His amazing alumni include three national youth poet laureates, several acclaimed rappers, a singer-songwriter featured on NPR and PBS, a comedian/tv actor, and an NBA and Dancing with the Stars champion. You will hear poems, write your own poem, and learn ways to excite your students with poetry!

Presiding: Josh Thompson, Virginia Tech, Blacksburg

College Section Get-Together

KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

Join leaders of the NCTE College Section and colleagues who teach at the postsecondary level across the country during Thursday night's College Section Get-Together. The Richard Ohmann Award for Outstanding Article in College English will be presented to Carmen Kynard, Texas Christian University, Fort Worth.

Presiding: Renee Moreno, College Section Chair, California State University, Northridge

Speaker: Carmen Kynard, Texas Christian University, Fort Worth, "Oh No She Did NOT Bring Her Ass Up in Here with That!" Racial Memory, Radical Reparative Justice, and Black Feminist Pedagogical Futures" (March 2023)

CNV Reception and Mentor Panel



ROOM: PHEORIS WEST ROOM B (HILTON 402, LEVEL 3)

Sponsored by the Cultivating New Voices among Scholars of Color Program

Come join the current and former fellows and mentors and friends of the NCTE Cultivating New Voices among Scholars of Color (CNV) Program for an evening of community and fun. This year's event will feature a panel of four current CNV mentors.

CNV Program Co-Directors: Latrise Johnson, University of Alabama
Leigh Patel, University of Pittsburgh

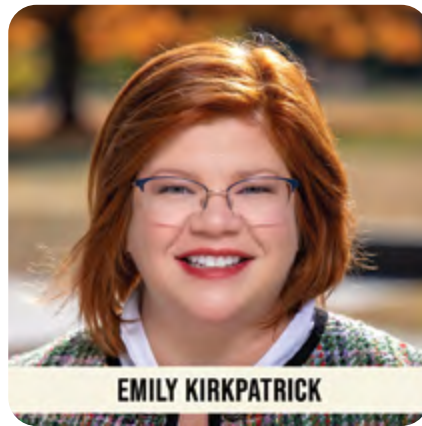
Mentor Panelists: Qiana Cutts, Mississippi State University
Sybil Durand, University of Arizona
Lauren Leigh Kelly, Rutgers University
Allison Skerrett, The University of Texas at Austin

7:15–8:00 A.M.

FIRST-TIMERS' WELCOME BREAKFAST

SHORT NORTH B (GCCC, UPPER LEVEL)

Never been to an NCTE Annual Convention before? Don't miss this event we're holding just for you! Join fellow first-time attendees for an informative session over breakfast to kick off your NCTE Annual Convention experience. You'll have the opportunity to hear from NCTE President-Elect **SHELLEY RODRIGO** and NCTE Executive Director **EMILY KIRKPATRICK**, and you'll meet NCTE leaders and repeat attendees who can walk you through tips and strategies that will enhance your Convention experience, expand your knowledge of NCTE's resources, and build your professional network.



SHELLEY RODRIGO is the senior director of the writing program; associate professor in rhetoric, composition, and the teaching of English; and associate writing specialist (continuing status) in the Department of English at the University of Arizona. Shelley teaches undergraduate and graduate courses in writing, rhetoric, and film studies, and has coauthored three editions of *The Wadsworth/Cengage Guide to Research* and coedited *Rhetorically Rethinking Usability* (Hampton Press). Currently NCTE President-Elect, Shelley also has served on the NCTE Executive Committee (EC) as the Chair of the College Section Steering Committee; the CCCC Executive Committee, both as an elected member and as Parliamentarian; TYCA-West's EC as elected Chair and Treasurer; and on TYCA's EC.

8:15–9:15 A.M.

FRIDAY GENERAL SESSION

EXPO HALL C (GCCC, MAIN LEVEL)

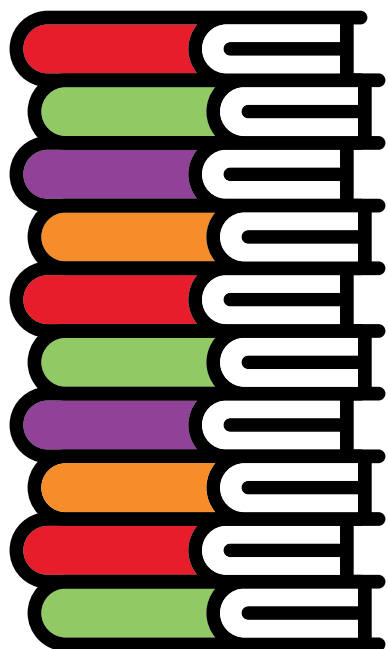


JACQUELINE WOODSON

JACQUELINE WOODSON (jacquelinewoodson.com) received a 2023 Guggenheim Foundation Fellowship, a 2023 E. B. White Award, a 2020 MacArthur Fellowship, the 2020 Hans Christian Andersen Award, the 2018 Astrid Lindgren Memorial Award, and the 2018 Children’s Literature Legacy Award, and was the 2018–2019 National Ambassador for Young People’s Literature. Her *New York Times* bestselling memoir, *Brown Girl Dreaming*, won the National Book Award, the Coretta Scott King Award, a Newbery Honor, and the NAACP Image Award. Her books for young readers include Coretta Scott King Award- and NAACP Image Award-winner *Before the Ever After*, *New York Times* bestsellers *The Day You Begin* and *Harbor Me*, Newbery Honor winners *Feathers*, *Show Way*, and *After Tupac and D Foster*, and *Each Kindness*, which won the Jane Addams Children’s Book Award. She lives in Brooklyn, New York, with her family.

A book signing will follow the session.

BUILD YOUR STACK®



BUILD YOUR STACK®
LOCATED IN
EXPO HALL B
(GCCC, MAIN LEVEL)

10:00-10:20 A.M.

BYS.01 Forging Community across Cultures: Award-Winning Authors Share Books That Create Connections

Anika Aldamuy Denise, HarperCollins
Rajani LaRocca, HarperCollins/Abrams/
Penguin Random House/Candlewick
Andrea Wang, Kokila Books/Neal
Porter Books

10:30-10:50 A.M.

BYS.02 Funhouse Mirrors and Fairy Doors

Carrie Santo-Thomas, Warren Township
High School Almond Campus,
Gurnee, IL

11:00-11:20 A.M.

BYS.03 Muslim Stories

Saadia Faruqi, Clarion Books/Harper
Collins

11:30-11:50 A.M.

BYS.04 Pairing Texts with Primary Sources in PK-2

Anna Falkner
Noreen Rodriguez, Michigan State
University

12:00-12:20 P.M.

BYS.05 Social/Teen Issues through YA Lit

Emily Gilles, Hayes High School

12:30-12:50 P.M.

BYS.06 Bibliotherapy Works—Picture Books to Foster Mental Wellness Conversations

Bitsy Parks, Beaverton School District
Mandy Robek, Olentangy Local School
District

1:00-1:20 P.M.

BYS.07 Top Non-Awarded Orbis Pictus® Books

Caryl Crowell, Tucson Unified School
District (retired)/consultant
Julia Lopez-Robertson, University of
South Carolina
Becki Maldonado, Parkside High
School, Salisbury, MD
Janelle Mathis, University of North
Texas
Melissa Wells, University of Mary
Washington

1:30-1:50 P.M.

BYS.08 Making the Invisible Visible: Integrating Arab Narratives at All Levels

Sawsan Jaber, Education Unfiltered
Consulting, East Leyden High School

2:00-2:20 P.M.

BYS.09 Inspiring Your Writing Life—Stacks by Writers!

Lisa Vahey
Quartez Harris

2:30-2:50 P.M.

BYS.10 Highlighting Palestinian Joy through Prose and Poetry

Kefah Ayesh, Al Ghazaly High School
Mona Mustafa, Paterson Charter School
for Science and Technology

3:00-3:20 P.M.

BYS.11 Picture Books That Celebrate and Center Joy

Keisha Smith-Carrington
Clare Landrigan, Landrigan Literacy LLC/
Stenhouse

3:30-3:50 P.M.

BYS.12 MG/YA Books with Settings That Function as a Character

Elizabeth Kennard, Charlotte Country
Day School

4:00-4:20 P.M.

BYS.13 Oldies, But Goodies: Evergreen YA Titles for Today's Middle Schoolers

Jodi-Beth Hazel, Agape Education, San
Antonio, TX
Donalyn Miller, The Book Whisperer, Inc.

4:30-4:50 P.M.

BYS.14 Essential Connections: Fiction That Nurtures a Sense of Belonging

Laura Shovan
Tricia Springstubb, Margaret Ferguson
Books/Holiday House
Jennifer Ziegler, Holiday House/Margaret
Ferguson Books

5:00-5:20 P.M.

BYS.15 Poetry as Architecture

Darius Phelps, Teachers College,
Columbia University

5:30-5:50 P.M.

BYS.16 Powerful Fiction for Diverse Children: Revisiting the Huck Award® Books

Grace Choi, Fairfax County Public Schools
Suzanne Costner, Fairview Elementary
School, Blount County Schools, TN
Cecilia Espinosa, CUNY Lehman College
Maria Leija, The University of Texas at San
Antonio
JoAnne Powless
Tiffany Rehbein, Bain Elementary School/
Laramie County SD1
Hiawatha Smith, University of Wisconsin-
River Falls

FRIDAY FEATURED SESSIONS

11:00 A.M.–12:15 P.M.

FS.03 Critically Reflecting on Global Children’s Literature through a Cosmopolitan Lens of Loyalty and Openness



ROOM: PHEORIS WEST A (HILTON 402, LEVEL 3)

Critical inquiry and social responsibility provide a cosmopolitan lens on our work with elementary teachers to encourage open-mindedness to people and ideas that differ from their own. We will share the theoretical and curricular frameworks that guide our work and many examples of putting these ideas into practice in our teaching contexts through engagements that explore belonging and becoming.

Session Chair: Kathy G. Short, University of Arizona

Presenters: Kathleen Crawford-McKinney, Wayne State University

Desiree Cueto, University of Arizona

Deanna Day, Washington State University

Mary L. Fahrenbruck, New Mexico State University

Holly Johnson, University of Cincinnati

Hee Young Kim, West Texas A&M University

Janelle Mathis, University of North Texas

Cynthia Ryman, California State University, Monterey Bay

Yoo Kyung Sung, University of New Mexico

12:30–1:45 P.M.

FS.04 Expanding Young Learners’ Literacy Skills in History, STEAM, and Social-Emotional Learning with the Smithsonian



ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Join a panel of Smithsonian education experts to explore PreK–3 classroom strategies, rooted in inquiry, perspective-taking, understanding the world around us, and learning through play. Teachers will leave with a strong foundation in how to use museums and their collections as a springboard for fun and meaningful learning experiences that inspire curiosity and connection.

Presenters: Monique M. Chism, Smithsonian Institution

Maureen Leary, National Postal Museum

Ariel Moon, National Museum of African American History and Culture

Ashley Naranjo, Smithsonian Office of the Under Secretary for Education

Emily Porter, Smithsonian’s National Zoo and Conservation Biology Institute

*Sponsored by the
Smithsonian Institution*

2:00–3:15 P.M.

FS.07 The Power of Joy: Revolutionizing Education with Gholdy Muhammad



ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Explore the transformative power of joy in education with Gholdy Muhammad’s latest work, *Unearthing Joy*, following her groundbreaking book, *Cultivating Genius*. Redefining joy as encompassing wellness, beauty, healing, and justice, she demonstrates how teaching from cultural and historical realities can enhance identity, skills, intellect, critical thinking, and, indeed, joy for all students. Gain practical implementation insights alongside adaptable model lessons and assessment tools for various subjects and grade levels. Join us in discovering the profound impact of joy in education with one of the leading voices in the field.

Presenter: Gholdy Muhammad, University of Illinois at Chicago

NCTE AUTHOR STRAND SESSIONS

E.01 Adventurous Thinking: Fostering Students' Rights to Read and Write in Secondary ELA Classrooms**S****ROOM: A-124/125 (GCCC, MAIN LEVEL)**

Drawing from the work of high school teachers across the country, *Adventurous Thinking* illustrates how advocating for students' rights to read and write can be revolutionary work. Ours is a conflicted time: the #BlackLivesMatter and #MeToo movements, for instance, run parallel with increasingly hostile attitudes toward immigrants and prescriptive K–12 curricula, including calls to censor texts. Teachers who fight to give their students the tools and opportunities to read about and write on topics of their choice and express ideas that may be controversial are, in editor Mollie V. Blackburn's words, "revolutionary artists, and their teaching is revolutionary art."

Presenters: Mollie Blackburn, The Ohio State University
Lane Vanderhule, Hilliard Davidson High School

E.02 Empowering Students' Knowledge of Vocabulary: Learning How Language Works, Grades 3–5**E****ROOM: EDNA BOIES HOPKINS (HILTON 401, LOBBY LEVEL)**

Learn how to help upper elementary students develop a deeper understanding of how the English language works, enrich their vocabularies, and improve their reading and writing skills. With examples drawn from poetry and prose, veteran educators Fresch and Harrison offer fun, practical ideas for teaching about similes, metaphors, idioms, shades of meaning, word origins, and more!

Presenter: Mary Jo Fresch, The Ohio State University
Tradebook Author/Illustrator: David L. Harrison, Holiday House, "Engaging Students in Reading with Partner Poems"

E.03 The Power of Poetry**S****ROOM: A-114/115 (GCCC, MAIN LEVEL)**

This session provides practical strategies for teaching poetry in secondary classes. Panelists will unpack poetry lessons with emphasis on the value of imitation, the importance of self-reflection, and classroom connection through poetry.

Session Chair: Tanisca M. Wilson, Warren Easton Charter School

Presenters: Jori Krulder, Paradise Unified School District, "Connecting with Poetry and Each Other"
Cameron Mortimer, Paradise High School, "Connecting with Poetry and Each Other"
Kimberly Rotter, "The Power of Poetry for Self-Reflection Connection"
Patrice Vecchione, Seven Stories Press, "The Power of Poetry in the Classroom"

E.04 Pop Culture Connections**S****ROOM: C-162 A/B (GCCC, MAIN LEVEL)**

How can pop culture be used as a hook for English classrooms? How do teachers move beyond pop culture references and turn them into lessons? This session will walk teachers through integrating pop culture into active engagement and English scholarship.

Session Chair: Melanie Hundley, Vanderbilt University
Presenters: Sarah Styf, Lit Think Podcast, "Lit Think: Using English Scholarship to 'Read' Pop Culture"
William Visco, The University of Akron, "Pop Culture Connections: How Utilizing Students' Pop Culture Can Lead to Positive Educator/Learner Connections, Active Engagement, and Social-Emotional Learning"

E.05 Empowering College Writers**C****ROOM: B-233-235 (GCCC, UPPER LEVEL)**

This session explores strategies for supporting students' growth as postsecondary writers in a pandemic era.

Session Chair: Katherine Cordes
Presenters: Joanne Baird Giordano, Salt Lake Community College, "Assessing and Supporting Students' Literacy Development in Virtual Learning Environments"
Barbara Green, Pima Community College, "Empathy and Rigor: Finding Balance to Empower First-Term Writing Students"

E.06 “We Can’t Be Sheltered”: High School Students’ Analysis of Talk in a Banned Book Club**S****ROOM: A-214/215 (GCCC, UPPER LEVEL)**

This panel presentation features co-founders of a high school YA banned book club, along with classmates who conducted discourse analysis of the talk at each meeting, and young adult author Samira Ahmed, author of *Internment*, one of the novels discussed in the book club.

Session Chair: Lisa Scherff, Community School of Naples**Tradebook Author/Illustrator:** Samira Ahmed, Little, Brown Books

for Young Readers, “Connecting with Readers: Conversations around Censorship and Intellectual Freedom”

Presenters: Henry Donath, Community School of Naples

Kate Essig, St. Louis University

Ariella Levine, Community School of Naples

Rachel Li, Tufts University

Via Lipman, Stanford University

Reva Patel, Community School of Naples

Caroline Rubin, Community School of Naples

Respondent: Jennifer Buehler, Saint Louis University**E.07 Advocating for Jewish Literature: Connecting across Time, Space, People, and Place****G****ROOM: EMA SPENCER (HILTON 402, LEVEL 5)**

This panel advocates for inclusion of Jewish literature into classrooms and diversity discussions. Four authors will share their unique perspectives on how their Jewish identities and the Jewish content in their books, across time periods, worlds, and genres, make connections to all readers. An educator will share strategies on how exclusion is dangerous and inclusion breeds allies and advocates.

Session Chair: Melanie Koss, Northern Illinois University**Tradebook Authors/Illustrators:** Sarah Darer Littman, Scholastic

Neal Shusterman, Scholastic

Laurel Snyder

Liza Wiemer, Penguin Random House

E.08 Affiliate Leadership Get-Together**G****ROOM: ELIJAH PIERCE A & B (HILTON 401, LOBBY LEVEL)****Sponsored by the Standing Committee on Affiliates**

Make connections, develop new relationships, and offer new and unique ideas! Join us this year as we seek to network and connect through our shared work as affiliate leaders. We recognize that the diverse contexts of affiliate leadership give us unique perspectives on how to address the needs of affiliate members across the country, within our states, and within our specific regions of influence.

Chair: Amy Nyeholt, Standing Committee on Affiliates/PCTELA (Pennsylvania Council of Teachers of English and Language Arts)**Presenters:** Kathryn Kritzeck Anderson, Anoka-Hennepin Schools, Coon Rapids High School

Lois Marshall Barker, Texas Council of Teachers of English Language Arts

Cheryl Golden, Seneca Ridge Middle School

Carrie Perry, Sarasota County Schools

Renee Rude, Chandler-Gilbert Community College/Arizona

English Teachers’ Association/SCOA Representative

Cathy Sosnowski, Curriculum Consultant

Nathan Whitman, Derby High School USD 260

E.09 All-Community Reads: Cultivating Community with a Shared Text**M****S****ROOM: C-170 (GCCC, MAIN LEVEL)****ELATE**

How does sharing a text through an all-school read cultivate community and create a school-wide literacy network? This session prepares participants to organize an all-community read for a grade level, whole school, or broader community. Facilitators will draw on Facing History & Ourselves’ “Whole School Read Guide,” ELA collection, and years of experience organizing community reads with schools.

Presenters: Jamal Easley, Facing History & Ourselves

Ryan Hurley, Urban Community School

Courtney Kuhl

E.10 **Between the World and Me: Connecting Family, Community, and Self through Social Change**

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ROOM: PHEORIS WEST A (HILTON 402, LEVEL 3)

Connection through narratives tackling social justice issues subtly, while centering families and individuals, opens the door for empathy, understanding, and communication for readers of all ages. From picture books to young adult titles affirming Black female representation, panelists reflect on how their respective experiences have informed how they engage with readers and narratives.

Presenters and Tradebook Authors/Illustrators: Jennifer Baker, Bay Path University/Nancy Paulsen Books
Brandy Colbert, HarperCollins Publishers/Balzer + Bray
Amber McBride, Macmillan Publishing
Renee Watson, Bloomsbury Children's Books
Ibi Zoboi, Balzer + Bray

E.11 **Black and Asian Solidarity: Creating Critical Connections in the ELA Classroom and Beyond**

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ROOM: A-112/113 (GCCC, MAIN LEVEL)

Participants will reflect on the past and present social justice work of Black and Asian solidarity (BAS) in ELA classrooms and beyond. In finishing, participants can bring back dynamic BAS activity plans, event ideas, and educational materials with the aim of increasing BAS awareness and action in their respective learning communities.

Session Chair: Grace Player, University of Connecticut
Presenters: David Beauzil, Teachers College, Columbia University
Chiara Fuller, Teachers College, Columbia University
Diana Liu, New York City Department of Education/Teachers College, Columbia University, "Building Critical Connections through Nonfiction: When Asian American Students Are Heard, Seen, and Valued"
Yolanda Sealey-Ruiz, Teachers College, Columbia University
Judy Yu, Queens College

E.12 **Broadening Invitations, Broadening Identity: Elaboration and Voice as Nonfiction Readers and Writers**

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NATIONAL WRITING PROJECT

ROOM: A-220/221 (GCCC, UPPER LEVEL)

Children love to read nonfiction, yet regularly traveled nonfiction pathways can be formulaic or narrow. We invite students on a new pathway to explore elaboration and voice that builds on a broad study of the genre, an expansive set of texts, and bold craft moves, all of which connect to students' constructions of their identities as readers and writers. We offer texts, strategies, and examples.

Presenters: Julia Arcuri, Davidson Elementary, Katy ISD
Whitney LaRocca, Whitney LaRocca LLC
Hannah Schneewind, Trusting Readers LLC
Jennifer Scoggin, Trusting Readers LLC

E.13 **Centering Student Voice: Exploring Equity and Power through Disciplinary Literacies with Content Area Preservice Teachers**

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ROOM: PHEORIS WEST B (HILTON 402, LEVEL 3)

We will share strategies used in disciplinary literacy courses to develop preservice teachers' equity-mindedness and pedagogies to foster critical thinking in content-area learning. This collaboration between teacher educators explores relationships between criticality, identity (Muhammad 2020), exploring power structures, and empowering student voice (NCTE 2022) in teacher preparation.

Presenters: Katherine Brodeur, Bowling Green State University
Madeleine Israelson, College of Saint Benedict/Saint John's University
Lisa Ortmann, Gustavus Adolphus College

E.14 **Collaboration and Community through Muslim Stories**

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ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

Muslim writers and educators will present how Muslim stories can be used for connection, collaboration, and community to complement academic, historical, and/or social skills. We will provide educators with concrete ways on how to incorporate Muslims stories as a form of community building that is beneficial beyond classroom walls.

Presenters and Tradebook Authors/Illustrators: Aya Khalil, Little, Brown
Rhonda Roumani, Author
Shirin Shamsi
Jamilah Thompkins-Bigelow, Random House Children's Books
M.O. Yuksel, HarperCollins/Charlesbridge

E.15 Compassionate Connections: Teachers, Artists, and Authors Using Visuals to Awaken Hearts

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ROOM: A-212/213 (GCCC, UPPER LEVEL)**Sponsored by the Early Childhood Education Assembly**

“People need to actually see what others are going through to feel compassion” (Zeeberg 2016). Photographs, paintings, visualized information. Teachers, artists, and authors use visuals to increase engagement and rouse curiosity. But do we fully realize how images can open hearts for compassion to grow? Let’s take a practical look at how to make compassionate connections through the visuals we use.

Presenters: Louise Borden, “Seeing with the Heart”
Tanny McGregor, Tanny McGregor Consulting
Kristin Swanson, “One World: So Much to See”

E.16 Conexiones in the Classroom: Our Students (Are) All Write!

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ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)

This roundtable session provides colleagues with engaging activities and extensive educational resources to facilitate creative writing activities from grades 7–12. Educators will have access to materials for our post-pandemic instruction. These activities spark connections between our students and the writing process. Strategies, best practices, and resources will be provided.

Presenters: Cathleen Beachboard, Fauquier High School/Liberty University
Miah Daughtery, NWEA
Samantha Glansman, Link12 Online
Joseph Pizzo, Black River Middle School
Alicia Vonderharr, Burnsville High School

E.17 Connecting Literature and Informational Text: A Disciplinary Literacy Model

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ROOM: MILTON CANIFF (HILTON 402, LEVEL 3)

Where are the lines between literary and informational texts? Are they lines of connection or separation? Presenters will debate the role of informational text in ELA through the lens of disciplinary literacy, then lead a hands-on exploration of an instructional model in which informational texts are used in thoughtfully connected text sets to enrich the analysis of literary and rhetorical texts.

Presenters: Adam Janosko
Larisa Merriman-Raban, Carnegie Learning
Nicole Renner, Carnegie Learning
Suzanne Simons, Carnegie Learning
Caitlin Weaver

E.18 Connecting Word Study across Contexts: Essential Word Study Practices for Every ELA Classroom and Student

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ROOM: B-246 (GCCC, UPPER LEVEL)

This session invites teachers to reimagine word study as a meaningful practice, driven by developmental stages of word learning, embedded in authentic content learning, and framed by sociocultural understandings of language. A current classroom teacher and two former ELA teachers will share specific strategies to engage preK–16 students with word study across three unique instructional contexts.

Presenters: Rachel Knecht, University of Nevada, Reno
Kristen Oda, Copper Hills High School
Hiawatha Smith, University of Wisconsin-River Falls

E.19 Connection through Story: How Books, Mental Health, and Censorship Impact All Kids

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ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

In this interactive panel, educator Steph McHugh will moderate as author-educators Torrey Maldonado and Michael Leali, along with authors e.E. Charlton-Trujillo and Elly Swartz, discuss issues of mental health as well as intersections of class, race, gender, ability, and orientation. They will share positive connections their books have fostered, and soft or overt censorship they have experienced.

Presenter: Steph McHugh, Yorkville CUSD #115
Tradebook Authors e.E. Charlton-Trujillo, Candlewick Press
Michael Leali, HarperCollins
Torrey Maldonado, Penguin Random House, “Connecting through Short Stories: Empowering Students to Analyze and Create Stories That Honor Their Cultural Identities”
Elly Swartz, Delacorte Press/Random House Children’s Books

E.20 **Connections between Racial Literacy Development, Educators, and “Texts” Supporting a Black Historical Consciousness**

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ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

This panel highlights conexiones among multiple cases of K–20 teachers using texts (here defined as inclusive of written, spoken, sung, painted, and co-constructed forms) when teaching Black history to excavate their mis-education (Woodson 1933/2018) and identify components of Racial Literacy Development (Sealey-Ruiz 2021) to enact culturally sustaining practices (Paris and Alim 2017).

Presenters: Mary Adu-Gyamfi, University of Missouri-Columbia, Higher Education Case, “Critical Questions for RLD with Preservice Educators”

Dawnavyn James, University at Buffalo

Brianne Pitts, Western Michigan University, Upper Elementary Case, “Students Driving RLD through Black Historical Consciousness”

Gregory Simmons, University at Buffalo, High School Case, “RLD and Black Historical Consciousness in a Literacy/History Block Class”

Daniel Tullino, Stockton University Middle School Case, “BHC and RLD in Performance-Based Texts”

E.21 **Critical Comprehension: Equipping Students to Be Conscious Consumers**

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ROOM: A-216 (GCCC, UPPER LEVEL)

The barrage of advertising children consume daily unconsciously shapes their thinking about themselves, others, and the world around them. Through critical awareness and reflection, students can examine and disrupt these messages to avoid being manipulated by them. Join us to explore how critical comprehension can lead students to deeper thinking within and beyond the classroom setting.

Presenters: Christopher Hass, James Madison University

Katie Kelly, Furman University

Lester Laminack, Margaret Quinlin Books

Vivian Vasquez, American University

E.22 **Critical Media Literacy in Action, Part 1: Taken from NCTE’s Special Issues CML Volume 2**

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ROOM: D-283/284 (GCCC, UPPER LEVEL)

NCTE created a task force in 2020 to study and produce suggestions related to the growing field of critical media literacy (CML). A result of this work was the publication of two volumes in 2022 describing classroom strategies for teaching CML. In this session, six contributors to Volume 2 will present their hands-on instructional strategies as described in three chapters from the book.

Presenters: Charlene Klassen Endrizzi, “Uncovering Connections through Digital Culture Boxes”

Faith Guy, “Uncovering Connections through Digital Culture Boxes”

Karis Jones, SUNY Empire State College, “Integrating Webcomics into Classroom Instruction”

William Kist, Kent State University

Scott Storm, Bowdoin College

Jennifer Toney, Sharpsville Area School District

Beth Walsh-Moorman, “Bringing in Other Voices through Digital Source Curation”

Respondent: Mary Christel, TimeLine Theatre

E.23 **Critical Student Conversations: Making Connections with Diverse Multimodal Texts**

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ROOM: A-122/123 (GCCC, MAIN LEVEL)

As issues of diversity continue to dominate globally, the clarion call for sharing diverse literature with students cannot be ignored. In this interactive session, teacher educators and classroom teachers will share their research and work with middle school students and preservice teachers making connections through critical reading and discussion of diverse multimodal and multilayered texts.

Session Chair: Ruth Lowery, University of North Texas, “Cultural Reminiscing: Exploring Food in Multicultural Literature”

Presenters: Katherine Bomer, University of North Texas, “Reading and Writing Connections: Reading Diverse Texts Inspires Students to Write Their Own Languages and Lives”

Danling Fu, University of Florida

Cheryl Logan, The Ohio State University, “Multilayered Connections in *The Hate U Give*”

Jon Mundorf, P.K. Yonge Developmental Research School at the University of Florida

Deandra West, University of Florida, “Making Connections through Multimodal and Multilayered Texts”

E.24 Cultivating Connections: Engaging with Diverse Texts to Foster Empathy**E
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Rainbow

ROOM: D-182/183 (GCCC, MAIN LEVEL)

Come explore new connections by disrupting stereotypes and practicing activities for teaching culturally affirming texts with Jewish, South Asian, and Native American authors. Audience members will gain insights for including these texts in supporting social-emotional learning with the ELA Common Core Standards.

Presenters: Darshana Khiani, Viking Books/PRH/Society of Children's Book Writers and Illustrators, "Reading Pictures: Cultural Sensitivities and the Picture Book, *I'm an American*"
Dawn Quigley, Fond du Lac Tribal and Community College
Chana Stiefel, Society of Children's Book Writers and Illustrators

E.25 Dreaming Together: What Texts Do We Want to Teach and How Can We Be Hopeful in the Face of Censorship?**M
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ELATE****ROOM: A-210/211 (GCCC, UPPER LEVEL)****Sponsored by the Standing Committee Against Censorship**

In light of current censorship of literature in K–12 contexts, teachers at all stages of their professional lives are risking criticism, targeting on social media, or losing their jobs when they pick books. This session will equip participants with strategies for recognizing and navigating self-censorship, and plans and resources for teaching books that have been challenged.

Committee Chair: Annamary Consalvo, The University of Texas at Tyler

Presenters: Katharine Covino-Poutasse, Fitchburg State University
Christina Dobbs, Boston University
Mark Letcher, Lewis University
Pamela Mason, Harvard University
Mindy McGinnis

E.26 Embracing the "A" in ELA: Connecting Visual, Performing, and Media Arts with English Language Literacy Curriculum**G
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ELATE****ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)****Sponsored by the ELATE Commission on Arts and Literacies**

How does English language arts intersect with visual, performing, and media arts brethren to provide authentic opportunities for communication, collaboration, and creation? In this concurrent roundtable session, presenters will share hands-on strategies for integrating a range of arts practices into the ELA curriculum to deepen, diversify, and disrupt the learning process.

Session Chairs: Tim Duggan
Hung Pham, University of Arkansas

Roundtable Leaders: Adele Bruni Ashley, Teachers College

Chris Bass, Lyons Township High School, "Mapping Our (dis) Ability: Using Artistic Maps to Visualize and Communicate the Social Model of Disability"

Nathan Blom, Alabama A&M University, "Quilting to Construct Meaning: Generating Collaborative Art to Explore Alice Walker's *Everyday Use*"

Jennifer Brownson, University of Wisconsin-Milwaukee, "Exploring Theater Together: Connecting Literacy and Drama for Active Learning"

Nadine Bryce, CUNY Hunter College

Christina Cooper

Thomas Crochunis

Jennifer Dail, Kennesaw State University

Liz Daniel, University of Wisconsin-Milwaukee, "Exploring Theater Together: Connecting Literacy and Drama for Active Learning"

Michael DiCicco, Northern Kentucky University, Highland Heights

Toby Emert

Stephen Goss, Kennesaw State University

Pamela Hartman, Ball State University, "Picturing Our Beliefs: Using Collaborative Photography to Think and Communicate"

Madeline Ivanov, White River Elementary, "Digital Storytelling as a Culturally Responsive Pedagogy and Un-silencing Literacy Practice"

Matthew Kruger-Ross, West Chester University
Cali Leeds, CUNY Hunter College, "Cultivating the Social Imagination through Literacy and the Arts: Creating Humane and Liberating Classrooms through Aesthetic Education Workshops"

Katherine Macro, Buffalo State University, "Connecting Communities through Drama Pedagogy"

Rebecca Maldonado

Alexis McTighe, Lancaster Middle School, "Connecting Communities through Drama Pedagogy"

Nahomy Reyes-Soto, Buffalo Creek Academy

Peggy Rice, Ball State University

Pauline Schmidt, West Chester University

Eileen Shanahan, Northern Kentucky University

Melissa S. Meola Shanahan, University at Buffalo/Buffalo Public Schools, "Connecting Spaces: Creative Place-Making and Inquiry in ELA Classrooms"

Tammie Sherry

Penny Springmann, Bentonville High School, "Spotlight: Student-Centered Research Using Media Arts"

Dani Tinkel, Carmel High School, "Picturing Our Beliefs: Using Collaborative Photography to Think and Communicate"

Rebecca Walker

Wendy Williams

Kyle Zhen, CUNY Hunter College, "Cultivating the Social Imagination through Literacy and the Arts: Creating Humane and Liberating Classrooms through Aesthetic Education Workshops"

E.27 Exploring the *Hero's Journey* in a Community-Wide Reading Program: Using Greek Mythology and Marvel Superheroes to Explore Different Definitions of Heroes



ROOM: ROMAN JOHNSON (HILTON 402, LEVEL 3)

Teachers, professors, and college students from different schools in one city discuss participating in a community-wide reading program based on Madeline Miller's *Circe*, Homer's *Odyssey*, and *Miles Morales: Spider-Man* by Jason Reynolds. Presenters will share the resources and activities they used to explore the *Hero's Journey* and how heroes are defined in various periods, places, and cultures.

Presenters: Audra Bolhuis, West Ottawa High School
Becky Calvert, Allegan Public Schools
Ben Hatke
Rachel Leep
Bridget Pyle, Black River Public Schools
Karen Rowe, Black River Public Schools
Andrew Silagi
Kristin Vaneyk, Hope College
Adelyn Wilcox, Hope College
Eric Wilkinson, West Ottawa Public Schools

E.28 I Am Because We Are: Introducing Ubuntu Concepts into Writing Workshop for Preservice Teachers



ROOM: GINA KNEE (HILTON 402, LEVEL 4)

How can beginning teachers learn to create radically community-oriented writing environments? This roundtable discussion provides an opportunity for participants to explore ubuntu concepts, such as collectiveness and interconnectivity, as well as highlighting specific examples (activities and engagements) for how the concepts can be adapted and applied to engaging pre-service teachers in writing workshops.

Presenters: Tracy Coskie, Western Washington University
Desiree Cueto, University of Arizona
Sharon O'Brien

E.29 Including Adolescent Readers in the Science of Reading Discourse



ROOM: B-140-142 (GCCC, MAIN LEVEL)

Sponsored Exhibitor Session from Capti, Charmtech Labs LLC

Join us as we ask: Have we inadvertently excluded adolescent readers from ongoing discourse around the Science of Reading (SoR)? This session explores the SoR for adolescent readers and dissects assessments and interventions that increase achievement. Our discussion aims to equip educators with effective approaches for adolescent readers. Together, let's cultivate skilled adolescent readers.

Presenters: Yevgen Borodin, Capti, Charmtech Labs LLC
Ryan Hershey, Capti, Charmtech Labs LLC
Margaret Opatz, Capti, Charmtech Labs LLC
Nicole Vegar

E.30 Discover Story Xperiential, a Student-Driven, Collaborative Learning Program



ROOM: B-143-145 (GCCC, MAIN LEVEL)

Sponsored Exhibitor Session from Story Xperiential

Discover Story Xperiential, a student-driven, collaborative learning program that harnesses a diverse skill set to communicate and express genuine ideas aligned with career skills. This language curriculum was jointly crafted with pro storytellers from Pixar and major studios, and a team of educators and students. In this session you will delve into our approach and how it can be applied in classrooms.

Presenters: Brit Cruise, Story Xperiential
Dennis Henderson, Story Xperiential

E.31 Inspiring Teens with the Virtual Writing Marathon: Teens Write Across America



ROOM: MARY FRANCES MERRILL (HILTON 402, LEVEL 5)

Join teachers and teens as they discuss their experiences with a virtual writing marathon that has been held in August for the last three summers. Over a thousand teen writers have visited five regions of the US, finding inspiration, time to write, and an opportunity to share their work in small groups.

Presenters: Lelalois Beard, Los Angeles Writing Project
Kathleen Bonner, Scholastic
Kelly Sassi, Northern Michigan University

E.32 **It's Better to Do This Together: Networking to Advance Racial Equity in Classrooms and Schools**



ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)

Advancing racial equity can be challenging, especially when a teacher is acting alone. So a network of concerned educators across the country has met monthly to share efforts and support one another. At roundtables, eleven of the educators will discuss the network and their racial inequity interruption strategies, and guide table participants to share their own efforts, challenges, and successes.

Presenters: Mike Cook, Auburn University, “Teacher Activism and ELA Teacher Preparation: The Methods Course as Site for Authentic and Lasting Civic Engagement and Social Action”

Tina Curry, Chicago Public Schools

Fredeisha Darrington

Shonterrius Lawson Fountain, Birmingham Public Schools

Vanessa Heller, CATE

Jessica Kelley, McAdory Middle School

Rae Oviatt, Eastern Michigan University

Tonya Perry, Miles College

Katy Smith, Northeastern Illinois University, “Advancing Racial Equity in a Network of Concerned Educators”

Stephanie Toliver, University of Colorado, Boulder

Kristie Williams, Birmingham Public Schools

Angela Wiseman, North Carolina State University

Gail Yeilding, Auburn University

Steven Zemelman, Northeastern Illinois University

E.33 **L. Ramon Veal Research Seminar**



ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Sponsored by English Language Arts Teacher Educators (ELATE)

The L. Ramon Veal Research Seminar is an ELATE-sponsored session that supports graduate students and beginning researchers by facilitating directed discussion with experienced scholars in ELA teacher education.

Session Chair: Luke Rodesiler, Purdue University, Fort Wayne

Presenters: Natalie Davis-Porada, Teachers College, Columbia University/Convent of the Sacred Heart

Caitlin M. Donovan, North Carolina State University

Katie Harlan Eller, Teachers College, Columbia University

Ana Katz, University of Utah

Benjamin Lathrop, Purdue University

Holly Riesco, University of Arkansas

Respondents: Leslie Cook, Appalachian State University

Dawan Coombs, Brigham Young University

Troy Hicks, Central Michigan University

Betina Hsieh, California State University, Long Beach

Sophia Sarigianides, Westfield State University

Allen Webb, Western Michigan University

E.34 **Making Connections between AP English and Service Learning to Create Engaged Citizens**



ROOM: B-243-245 (GCCC, UPPER LEVEL)

This session will provide an overview of how to connect AP English curriculum with service learning to create engaged citizens. Participants will hear from teachers who have implemented AP with WE into their classrooms and how combining academic learning and service learning leads students to understand complex local and global issues better while taking action to make a difference.

Presenters: Susie Bonsey, College Board

Krystine Frisch, Avon Lake High School

Antonia Guzman

Emily Valaitis, College Board

E.35 **Managing the Monsters: When MG Literature and Trauma Intersect**



ROOM: A-226 (GCCC, UPPER LEVEL)

An educator and acclaimed authors present the science of trauma: what it is and how it manifests in the brain, body, and classroom. Middle grade books with concrete examples of different types of trauma responses and opportunities for SEL will be discussed, along with tips for creating safe, generative spaces.

Presenter: Adam Wolfsdorf, New York University

Tradebook Authors/Illustrators: Chris Baron, Feiwel & Friends/Macmillan

Ellen Hopkins, Penguin Young Readers

Jessica Vitalis, Greenwillow/HarperCollins

E.36 **Points of Connection/Points of Departure: Using Intergenerational Stories in Children's Literature to Explore Layers of Experience and Layers of Meaning**



Rainbow

ROOM: DIANE POWELL DAX (HILTON 402, LEVEL 5)

The presence of grandparents and other elders in students' lives—as contact points and stakeholders in literacy—is often under-recognized. This panel discussion centers on intergenerational stories as pathways through which learners of all ages can connect meaningfully with their histories, write about the relationships that shape their identities, and make space for elders in literacy development.

Presenters: Tamika Burgess

Anna Osborn, Jefferson Middle School

Mae Respicio

Tradebook Author/Illustrator: Jennifer Torres

E.37 **Pronouncing Students' Names Correctly and Go Beyond: An Exploration of Preservice Teachers' Perceptions of their Prospective Students' Names**

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ROOM: CHARLIE OWEN (HILTON 402, LEVEL 3)

Guided by culturally sustaining pedagogy, this proposal explores preservice teachers' perceptions of their students' names in an elementary literacy course. With the help of class discussions, children's books, and TED Talks, the PSTs heighten their awareness of the importance of pronouncing their students' names correctly. They connect names with identity, culture, and social justice in schools.

Presenters: Sarah Grubb
Shuling Yang, East Tennessee State University

E.38 **Ripped from the Headlines: Connecting Students to Real-World Topics and Analyzing Current Issues**

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ROOM: A-110/111 (GCCC, MAIN LEVEL)

In this session, we will explore how students can engage with real-world issues through a problem-based learning unit focused on the case of a fictional teacher dismissed for teaching *To Kill a Mockingbird* after some parents protested. Participants will see how students can develop crucial literacy and critical thinking skills while also exploring issues around book challenges.

Presenters: Kimberley Daly, George Mason University
Anne Horak, George Mason University
Sophia Wells-Williams, George Mason University

E.39 **Sharing Truths through Community and Supporting Student Advocacy**

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ROOM: ALFRED TIBOR (HILTON 402, LEVEL 3)

Young adult and middle grade authors will share how they use truths from and connections to community(ies) to inform their writing and how they envision their books being used by students. Educators will then a) offer suggestions for helping students seek truths through texts, and b) share how (real) students have used young adult texts for community advocacy.

Session Chair: Ricki Ginsberg, Colorado State University, "Connecting Story and History through All My Rage"

Presenter: Snow Webb, Purdue University

Tradebook Authors/Illustrators: Molly Horton Booth, Disney Hyperion
Angeline Bouley, Macmillan Children's
Kim Johnson, Penguin Random House
Mitali Perkins, Macmillan
Sherri Winston, Bloomsbury

E.40 **Shifting from Professional Development to Professional Learning: "What's Really Going on in My Classroom?"**

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ELATE

ROOM: A-222/223 (GCCC, UPPER LEVEL)

What happens when mandatory PD time becomes an occasion for teachers to connect with colleagues and pursue their own burning issues about literacy? In this session, we share how a shift from traditional PD to professional learning offered teachers voice and choice; focused on them as learners, leaders, and knowledgeable professionals; and impacted their commitment to life-long learning.

Presenters: Terry Anderson, Ann Arbor Public Schools
Cathy Fleischer, Professor Emerita, Eastern Michigan University
Don Packard, Ann Arbor Public Schools
Connie Ray, Ann Arbor Public Schools
Cheyenne Taylor, Ann Arbor Public Schools

E.41 **#MakersInTheMiddle—Speaking Up and Speaking Out: Connecting Authentic Reading and Writing for Activism and Action**

M

ROOM: C-171/172 (GCCC, MAIN LEVEL)

Sponsored by the Middle Level Section Steering Committee

You are invited to learn how to build community action and activism into your classroom in ways that are practical and attainable. No gimmicks. No sales pitches. Just middle school teachers sitting down and sharing what really works, how to stand against voices in opposition, and how to help facilitate real community change and advancement through middle grades English curriculum.

Presenters: Alethea Maldonado
Sonam Shahani, Middle Level Educator
Vanee Smith-Matsalia, San Bernardino City Schools

E.42 **The Group Chat as Radical Care in Pandemic-Era Teaching: Rethinking Professional Learning and Connections in the Literacy Profession**

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Rainbow

ROOM: C-151 (GCCC, MAIN LEVEL)

Drawing on the group chat as genre, you will learn about care webs, pedagogical processes, structuring your circle to center radical care, and centering self-care as an educator. In a roundtable conversation, panelists will set aside time for participants to ask questions and reimagine what collaborative work looks like across the nation as inclusive, affirming, antiracist educators.

Presenters: shea wesley martin, The Ohio State University
Carrie Mattern, Carman-Ainsworth High School
Henry Cody Miller, SUNY Brockport
Josh Thompson, Virginia Tech

E.43 The Synergy of Contemporary Poetry and Visual Art: Approaches to Making Connections**S**

Rainbow

ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

This session will introduce contemporary poetry that is in conversation with works of art, sometimes called ekphrastic poetry. These links can help students refine their close-reading skills, but will also encourage them—and their teachers—to connect, becoming part of the ongoing conversations among the written word and the visual arts.

Presenters: Robin Aufses, Lycée Français de New York
Carlos Escobar
Renee Shea

E.44 Traveling Books: Strengthening the Home-School Connection with Early Childhood Black and Latine Children**E****TE****E**

Rainbow

ROOM: A-224/225 (GCCC, UPPER LEVEL)

Early childhood teachers share how they developed a family literacy activity to strengthen the home-school connection. This literacy activity invited families to engage in book discussions around banned books that centered the lives of Black and Latine children. The teachers were guided in their work by *Revolutionary Love: Creating a Culturally Inclusive Literacy Classroom* (Scholastic, 2022).

Presenters: Erica Cooper-Peyton, Urbana School District #116
Jeanette Delgado, Urbana School District #116
Sandra L. Osorio, Erikson Institute
Sanjuana Rodriguez, Kennesaw State University

E.45 Unseen Futures: Literary Literacies for Liminal Times**S****C****TE****ROOM: C-160 A/B (GCCC, MAIN LEVEL)**

Literary theory affords students flexible frameworks for making sense in times of radical uncertainty and disruption. In this interactive session, we explore discussion protocols, reflective tools, text sets, and metacognitive strategies that support students in grappling with complexity and developing the theoretical knowledge needed to leverage their multiliteracies in dynamic, multimodal forms.

Presenters: Trevor Aleo, Greenwich Country Day School
Jennifer Fletcher, California State University, Monterey Bay

E.46 Using Books to Connect Young Black Children to the Self, the Family, and the Community**E****TE****E**

Rainbow

ROOM: A-120/121 (GCCC, MAIN LEVEL)

Three traditionally published author-educators discuss how stories can be used to help students connect with themselves, their families, and their communities. Nikki Shannon Smith, JaNay Brown-Wood, and Valerie Bolling will share how books read to children help them feel valued and validated and can enable them to form important connections that lead to their success in school and in life.

Tradebook Authors and Illustrators: Valerie Bolling, Chronicle Books/Scholastic
JaNay Brown-Wood, Charlesbridge/Scholastic
Nikki Shannon Smith, Author, Penguin Random House/Capstone

E.47 Vision and Justice: Using Visual Narratives to Promote Justice and Equity**G**

Rainbow

ROOM: C-150 (GCCC, MAIN LEVEL)

Sponsored by the Standing Committee Against Racism and Bias

In a visual and unjust world, there is much to decipher. Students are bombarded with images challenging humanity. It is imperative that students have an opportunity to encounter and analyze visual narratives that promote justice and equity. We ask: Where have we made room for visual narratives at the nexus of vision and justice? How can they serve as a means of building civic engagement and understanding?

Presenters: Dulce-Marie Flecha
Lorena Germán, Multicultural Classroom
Roberto Germán, Multicultural Classroom
Keisha Rembert, National Louis University
Jineyda Tapia, Phillips Academy

E.48 Your Funny Bone's Connected to Your Head Bone: How Humor in Nonfiction Supports Engagement and Comprehension

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ROOM: B-130-132 (GCCC, MAIN LEVEL)

It's no joke: authors know that humor is as helpful in engaging audiences' brains in nonfiction as it is in fiction. In both reading and writing, students and teachers alike are missing out if they somehow equate "informational" with "dry" or "staid." Join authors, illustrators, and educators to discuss how funny business makes it into fact-filled books—and what classrooms can get out of that.

Session Chairs: Greg Micek, Maercker School District 60/Holmes Primary School

Katie Russell, Murphysboro CUSD #186

Presenters and Tradebook Authors/Illustrators: José Barreiro

Chris Barton, Charlesbridge

Lynsey Burkins, Dublin City Schools

Candace Fleming, Neal Porter Books/Holiday House

Tracey T. Flores, The University of Texas at Austin

Roberta Price Gardner, Kennesaw State University

Xenia Hadjioannou, Penn State University, Berks Campus

Jodi-Beth Hazel, Agape Education, San Antonio, TX

Julie Hoffman, Springfield Public Schools

Cindi Koudelka, Fieldcrest CUSD 6; Aurora University

Kari Lavelle, Sourcebooks/Harper Collins

Stacy McNulty, Penguin Random House/Macmillan/Little Brown/Chronicle Books

Kate Messner, Bloomsbury

Greg Micek, Maercker School District 60/Holmes Primary School

G. Neri, Candlewick

Dan Santat

Eliot Schrefer, HarperCollins

Anita Stratton, Riverside Elementary School

Meghan Valerio, Kent State University

Jennifer Vincent, Bannockburn School

Nancy Vo

Alicia Williams, Simon & Schuster

E.49 Responding to Literature with Confidence: A Guide to AP English

S

ROOM: B-240-242 (GCCC, UPPER LEVEL)

Choosing to take an AP English course is an opportunity for students to show that they respond to literature with their thinking and in their voice. This session will provide resources and ideas to build teachers' confidence in preparing their students and provide them with practical, easy-to-replicate strategies for teaching close-reading, analysis, and writing.

Presenters: Susan Barber, Midtown High School, Atlanta, GA
Melissa Smith, Lake Norman Charter High School

E.50 Building, Recognizing, and Creating Collaborations and Connections

C

Rainbow

ROOM D-180/181 (GCCC, MAIN LEVEL)

In this session, presenters look for creative ways to build transnational connections across learning.

Session Chair: Jennifer Penaflorida, Pacific Union College

Presenters: Kristina ByBee, Arizona State University,

"Recognizing Global Connections: Researching and Writing about the United Nations' 17 Sustainable Development Goals in a First-Year Composition Classroom"

Amanda Christie, 'Iolani School, "Creating an Ecology of Collaboration through the Multi-Campus First-Year Writing Symposium"

Tracey Jones, Baylor University, "Building Bridges on Campus and Beyond: Connecting International Students with Preservice Teachers of TESOL Methods"

E.51 Embrace the Power of Building Student Identities: From Representation of Hair to Critical Language Pedagogy

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Rainbow

ROOM: B-230-232 (GCCC, UPPER LEVEL)

This presentation will engage participants in instructional strategies and children's literature that elementary teachers can use to engage in critical language pedagogy and explore how picturebooks can showcase narratives of love and joy around hair.

Session Chair: Vivett Dukes, Teachers College, Columbia University

Presenters: Sally Brown, Georgia Southern University, "Picturebooks: Building Identities with Young Learners through Representations of Hair"

Sondra Bellard, Georgia Southern University, "Picturebooks: Building Identities with Young Learners through Representations of Hair"

Erika Johnson, University of Iowa, "Developing Critical Language Pedagogy in Elementary Classrooms"

E.52 Place-Based and Ecological Pedagogies for Justice in Teacher Education

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ELATE

ROOM: C-161 A/B (GCCC, MAIN LEVEL)

NCTE and ELATE have always emphasized the importance of preK–12 students having access to critical and culturally relevant instruction. This requires making sure that new teachers have access to the skills and strategies to design critical and culturally relevant instruction. These presentations showcase place-based and ecological pedagogies for justice in teacher education.

Session Chair: Carrie Pearson, Author**Presenters:** James Damico, Indiana University, Bloomington, "What Does Race, Gender, and Place Have to Do with It?: Pathways from Climate Change Denial to Ecological Justice"

Lauren Fletcher, California State University, Stanislaus, "Communities of Activists: Expanding Teacher Candidates' Literacies of Climate Change and Environmental Justice through Children's Literature"

Erica Holyoke, University of Colorado, Denver, "Communities of Activists: Expanding Teacher Candidates' Literacies of Climate Change and Environmental Justice through Children's Literature"

Casey Pennington, Indiana University, "Reconstructing Place-Based Narratives: Story Bending, Walking Tours, and Mind Maps as Methods in Preservice Teacher Field Experience"

Amy Walker, Kent State University, "Reconstructing Place-Based Narratives: Story Bending, Walking Tours, and Mind Maps as Methods in Preservice Teacher Field Experience"

E.53 Improving Argument through Stories, Media, and Films

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ELATE

ROOM: D-281/282 (GCCC, UPPER LEVEL)

This session will explore how to improve arguments through critical reading and synthesizing skills, how to use stories to develop questions, and how to deepen commentary writing. Units include a curriculum designed around historically hidden voices directly on school grounds, diverse stories which attract students' attention, and practical writing strategies.

Session Chair: Bridget Hodder, Vanderbilt University**Presenters:** Angela Hase, Moorhead School District, "Strategies to Deepen Commentary Writing and Improve Arguments"

David Olson, Retro Report, "Analyzing Diverse Perspectives: Teaching Argumentation through Media"

Marlene Orloff, Upper Arlington High School, "Completing the Story: Student Advocacy and Argumentation (a Parking Lot, a Park, and a Proposal)"

Kim Yates, Retro Report, "Analyzing Diverse Perspectives: Teaching Argumentation through Media"

Poster presentations will be held in the Exhibit Hall (GCCC, Expo Hall B, main level).

Presenters will discuss their work during their session time and have the opportunity to leave their posters up throughout the Convention.

Cultivating New Voices among Scholars of Color (CNV)**EXPO HALL B (GCCC, MAIN LEVEL)**

G

Sponsored by the Cultivating New Voices among Scholars of Color Program

In this poster session, the presenters will share a delineation of three kinds of justices, which helps us examine to what extent we are pursuing the kinds of justices we say we are.

Session Chair: Leigh Patel, University of Pittsburgh**Presenters:** Jordan Bell, "Dig Real Deep for Me: Constructing a Black Racial Literacy"

Jose Luis Cano Jr., "Composing Community through Photography"

Autumn Griffin, University of Pennsylvania

Sharim Hannegan-Martinez,

Alicia Hatcher, "Modes of Black Protest: Silence, Sound, and Motion"

Ileana Jimenez, Teachers College, Columbia University

Latrise P. Johnson, University of Alabama

Lauren Elizabeth Reine Johnson, University of Illinois at Chicago
Naitnaphit Limlamai, Colorado State University, "Three Kinds of Justices in Justice-Oriented Teaching"

Pratigya Marhatta, University of North Carolina at Greensboro

Tamara N. Moten, "Beyond the Mat: Unpacking the Identity Development of Black Girl Competitive Gymnasts through Literacy Practices"

Theresa Burruel Stone, Sonoma State University

Renée Wilmot, Michigan State University

Alexis Young, University of Maryland, College Park, "When Constellations Shift: Black Girls' Speculative Visions of Schooling"

F.01 Exploring Perspectives on Critical ELA Pedagogies

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ELATE

R

ROOM: A-226 (GCCC, UPPER LEVEL)

This panel captures the impact that secondary ELA teachers have while engaging youth in explorations of race and power literature. Paper 1 investigates how Black students perceive storied representations of Black experiences within ELA taught texts. Paper 2 explores a teacher's enactment of critical literature pedagogy (CLP) through a framework that includes cognitive and affective development.

Session Chair: Megan E. Freeman, Simon & Schuster

Presenters: Matthew McConn, "Problem and Process in Critical Literature Pedagogy: An Exploratory Case Study"
Jessica Schwind, University of Tennessee Knoxville, "Playing in the Dark: Mapping Antiracist Pedagogy through Student Storywork"

F.02 Firing Up Feedback and Revision

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ROOM B-233-235 (GCCC, UPPER LEVEL)

Join this session for ideas and strategies for reinvigorating your writing instruction. Participants will learn engaging methods for giving student feedback as well as ways for helping students get more out of the revision process.

Session Chair: Jonathan Marine, George Mason University

Presenters: Ewelina Czyz, PK Yonge Developmental Research School at the University of Florida, "Redefining the Revision Process to Build Connections in the ELA Classroom"
Lindsey Franklin, P.K. Yonge Developmental Research School at the University of Florida, "Redefining the Revision Process to Build Connections in the ELA Classroom"
Emilie Schiess, "America's Next Top Writer: What Competition TV Judges Can Teach Us about Assessment and Feedback"

F.03 Film and Documentary Studies in the ELA Classroom

S

ELATE

CLP

ROOM: B-230-232 (GCCC, UPPER LEVEL)

Come learn about ways to incorporate film studies and documentary projects into your teaching. Participants will leave with ideas, lesson plans, activities, and projects to implement in their classrooms.

Session Chair: Ramona Puchalski-Piretti, Conard High School

Presenters: Lora Hawkins, Franklin School of Innovation, "Digital Literacy: Using Visual Storytelling to Examine Self and World"
Darren Sible, East Noble High School, "Beyond Adaptation Studies: Teaching Literary Analysis through Film Studies in the Secondary ELA Classroom"
Erin Von Knauer, Ball State University, "Beyond Adaptation Studies: Teaching Literary Analysis through Film Studies in the Secondary ELA Classroom"
Marissa Wickersheim, American Embassy School, New Delhi, India, "Digital Literacy: Using Visual Storytelling to Examine Self and World"

F.04 Reimagining Mentorship and Coaching for New ELA Teachers

TE

ELATE

ROOM: A-212/213 (GCCC, UPPER LEVEL)

Too often new ELA teachers experience support that feels more like surveillance—someone coming into their classroom with a predetermined checklist to tell them what is wrong or missing in their instruction. These presentations focus on supporting and mentoring new teachers.

Session Chair: Maria Clinton, Northglenn High School

Presenters: Whitney Chick, Columbia College, "Teacher Readiness: Lessons from Beginning Teachers"
Michelle Commeret, University of Florida, "Reimagining Mentorship to Bolster the New ELA Teacher Experience: Uncommon Collaborations for Emerging Teachers' Self-Efficacy, Success, and Sustainability"
Brennan Davis, Columbia College, "Teacher Readiness: Lessons from Beginning Teachers"
Jillian Miley, P.K. Yonge Developmental Research School at the University of Florida, "Reimagining Mentorship to Bolster the New ELA Teacher Experience: Uncommon Collaborations for Emerging Teachers' Self-Efficacy, Success, and Sustainability"

F.05 Connections across National Identities

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ELATE

ROOM: D-180/181 (GCCC, MAIN LEVEL)

This session will explore the notion of national identity, transnational identity, and consider how our multiple national identities are contained within us and what they mean to us through units on the life of Selena Quintanilla and Richard Blanco's *How to Love a Country*.

Session Chair: Lisa Calvert, Goodsprings Elementary/Clark County School District

Presenters: Megan Birch, Concord High School, "'To Love a Country': Connections across National Identities"
Breanne Hicks, Saint Mary's Hall, "Echoes in the Borderlands: An Interdisciplinary Study of Selena Quintanilla"
Meg Petersen, Manchester School District, "'To Love a Country': Connections across National Identities"
Elsa Tonone-DeSala, Saint Mary's Hall, "Echoes in the Borderlands: An Interdisciplinary Study of Selena Quintanilla"

F.06 Antiracist ELA in an Anti-CRT Climate: Three English Education Research Studies about Classroom Teaching



ROOM: A-214/215 (GCCC, UPPER LEVEL)

Three teacher educators and a classroom teacher share findings from three different studies with ELA teachers and teacher candidates doing antiracist work amid challenges in the field, from the state, and from colleagues and administrators. Implications for teachers, administrators, and teacher educators will be shared.

Presenters: Carlin Borsheim-Black, Central Michigan University, “English Teachers’ Strategies for Dealing with Resistance to Antiracist Teaching”

Susan Groenke, University of Tennessee, Knoxville, “ELA Teacher Candidates Navigate Their Antiracist Commitments from Campus to Internship”

Stacey Reece, West High School, “ELA Teacher Candidates Navigate Their Antiracist Commitments from Campus to Internship”

Sophia Sarigianides, Westfield State University

F.07 Between the Pages: Young Men of Color and Connecting with Graphic Novels



ROOM: A-110/111 (GCCC, MAIN LEVEL)

Sponsored by the Early Childhood Education Assembly

This session is geared toward educators of all settings on how utilizing graphic novels rooted in diverse voices can be groundbreaking, especially with young men of Color. Presenters will discuss how to open the door for fostering meaningful discussions, and also encourage students to find solace, curate creative expression, and cultivate cultural experiences leading to healing and liberation.

Presenters: Minh Le, Random House Children’s Books
Darius Phelps, Teachers College, Columbia University

F.08 Beyond Borders and Bias: How Immigrant and Refugee Stories Connect Cultures and Build Bridges



ROOM: A-112/113 (GCCC, MAIN LEVEL)

Sponsored by the Early Childhood Education Assembly

In this session, educators and award-winning children’s authors will demonstrate how to empower young readers by providing access to first-person immigrant and refugee stories, cultivating skills for healthy media and narrative consumption through a critical lens, engaging them in exploration of geopolitics and identity, and fostering compassion and curiosity for our global neighbors.

Presenters and Tradebook Authors/Illustrators: Dezh Azaad
David Bowles, University of Texas Rio Grand Valley/Bloomsbury Children’s

Lorien Hunter, Bookelicious

Rajani LaRocca, HarperCollins/Abrams/Penguin Random House/Candlewick

Alice Lee

Mitali Perkins, Macmillan Children’s Books

Aliza Werner, Bookelicious/Milwaukee Film

F.09 Book Buddies: Learning about Literacy with Fourth Graders



ROOM: PHEORIS WEST B (HILTON 402, LEVEL 3)

What happens when fourth graders and preservice teachers partner up to learn about middle grade novels? How does the faculty member and classroom teacher facilitate meaningful frameworks for the development of literacy practices and pedagogical understandings? Join us as we share our learning from our virtual book buddy experiences.

Presenters: Caroline Granata

Jacqui Hamilton

Kaden Pendleton, Wiscasset Elementary School

Kathryn Will, University of Maine, Farmington

F.10 Bringing Soul to the Recipe: Creating Connections between Food Studies, Literary Analysis, and Cultural Identity



ROOM: C-170 (GCCC, MAIN LEVEL)

Participants will discuss the cultural significance of food and explore how literary analysis and food studies converge. Panelists will share classroom-ready activities for literary analysis, writing personal food memoirs, and making strategic use of digital media to help students share their understanding of themselves as individuals who function critically in a community, society, and the world.

Presenters: Robert Boyd, La Jolla High School, CA

Araceli Garcia, Workman High School

Blake Taylor, Walnut Hills High School, “Creating Metaphorical Connections between Disciplines”

Nichole Wilson, William Mason High School

F.11 Broadening the Scope of “Literacy”: How a Strong Culture of Disciplinary Literacy Helps Students and ELA Teachers Alike



ROOM: B-143-145 (GCCC, MAIN LEVEL)

Sponsored Exhibitor Session from NoRedInk

As ELA educators, building literacy is the heart of what we do. But as groups like the International Literacy Association contend, the most impactful literacy initiatives extend beyond the English classroom. This presentation will cover how ELA teachers, non-ELA teachers, and educational leaders can work together to build a culture of disciplinary literacy that serves the needs of every student.

Presenter: Paige Whitlock, NoRedInk

F.12 Building Confidence with APA Style—What English Instructors Need to Know



ROOM: B-140-142 (GCCC, MAIN LEVEL)

Sponsored Exhibitor Session from APA Style

In this session, we will set English teachers up for success by sharing the basics of APA Style and practical getting-started tips to increase instructor confidence and to prepare them to begin teaching APA Style right away. We will cover the benefits of introducing APA Style in English classes, need-to-know APA Style basics, and APA Style starters and tools to prepare your students for their future in academic writing.

Presenter: Samantha Denny, APA Style/APA

F.13 Building Connection and Identity through Book Access



ROOM: A-120/121 (GCCC, MAIN LEVEL)

Authors and educators unpack the role that book access has in helping students shape their identities, embrace themselves, and build empathy. We will explore the challenges and opportunities in book access, and how lack of access impedes connections. Participants will leave with ideas for promoting book access to facilitate connection.

Presenters and Tradebook Authors/Illustrators: Elizabeth Blye Torrey Maldonado, Penguin Random House
Molly Ness, Learning Ally
Elly Swartz, Delacorte Press/ Random House Children's Books

F.14 Building Networks: Bringing Together Teachers, Researchers, Families, and Communities to Explore, Expand, and Interrogate Writing Instruction



ROOM: C-162 A/B (GCCC, MAIN LEVEL)

Sponsored by English Language Arts Teacher Educators (ELATE)

How can we, as teachers of writing, share our ideas, our experiences, and our visions in a public space? Join editors, authors, and reviewers from the writing advocacy blog, "Writers Who Care," to discuss and write together. We will bring together voices from across communities to inspire change in writing instruction.

Presenters: Sarah Donovan, Oklahoma State University
Charlotte Land, Penn State University
Kira LeeKeenan, California State University, Fullerton
Brady Nash, Miami University
Margaret Simon, Iberia Parish Gifted Program
Amy Vetter, University of North Carolina, Greensboro

F.15 Collaborating for Change: Advancing Antiracism at the Classroom, District, and University Levels



ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

This panel presentation unites English language arts educators and colleagues at the classroom, district, and university levels committed to antiracist content and teaching. Teachers will share their collaborative efforts and challenges as they combat racialized textual violence and offer curriculum, pedagogy, assignments, and assessments newly aligned with antiracist/antibias education.

Presenters: Kayla Hostetler, Aiken High School, "Building Bridges: Youth as Change Agents"
Erica Leach, Richland School District 2, "Literacy and Justice for All: Courageous Conversations to Foster Culturally Responsive Literacy Instruction"
Naomi Simmons-Thorne, University of South Carolina, "Revising the Teaching of Literature in High Schools"
Mary Styslinger, University of South Carolina
Nicole Walker, Ridge View High School, "Teaching for Liberatory Consciousness"

F.16 Conexiones: Communicating, Collaborating, and Preserving Our Family Stories through the Creation of Cuentos



ROOM: B-243-245 (GCCC, UPPER LEVEL)

Sponsored by the Center for Expansion of Language and Thinking

Middle level students in New Mexico created a Cuentos Project in their school. By highlighting the diverse stories of the students and their families and by including art and multimodal digital literacies, new forms of storytelling, creative expression, and Cuentos emerged. In this session, we will share the experiences, lessons, and strategies used, along with some of the participants' Cuentos.

Presenters: Aurelia de Silva, San Antonio Public Schools
Roxanne Henkin, The University of Texas at San Antonio (retired)
Alfredo Celedón Luján, Monte del Sol Charter School, Santa Fe, NM (retired)

F.17 **Connecting across Geographical Contexts: Learning from Online Discussions of *Stamped, Race, and Antiracism* with Preservice and Inservice Teachers across PWIs**



ROOM: A-222/223 (GCCC, UPPER LEVEL)

Based on two years of data from a Zoom-based, antiracist book discussion group among educators across seven states, we examine antiracist teacher education at PWIs, highlighting the role of microresistances, attending to racial recognition, and engaging in cultural humility in order to better confront racial ignorance while disrupting racist ideologies and forwarding epistemic justice.

Presenters: Ashley Boyd, Washington State University
Caroline Clark, The Ohio State University
Michael Cook, Auburn University
Adam Crawley, University of Colorado, Boulder
Rachel Skrlac Lo, Villanova University
Ryan Rish, SUNY at Buffalo

F.18 **Connecting Media Literacy and Understanding by Design: An Exploration of the News Literacy Project's Framework for Teaching News Literacy**



ROOM: A-220/221 (GCCC, UPPER LEVEL)

Educators working to integrate news literacy into existing curriculum or create stand-alone courses will appreciate the News Literacy Project's Framework for Teaching News Literacy. We'll discuss standards, essential questions, objectives, and suggested performance tasks and learning activities. We'll model how the Framework can be used with literature and film, and for professional development.

Presenters: Peter Adams, News Literacy Project
Pamela Brunskill, News Literacy Project
Troy Hicks, Central Michigan University
Cindy Otis
Rosemary Smith, Getting Better Foundation & *Trust Me* Documentary

F.19 **Connecting Students across Grades to Culture, Critical Thinking, Collaboration, and Story Crafting through Picture Books**



ROOM: DIANE POWELL DAX (HILTON 402, LEVEL 5)

Children's book authors, most of whom are also educators, will draw from their clinical, creative, and educational expertise to share the benefits of connecting picture books to critical thinking, cultural awareness, and story crafting across all grades, including upper elementary, middle, and high school students. Resources and lesson plans will be provided.

Presenters and Tradebook Authors/Illustrators: Gabriela Orozco Belt, Balzer + Bray
Terry Catasús Jennings, Children's Author

Mariel Jungkunz, Astra Young Readers/Dictionary.com
Monica Mancillas, Balzer + Bray/Roaring Brooks Press/Penguin Workshop
Artika Tyner, Planting People Growing Justice Press and Bookstore

F.20 **Connecting through Literature in a Digital Age: Creating and Collaborating through Digital Discourse in ELA Classrooms**



ROOM: B-130-132 (GCCC, MAIN LEVEL)

In our digital world, ELA teachers committed to equity, justice, and antiracism must connect through and engage in digital forms of discourse with students and each other about sensitive topics in the literature they read together. This roundtable session will present strategies and approaches that National Writing Project teachers have found generative in creating meaningful connections through digital discourse.

Session Chair: Amy Stornaiuolo, University of Pennsylvania
Respondents: Elyse Eidman-Aadahl, National Writing Project
Ebony Elizabeth Thomas, University of Michigan

Roundtable Leaders: Shelly Ballinger

Bonnee Breese Bentum
Katie Burrows-Stone
Alex Crawford
Angela Crawford, Philadelphia Writing Project, "Choosing Literature for Digital Engagement: Text Selection in Digital Discourse"
Joe Dillon, Aurora Highlands P-8, "Navigating the Role of the Teacher in Digital Discourse: Making Decisions about How to Engage"
Jennifer Dunbar
Jen Freed
June Freifelder
Jennifer Henderson, Denver Writing Project
Rolyn Heywood
Christina Puntel, "Teachers as Makers: Experimenting with Appreciative Inquiry in Taking Practice Public"
Sam Reed III
Molly Robbins, Cherokee Trail High School
Barrett Rosser, Philadelphia Writing Project, University of Pennsylvania
Jon Saliman
Emmy Talian, University of Pennsylvania
Geoffrey Winikur
Caleb Wohlust
Sarah Woodard, University of Colorado Denver, "Choosing Tools for Digital Discourse: Understanding Affordances and Tensions"

F.21 **Connecting Writers: Creating Opportunities for Student-Led Writing in and beyond the ELA Classroom**

S



ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Opportunities for students to create and collaborate with teachers and peers throughout the writing process are the keys to effective writing instruction. Join education professors, doctoral students, and preservice and current teachers to discuss inspiring leadership through metacognitive thinking, writing center pedagogy, student-led publications, inquiry-led work with AI, and student choice.

Presenters: Crag Hill, The University of Oklahoma, “Student-Led Publications”
 Brianna Johnson, Bethel High School, “Opening Up Connections: Building a Safe Environment”
 Julianna Kershen, The University of Oklahoma
 Kenzie Pratt, The University of Oklahoma, “Student-Led Publications”
 Jennevieve Scott, The University of Oklahoma, “Metacognitive Prewriting: I Think, Therefore I Write”
 Shelly K. Unsicker-Durham, The University of Oklahoma
 Michelle Waters, The University of Oklahoma

F.22 **Critical Media Literacy in Action, Part 2: Taken from NCTE’s “Special Issues CML, Volume 2”**

S

ROOM: EMA SPENCER (HILTON 402, LEVEL 5)

NCTE created a task force in 2020 to study and produce suggestions related to the growing field of critical media literacy (CML). A result of this work was the publication of two volumes in 2022 describing classroom strategies for teaching CML. In this session, three contributors to Volume 2 will present their hands-on instructional strategies as described in three chapters from the book.

Respondent: Mary Christel, TimeLine Theatre
Presenters: Trevor Aleo, Greenwich Country Day School, “Crossing Thresholds: Critical Media Literacies in the Secondary English Classroom”
 Seth French, Bentonville High School, “Digital Video Remix as Argumentative Research”
 Kris Srsen Kenney, Bay High School, “Three Steps to Embed Critical Media Literacy into the High School English Classroom”
 William Kist, Kent State University

F.23 **Eight %&\$#@! Great Censored Books**

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ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)

This roundtable session highlights eight censored books that disrupt traditional teaching, create necessary conversations about pressing societal issues, and inspire students to think and act toward change. At each table, facilitators and attendees will engage in collaborative discussions about teaching these commonly challenged texts, in the face of potential censorship battles.

Session Chairs: Alan Brown, Wake Forest University
 Joan Mitchell, Wake Forest University

Lindsay Schneider, Reagan High School
 Heather Barto Wiley, R.J. Reynolds High School
Roundtable Leaders:

Table 1: *Beloved* by Toni Morrison

Lindsay Schneider, Reagan High School
 Michele Myers, Wake Forest University
 Natalie Lett, Winston-Salem/Forsyth County Schools/RJ Reynolds High School
 Melanie Huynh-Duc, The Early College at Guilford
 Ashley Davis Black, Northwest Missouri State University

Table 2: *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie

Sheryl Long, Meredith College
 Victor Malo-Juvera, University of North Carolina, Wilmington
 Alice Garcia, edCount
 Alicia Lemar, Wake Forest University

Table 3: *All Boys Aren’t Blue: A Memoir-Manifesto* by George M. Johnson

Kate Youngblood, Benjamin Franklin High School
 Ryan Schey, University of Georgia
 Caitlin Murphy, Bellarmine University
 Leni Caldwell, Wake Forest University

Table 4: *The Hate U Give* by Angie Thomas

Liz Shults, Oak Mountain High School
 Carl Young, North Carolina State University
 Rachel Koval, Clarksville-Montgomery County Public School System
 Elizabeth Davis, Sayre School

Table 5: *Fun Home: A Family Tragicomic* by Alison Bechdel

Mark A. Lewis, James Madison University
 Luke Rodesiler, Purdue University, Fort Wayne
 Nicole Sieben, SUNY Old Westbury
 Angus Fletcher, The Ohio State University

Table 6: *Stamped: Racism, Antiracism, and You* by Ibram X. Kendi and Jason Reynolds

Heather Barto Wiley, R.J. Reynolds High School
 Elizabeth Kennard, Charlotte Country Day School
 Dani Parker Moore, Wake Forest University
 Lauren Jensen, Fairfax County Public Schools

Table 7: *New Kid: A Graphic Novel* by Jerry Craft

Michelle Falter, North Carolina State University
 Kelli Sowerbrower, Northgate High School
 Matthew Koval, Wake Forest University
 Abby Scoresby, Bryan High School
 Alan Brown, Wake Forest University

Table 8: *The Handmaid’s Tale* by Margaret Atwood

Joan Mitchell, Wake Forest University
 Justin Corazza, Cranford High School
 Robert Ciarrocca, Cranford High School
 Katie Wooten, Wake Forest University
 Rachel Thomas, Wake Forest University

FRIDAY

F.24 Emergent Writing in Action: PreK–Grade 1 Writers Communicate and Connect Their Ideas through Drawing and Writing

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NWP
NATIONAL WRITING PROJECT

ROOM: A-216 (GCCC, UPPER LEVEL)

Sponsored by the Early Childhood Education Assembly

Explore emergent writing with teachers and university educators from the Philadelphia Writing Project. Since 2017, we have been supporting early childhood teachers, paraprofessionals, and administrators in learning how to integrate learning across language processes, including a range of home languages, and documenting the positive impact a systematic developmental approach has on young learners.

Presenters: Judy Buchanan, National Writing Project/Philadelphia Writing Project

Danielle Murray, Spruance Elementary, School District of Philadelphia, “Supporting Literacy Learning through Writing”
Carol Roth, Philadelphia Writing Project, “Taking an Inquiry Stance on Early Writing: Key Lessons Learned”

Leslie Spina, Kinder Academy, Inc., “Writing to Build PreK Literacy”
Diane Waff, Philadelphia Writing Project, “Supporting Early Literacy and Empowering Young Learners”

F.25 Expanding Perspectives: Using Literature Circles to Expand Perspectives beyond a Small, Rural School District

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ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

This session uses literature circle models to help students make connections with people and concepts outside of their small-town environments. Participants will discuss how infusing diverse texts, student choice, and small group discussion with whole class projects can increase engagement and allow students and educators to think critically and expand perspectives.

Session Chair: Lisa Scapillato

Presenters: Julia Marthia, “The Structure of Tragedy: Connecting *Romeo and Juliet* with Contemporary Literature”

Jennifer Suckow, Holland Central School District
Angela Waligora, “Broadening Perspectives: Diverse Literature Circles to Expand World Views”

F.26 Food: The Universal Language That Connects Us All

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Rainbow

ROOM: D-281/282 (GCCC, UPPER LEVEL)

What’s a more universal experience than sharing a meal? Food brings people together, connects communities, and unites generations through tradition. In this moderated panel, four authors will discuss how food is a multidimensional cross-curricular topic that encompasses nonfiction, historical, and cultural texts, offers research opportunities, and engenders a love of reading.

Session Chair: Jenny Seiler, St. Vrain Valley School District

Tradebook Authors/Illustrators: Josh Funk, Penguin Young Readers

Mia Wenjen, Read Your World
Lisa Wyzlic, Macmillan
M.O. Yuksel, HarperCollins/Charlesbridge

F.27 Forging New Connections through Global Literature

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Rainbow

ROOM: B-240-242 (GCCC, UPPER LEVEL)

Join representatives from university-housed world area National Resource Centers and K–12 teachers to learn about NRC-sponsored world area book award literature. This presentation equips teachers with free resources to globally diversify the learning experiences of their students. Teachers will share how they have used global texts to guide their students down paths less traveled to encourage new understandings of peoples across our world.

Presenters: Gail Erickson, Myth of the Indian
Adriane Geronimo
Deborah Jane, Teaching the World
Tamara Ramirez-Torres, NRC Books at El Colegio
Carla Ruffer, Teaching the World Site for NRCs

F.28 Gaming Assessment: Reclaiming Equity and Fairness in Our Classroom Assessments

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ROOM: A-224/225 (GCCC, UPPER LEVEL)

The presenters in this panel will provide participants with models for writing assessments that expand what we are capturing about student learning in our classrooms, while also creating more space for students to be active and engaged members of our ongoing assessments and evaluations. This move can create new avenues for equity and fairness as core components of our classroom assessments.

Presenters: William Banks, East Carolina University
Nicole Caswell, East Carolina University
Stephanie West-Puckett, University of Rhode Island

F.29 Having Their Say: When Students Connect with Poetry

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ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

Curious about teaching poetry but unsure how to begin? Panelists will demonstrate how to help students develop confidence in reading, reflecting, responding, and writing their own poems. Focusing on contemporary poems whose primary pleasure is sound, the session will demonstrate methods for guiding students as they make connections with a genre that so many fear.

Presenters: Sarah Barry, Centennial High School, “Columbus City Schools Connecting with Our Students”
Carol Jago, UCLA
Peter Kahn, Poet-Educator, LLC
Detra Price-Dennis, The Ohio State University, “Student Voice and Choice”

F.30 Inclusivity for the Native American Indigenous Learner: Creating Awareness and Belonging in Higher Ed



Rainbow

ROOM: C-161 A/B (GCCC, MAIN LEVEL)

Providing an equitable and accessible learning environment for Native American students is created through building a responsive university culture of belonging. Native American students, roughly 1% of the student population, translate into hundreds of thousands of students nationwide (PNPI 2021). Are educators and institutions responsive to Indigenous Learners to provide them with the curriculum, instruction, and institutional opportunities that promote the success of Native American students?

Presenter: Beth Lee, Purdue University Global

F.31 Learn Like a Teacher: Collaborating with and Learning from Our Professional Network



ROOM: C-171/172 (GCCC, MAIN LEVEL)

During this presentation, teachers share how they took lessons from the Literacy Institute at the University of New Hampshire and made them stick in their classrooms, as well as how professional connections from UNH have informed their teaching. Topics include SEL, multigenre projects, writing prompts, alternatives to rubrics, making thinking about reading visible to others, and mentor texts paired with author studies.

Presenters: Tomasen Carey, University of New Hampshire
 Angela Gomez, Seth Low I.S. 96, "Incorporating Multigenre Writing Projects into a Set Curriculum"
 Bridget Leonardis, North Andover Middle School, "Invitations to Writing and Revision"
 Dennis Magliozzi, Exeter High School, "Writing Assessment: Alternatives to Traditional Rubrics"
 Megan Marling, Jonathan Alder Local School District
 Thomas Newkirk, University of New Hampshire
 Kristina Peterson, Exeter High School, "Mentor Texts & Author Studies"
 Colleen Tims, Gorham Middle School, "Making Thinking about Reading both Visible and Audible"
 Kathrine Wheeler, McCormick Junior High, "Writing Prompts Worth Stealing"

F.32 Making Multimodal Connections: Toward Building and Sustaining Healthy Networks across Diverse Perspectives



ROOM: CHARLIE OWEN (HILTON 402, LEVEL 3)

This session supports literacy educators across K–20 classroom and community spaces to encourage multimodal engagements. Our panelists will share their teaching and research experiences across elementary, secondary, and post-secondary classrooms and community spaces. Panelists and participants will collectively make connections with diverse people and ideas across living and learning networks.

Presenters: Jennifer Barreto
 Rae Oviatt, Eastern Michigan University
 Stephanie Reid, University of Cincinnati

F.33 Moving toward Linguistically Just Writing Instruction



ROOM: GINA KNEE (HILTON 402, LEVEL 4)

As critical friends, we, six white monolingual writing teacher educators, conducted a self-study on Linguistically Just Writing Instruction (LJWI). Per three codes, data show Dominant American English manifests in writing practices: barriers, practices that make teaching LJWI difficult; questions, quandaries shared in discussion; and unresolved tensions, practices that challenged us to teach LJWI.

Presenters: Lori Assaf, Texas State University
 Chelsey Bahlmann Bollinger, James Madison University
 Danielle DeFauw, University of Michigan-Dearborn
 Wendy Gardiner, Pacific Lutheran University
 Pamela Hickey, Towson University
 Vicki McQuitty, Towson University
 Amy Tondreau, University of Maryland, Baltimore County

F.34 Multimodal Reading and Diverse Literature: Critical Perspectives on Practice



ROOM: ROMAN JOHNSON (HILTON 402, LEVEL 3)

Sponsored by the Early Career Educator of Color Leadership Award Program

Through this session, our Early Career Educator of Color Award winners will present their year-long projects on multimodal literacy experiences and diverse literature.

Presenters: Tiffany Flowers, Georgia State University Perimeter College
 Hiawatha Smith, University of Wisconsin-River Falls
 Kimetrica Tate, International Prep Academy, "Motivated for Multimodal Reading and Response"
Respondents: Jeff Cabusao, Bryant University
 Andy Chen, John Burroughs School

F.35 Pathways to Literacy Leadership**G****ROOM: A-210/211 (GCCC, UPPER LEVEL)****Sponsored by the Conference on English Leadership**

What does it mean to be a literacy leader? To learn more about different pathways to literacy leadership, join members of NCTE's Conference on English Leadership (CEL) for an interactive session specifically focused on literacy leadership. Participants will gain "how-to" advice, hear stories of leadership journeys, and dialogue with literacy leaders across North America.

Session Chair: Emily Meixner, The College of New Jersey**Speakers:** Amy Marshall, Literacy Subject Coordinator, Anglophone School District South, Saint John, New Brunswick, Canada

Joellen McCarthy, The Educator Collaborative/Literacy Coach, Consultant, and Book Ambassador, NY

Shervette Miller-Payton, English Teacher and (formerly) Assistant Principal and K-12 ELA Curriculum Coordinator Gwinnett County Schools, GA

Norman Sales, Farrington High School/ Educational Specialist; Facilitator, State Teacher Leader Academy, Hawaii State Department of Education

Jason Stephenson, Director of Secondary English Language Arts, Oklahoma State Department of Education

Roundtable Leaders: Oona Abrams, Supervisor of English

Language Arts and Media Services, Pequannock, NJ
 Christopher Bronke, Downers Grove North High School
 Nicholas Emmanuele, Millcreek Township School District
 Matthew Helmers, Ransom Everglades School
 Anna Schultes, Glenbrook North High School
 Cathline Tanis, North Plainfield School District



Amy Marshall



Joellen McCarthy

Shervette
Miller-Payton

Norman Sales



Jason Stephenson

F.36 Putting Practice into Practice: Connecting Preservice Teachers, Teachers, and Teacher Educators for Authentic Learning through Collaborative Unit Planning**S****TE****ELATE****ROOM: MILTON CANIFF (HILTON 402, LEVEL 3)**

In this panel session, a mentor teacher, teacher educators, and preservice teachers share their experiences collaborating on the planning and teaching of an instructional unit on Cherie Dimaline's *The Marrow Thieves*. Speakers share artifacts from the unit and dialogue with audience members on how to build partnerships and connections across teachers, preservice teachers, and teacher educators.

Presenters: Esme Bailey, Michigan State University
 Steven Neal, East Lansing High School
 Peyton Rainwater, Michigan State University
 Tiana Schneider, Michigan State University
 Sheri Seyka, East Lansing High School
 Jennifer VanDerHeide, Michigan State University

F.37 Questioning Techniques in Reading Conferences: Eliciting and Interpreting Student Thinking as a Core Teaching Practice**M****S****TE****R****ROOM: MARY FRANCES MERRILL (HILTON 402, LEVEL 5)**

Want to conduct better reading conferences with your students? We will share questioning techniques to elicit, probe, and extend students' thinking; a research-based model of what student thinking looks like; and strategies for listening to and interpreting student talk. Join us to study a video, transcripts, and conferencing guide. Practice conferencing with a real, live middle school reader!

Presenters: Amy Carpenter Ford, Central Michigan University
 Charlotte Ford, Mount Pleasant Middle School, "Ask Me Anything (about my book): Teachers Practice Eliciting and Interpreting MY Thinking"
 Kayla Szymanski, Hubble Middle School, "A Transcript Analysis of Eliciting and Interpreting Student Thinking in Reading Conferences"

F.38 Redesigning Systems: Spaces, Curriculum, and Interactions That Center Students' Voices



ROOM: D-283/284 (GCCC, UPPER LEVEL)

Redesigning Systems will provide tools that enable educators to analyze classroom practices as upholding or challenging the status quo. We will audit classroom spaces, curricula, and interactions to reveal the ways in which teachers recreate or redesign systems to provide more student voice. Join us as we share our journey of trailblazing new pathways with students at the center.

Presenters: Grace Choi, Fairfax County Public Schools
Raven Compton, Fairfax County Public Schools
Jessica DiBeneditto, Fairfax County Public Schools
Sara Kugler, Fairfax County Public Schools

F.39 Sharing Our Own Voices: First Nations Representation in Literature: We ARE the Future!



ROOM: A-122/123 (GCCC, MAIN LEVEL)

Representation of First Nations authors in the publishing industry has come a long way, but there is still work to be done. At Indian Community School, we are preparing our students to be the next generation of authentic voices across the literary community. Our young writers see themselves as authors, spoken-word poets, film makers and the voices of an important generation.

Presenters: JoAnn Ash, Indian Community School
Amy Zembrowski

F.40 Socially Just Biliteracy Teacher and Teacher Educator Preparation through Collages and Other Multimodal Testimonios of Acompañamiento



ROOM: ALFRED TIBOR (HILTON 402, LEVEL 3)

Six educators accompanied each other in a graduate course using multimodal texts to disrupt racist teaching. Their creative and compassionate space supported understanding oppressive issues impacting historically silenced students in their respective fields of literacy and bilingualism. This session encourages individual communities to create diverse and multimodal connections for social justice.

Presenters: Paty Abril-Gonzalez, The University of Texas at Austin
Kelsie Burnett, The University of Texas at Austin
Dora Diaz
Vania Ledesma Espino
Emily McDonald, The University of Texas, Austin
Angela Villamizar

F.41 Teachers Share Jewish Children's Literature: Discussing Enduring Questions



ROOM: A-124/125 (GCCC, MAIN LEVEL)

Sponsored by the Jewish Caucus

A wealth of high-quality Jewish children's literature exists that is nearly invisible to preschool and elementary teachers. Both Jewish and non-Jewish students find few books of Jewish children's literature in their classrooms. In this session, three teachers share how they use Jewish children's literature and how they engage children in discussing deep philosophical issues prompted by the stories.

Session Chair: Evelyn Freeman, The Ohio State University, "An Overview of High-Quality Jewish Children's Literature"

Presenters: Annelyn Baron, Columbus Jewish Day School, "Reading and Discussing Bagels from Benny with Kindergarten Students"

Marie Boozer, Columbus Public Schools, "Reading and Discussing Always an Olivia with Fifth-Grade Students"

Laurie Katz, The Ohio State University, "Implications for Teacher Education"

Caroline Steward, SproutFive, "Using Art to Build Language and Social Development"

Respondent: David Bloome, The Ohio State University

F.42 The How and Why of Literacy: Creating Multiple Conexiones for Rich Literate Lives



ROOM: C-151 (GCCC, MAIN LEVEL)

Join authors and educators in exploring the multiple avenues of entry for teaching diverse students, sharing how our own reading and interpretation of the world is informed by identity and culture. To know thoroughly the creators behind the texts we teach supports units of study beyond static pieces of information, adding dimension and depth to a rich, human-centered holistic learning experience.

Tradebook Authors/Illustrators: Samira Ahmed, Little, Brown Books for Young Readers

Sharon G. Flake, Penguin Random House

Jasmine Warga, Balzer + Bray/HarperCollins

Presenters: Luz Yadira Herrera, California State University, Channel Islands

Nawal Qarooni, NQC Literacy

Kate Roberts, Reading and Writing Project

F.43 **The Nerdy Book Club: Encouraging and Supporting Readers' Expansive Reading Experiences**

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ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)

The Nerdy Book Club, a community blog and educator resource, provides a network of teachers, librarians, creators, and families who share some common goals—to celebrate and promote children's and young adult literature and increase young people's knowledge of our world and themselves through wide reading. In this interactive session, discuss instructional moves and resources, and discover new books.

Session Chair: Donalyn Miller, The Book Whisperer, Inc.

Tradebook Authors/Illustrators: Elana K. Arnold, HarperCollins

Jack Cheng, Penguin Young Readers

Bridget George, Macmillan Children's

Ruchira Gupta, Scholastic

Kevin Johnson, MacKids

Angela Joy, Macmillan Children's

Jessica Kim, Kokila/Penguin Young Readers

Carole Lindstrom, Macmillan Children's/Abrams

Pedro Martin, Penguin Young Readers

Malia Maunakea, Penguin Young Readers

Tanisia Moore, Scholastic

Dawn Quigley, author, educator, Fond du Lac Tribal and Community College

Jewell Parker Rhodes, HarperCollins

Lilliam Rivera, Penguin Young Readers

Dan Santat

Neal Shusterman, Scholastic

Kitt Thomas, MacKids

Janelle Washington, Macmillan Children's Publishing Group

Roundtable Leaders: Lynsey Burkins, Dublin City Schools,

Jodi-Beth Hazel, Agape Education, San Antonio, TX

Julie Hoffman, Springfield Public Schools

Morgan Jackson

Tony Keefer, Dublin City Schools

Jennifer LaGarde, Rutgers University

Greg Micek, Maercker School District 60/Holmes Primary School

Cindy Minnich, Upper Dauphin Area High School

LaQuita Outlaw

Katie Russell, Murphysboro CUSD #186

Colby Sharp

Katherine Sokolowski, Washington Elementary School

F.44 **Where We're From: Literature of Place and Connection**

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ROOM: C-150 (GCCC, MAIN LEVEL)

What does a child in a struggling small town share with one in an urban high rise? Can a suburban child understand the experiences of a peer growing up in rural poverty? Why is finding common ground so valuable? A panel of Ohio authors explores how fiction set in the Midwest Rust Belt displays a commonality that transcends boundaries and promotes connection. An interactive, generative session.

Session Chair: Tiffany Thomas, Hillard City Schools

Tradebook Authors/Illustrators: Marcy Campbell, Knopf Books for Young Readers

Polly Farquhar, Holiday House

Mindy McGinnis

Justin A. Reynolds, Katherine Tegen Books

Tricia Springstubb, Margaret Ferguson Books/Holiday House

F.45 **Windows, Mirrors, and Sliding Glass Doors: Amplifying Students' Ability to Connect and Synthesize Ideas through Choice Boards and Hexagonal Thinking**

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NAYP

NATIONAL YOUNG PEOPLE'S LITERATURE AWARDS

Rainbow

ROOM: B-246 (GCCC, UPPER LEVEL)

In this interactive session, teachers will lead participants through successful Choice Board assignments for grade level and AP classes. Combined with hexagonal thinking activities, students are able to synthesize materials to create clear, debatable claim statements that lead to thoughtfully planned essays and projects, all while addressing issues with student engagement and parental pushback.

Presenters: Amber DeSimony, Niskayuna High School

Kristin Richard, Niskayuna Central School District

Leah Werther, Guilderland Central School District

F.46 Working to Understand Censorship and Its Impacts on the Teaching Profession: Research Roundtables



ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)

Sponsored by the Standing Committee Against Censorship

The spike in book challenges and bans that began in 2021 continues through today, and researchers are working diligently to better understand the impacts of this environment on teachers, students, and learning. This session will feature an overview of censorship in 2023, a keynote from the 2022 Intellectual Freedom Fellow, and roundtables on current research on censorship.

Respondents: Annamary Consalvo, The University of Texas at Tyler

Christina Dobbs, Boston University

Mark Letcher, Lewis University

Pamela Mason, Harvard University

Roundtable Leaders: Jennifer Buehler, Saint Louis University

Susan Cridland-Hughes, Clemson University

Ann David, University of the Incarnate Word

Cathy Fleischer, Professor Emerita, Eastern Michigan University

Chelsea Kent, University of Colorado, Boulder

Melanie Koss, Northern Illinois University

Kelli Rushek, Miami University

Tadayuki Suzuki, SUNY Cortland

Presenters: Jessica Albright, North Scott Community School District, "Critical Praxis Uncensored: Collective Self-Study of Teachers' Experiences with Censorship"

Sherisse Cummings, St. Louis County Schools, "Critical Praxis Unscripted: Navigating Curricular Constraints in Public Schools"

Christine Emeran, National Coalition Against Censorship, "Book Bans and Student Activism: Case Studies"

Jennifer Gallman, Clemson University, "Challenging Times: Mapping the Policies and Stakeholders Involved in Book Challenges in One Southern State"

Ricki Ginsberg, Colorado State University

Marcy Katz, Palm Beach State College, "Poetry and Censorship: A Research Roundtable"

Cassidy Ktsanes, Centaurus High School, "Centering Critical Love in the ELA Classroom"

Kate Lechtenberg, University of Iowa, "Critical Praxis Unscripted: Navigating Curricular Constraints in Public Schools"

Alicia Muir, Northwest Early College High School/Canutillo Independent School District, "The Meaning of 'Informed American Patriotism': Teaching the 1619 Project in Texas"

Rosa Nam, Colorado State University

James O'Keeffe, Northwest Early College High School/Canutillo Independent School District, "The Meaning of 'Informed American Patriotism': Teaching the 1619 Project in Texas"

Kathleen Paciga, Columbia College Chicago, "Middle School Teachers' Perceived Autonomy over Curricular Materials in a Charged Sociopolitical Climate"

Katie Priske, University of Iowa, "Critical Praxis Uncensored: Collective Self-Study of Teachers' Experiences with Censorship"

Avonshae Rounds, Baltimore Public Schools, "Critical Praxis Unscripted: Navigating Curricular Constraints in Public Schools"

Wendy Stephens

Amber Warrington, Boise State University, "Written Feedback to Encourage and Grow Writers"

F.47 Youth and Protest: The Teacher's Role



ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

Youth have been at the forefront of social movements internationally, like Arab Spring, and in the US, with racial injustice, climate change, and book bans. How can students make connections and better understand the purpose of protest movements, and what can educators do to encourage and guide students to make their voices heard? We focus on using books as a conduit for conversation about protests.

Presenters: Autumn Allen, Penguin Random House

Aya Khalil, Little, Brown

Diana Ma

Rhonda Roumani

Nevien Shaabneh

Jamilah Thompkins-Bigelow, Random House Children's Books

F.48 Open Educational Resources (OER) in the Classroom



ROOM: EDNA BOIES HOPKINS (HILTON 401, LOBBY LEVEL)

Sponsored by the Open Educational Resources Fellowship

Open Educational Resources (OER) are free, customizable teaching materials. But often questions about copyright, fair use, and Creative Commons licenses can cause hesitation. Learn how you can adopt OER with your students.

Presenter: Ashleigh Allen, University of Toronto, ON

Jayna Ashlock, Glover Middle School, Spokane, WA

Bill Bass, Parkway School District, "Creating a Culture of Innovation through the Design of Learning Spaces"

Stephanie King, Granger High School, WA

Jeannette Lee-Parikh, The Cambridge School of Weston, MA

Carmen Marroquin, Florida International University, Miami

Jennifer Medeiros, Escondido Union High School District, San Diego, CA

Kristen Tinch, Kentucky Department of Education

F.49 Exploring Chinese and Chinese American Dual Language and Bicultural Literacies

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ROOM: D-182/183 (GCCC, MAIN LEVEL)

This panel session prioritizes the language and literacy experiences of Chinese bilingual and dual language educational experiences in classrooms. Paper 1 uses Asian Critical Race Theory to raise critical consciousness about Chinese heritage. Paper 2 discusses a young Chinese American child's bilingual and bicultural development in a family book club.

Session Chair: Jenell Igeleke Penn, The Ohio State University

Presenters: Suzanne García-Mateus, California State University, Monterey Bay, "Envisioning an AsianCrit Framework in Chinese Dual-Language Bilingual Education Programs: Toward Centering Social Justice and Equity"

Ling Hao, University of South Carolina, "Conexiones of Literacy Experiences: Supporting a Chinese American Child's Bilingual and Bicultural Development in Home Context"

Zhongfeng Tian, Rutgers University–Newark, "Envisioning an AsianCrit Framework in Chinese Dual-Language Bilingual Education Programs: Toward Centering Social Justice and Equity"

Yang Wang, University of South Carolina, "Conexiones of Literacy Experiences: Supporting a Chinese American Child's Bilingual and Bicultural Development in Home Context"

Joanna Wong, California State University, Monterey Bay, "Envisioning an AsianCrit Framework in Chinese Dual-Language Bilingual Education Programs: Toward Centering Social Justice and Equity"

F.50 Opening Connections through Community and Empathy

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ROOM: A-114/115 (GCCC, MAIN LEVEL)

Through sharing stories, presenters will invite educators to consider how the experiences of their own Gen Z students can be leveraged to shape their pedagogy and will show how youth in a juvenile detention facility were positioned as critical consumers of a text, making connections centered on injustice, which created a space for empathy.

Session Chair: LaTracey McDowell

Presenters: Taylor Gallo, "Gen Z Teaching Gen Z: Community as a Form of Literacy Competency"

Maia Parkin, "Gen Z Teaching Gen Z: Community as a Form of Literacy Competency"

Kristine Pytash, "Opening Connections through Empathy: Youth in a Juvenile Detention Facility Moving toward Better Worlds"

Francisco Torres, Kent State University, "Opening Connections through Empathy: Youth in a Juvenile Detention Facility Moving toward Better Worlds"

Amy Walker, Kent State University, "Opening Connections through Empathy: Youth in a Juvenile Detention Facility Moving toward Better Worlds"

F.51 Approaches and Strategies in Online and Cyber Environments

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ELATE



ROOM C-160 A/B (GCCC, MAIN LEVEL)

In this session, panelists will discuss their approaches and strategies to teaching writing in online environments.

Session Chair: Dani Rimbach-Jones, The University of Tennessee, Knoxville

Presenters: Erin Curtis, Weber State University, "Understanding Students' Online Writing Habits and Addressing Writer Confidence"

Kat Greene, Ball State University, "Creating Collaboration and Connections with Discussion Board Roles"

Chris Turpin, "Hackers & Cybersecurity in the English Classroom"

F.52 Culturally Sustaining Pedagogies, Literacies, and Place in Native American Classrooms

C

Rainbow

ROOM C-161 A/B (GCCC, MAIN LEVEL)

This panel examines inclusivity and place-based writing in classrooms through examining culturally sustaining pedagogies and practices.

Session Chair: Fawn Canady, Sonoma State University

Presenters: Beth Lee, Purdue University Global, "Place-Based Literacies"

Theresa Burruel Stone, Sonoma State University, "Place-Based Literacies"

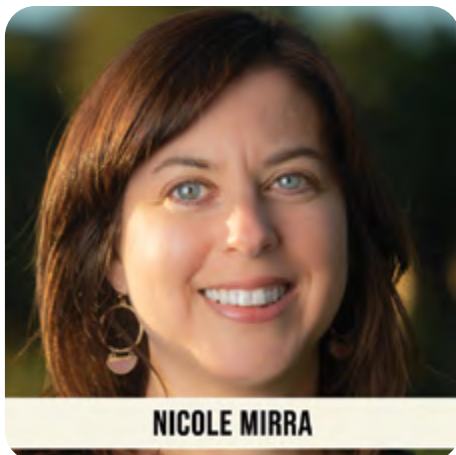
LUNCHEON—11:30 A.M.—1:30 P.M.

ELATE LUNCHEON

SHORT NORTH A (GCCC, UPPER LEVEL)



FRIDAY



NICOLE MIRRA

Speakers: Nicole Mirra and Antero Garcia

NICOLE MIRRA is an associate professor of urban teacher education in the Department of Learning & Teaching at the Rutgers University Graduate School of Education. She previously taught secondary literacy and debate in Brooklyn, New York, and Los Angeles, California. Her work utilizes participatory design methods in classroom, community, and digital spaces to collaboratively create civic learning environments with youth and educators that disrupt discourses and structures of racial injustice and creatively compose liberatory social futures. Her books include *Educating for Empathy: Literacy Learning and Civic Engagement*, *Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators, and Students* (coauthored with Antero Garcia and Ernest Morrell), and *Civics for the World to Come: Committing to Democracy in Every Classroom* (coauthored with Antero Garcia).



ANTERO GARCIA

ANTERO GARCIA is an associate professor in the Graduate School of Education at Stanford University. His research explores the possibilities of speculative imagination and healing in educational research. Prior to completing his PhD, Garcia was an English teacher at a public high school in South Central Los Angeles. His recent research explores learning and literacies in tabletop roleplaying games like *Dungeons & Dragons* and the civic learning possibilities in various learning environments. Based on his research, Garcia co-designed the Critical Design and Gaming School—a public high school in South Central Los Angeles. His recent books include *All through the Town: The School Bus as Educational Technology*, *Everyday Advocacy: Teachers Who Change the Literacy Narrative* (coauthored with Cathy Fleischer), and *Civics for the World to Come: Committing to Democracy in Every Classroom* (coauthored with Nicole Mirra). Garcia currently co-edits *La Cuenta*, an online publication centering the voices and perspectives of individuals labeled undocumented in the US.

Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

AWARDS:

JANET EMIG AWARD FOR EXEMPLARY SCHOLARSHIP IN ENGLISH EDUCATION

Recipient: Stephanie Anne Shelton, “‘Communities of Discomfort’: Empowering LGBTQ+ Ally Work in a Southeastern Rural Community” (April 2022)

JAMES N. BRITTON AWARD

Recipients: Mollie V. Blackburn, *Moving Across Differences: How Students Engage LGBTQ+ Themes in a High School Literature Class*
Alison G. Dover and Fernando (Ferran) Rodríguez-Valls, *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students: Braving Up*

LUNCHEON—11:30 A.M.—1:30 P.M.

MIDDLE LEVEL SECTION LUNCHEON

SHORT NORTH B (GCCC, UPPER LEVEL)



Speaker: Dashka Slater

DASHKA SLATER is the *New York Times* bestselling author of *The 57 Bus*, which won the Stonewall Book Award and was a YALSA nonfiction finalist. She is also the author of the nonfiction title *Accountable: The True Story of a Racist Social Media Account and the Teenagers Whose Lives It Changed*. Slater's fiction includes *The Book of Fatal Errors*; the picture book *Escargot*, which won the Wanda Gag Book Award; *Baby Shoes*; *The Antlered Ship*, which was a Junior Library Guild Selection and received four-starred reviews; and *Dangerously Ever After*. She is also an award-winning journalist whose articles have appeared in *Newsweek*, *Salon*, the *New York Times Magazine*, and *Mother Jones*. She lives in California.

AWARDS:

RICHARD W. HALLE AWARD FOR OUTSTANDING MIDDLE SCHOOL EDUCATOR

Recipient: James Blasingame, Arizona State University, Tempe

OUTSTANDING MIDDLE LEVEL EDUCATOR IN THE ENGLISH LANGUAGE ARTS AWARD

Recipient: Caitlin O'Connor, Hommocks Middle School, Larchmont, New York

LINDA RIEF VOICES FROM THE MIDDLE AWARD

Recipient: to be announced

Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

Poster presentations will be held in the Exhibit Hall (GCCC, Expo Hall B, main level).

Presenters will discuss their work during their session time and have the opportunity to leave their posters up throughout the Convention.

High School Students Read and Evaluate News Articles about Illiteracy

M This exploratory qualitative study gathered data on adolescents' mental models of illiteracy before and after they read news articles on the topic of illiteracy, and explored their beliefs about news articles as a knowledge source. The research presentation will demonstrate how engaging with the news requires critical thinking and civic engagement, both central components of education in our society.

Presenters: Florian Feucht, Thinking Habitats
Nathan Ziegler, Common Spirit School

Our Connected Humanity: Problem-Based Learning as a Pedagogy for Discussing Global Issues

M This poster will show why problem-based learning (PBL) is an effective pedagogy to engage students in explorations of the UN's Sustainable Development Goals (SDGs) while developing English content skills. The poster will highlight the components of PBL, connect to ELA teaching best practice and research, and showcase examples from Project ExCEL-Ignite, a federal grant at George Mason University.

Presenters: Anne Horak, George Mason University
Kimberley Daly, George Mason University
Sophia Wells-Williams, George Mason University

A Positive Interconnection: Understanding Elementary Students' Attitudes toward Reading, Writing, and Drawing

E We present survey data that captures the reading, writing, and drawing attitudes of K–6 students and explores their relationship. Analysis shows that there exists a consistent connection between positive attitudes for all three categories across all grade levels. We discuss the implications of this symbiotic relationship and the potential for further understanding, teaching, and research.

Presenters: Bridget Bunten, Washington College
Avery Castellani, Washington College
Sara Clarke-De Reza, Washington College

Supporting Adolescent Multilingual Learners' Multiliteracies

G A teacher and former teacher, now teacher educator, share their latest teacher-researcher collaboration focused on supporting adolescent multilingual learners' literacy learning. The question we explored was: How do you teach literacy to multilingual adolescents who are beginning readers? The poster will share the context, the question, data collected, and findings.

Presenters: Elena Andrei
Rebekah Harper

Addressing Diverse Developmental Pathways in Early Childhood Literacy: Creative Arts and Movement-Infused Literature Curriculum

E This poster session addresses critical early childhood diversity needs in varying levels of movement. Lessons presented immerse viewers into Indigenous heritages through connecting literature with music, art, and skits. Curricula shared in the poster derive from highlights from three case studies of Indigenous heritage children. Activities of play through the arts build collaborative skills and heritage connections that carry forward into the ELA classroom.


Presenter: Edwina Helton, Indiana University East

Adolescents' Perspectives about Their Digital and Connective Literacies

M As a term, "connective literacies" refers to the reading, writing, speaking, listening, viewing, and critical thinking skills necessary for students to engage and interact meaningfully, productively, and safely in digitally-connected spaces. Researchers will share five thematic findings from two adolescent focus groups about their use of connective literacy skills in and outside of school.

Presenters: Suzanne Myers, University of Kansas
Jocelyn Washburn, University of Kansas


More than Windows or Mirrors, Books Can Be Crystals, Too!

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Culturally relevant young adult literature can act as windows allowing readers to peer into another person's world or act as mirrors that reflect their own experiences. However, recent research shows that books can also act like prismatic crystals, allowing students to appreciate their own culture and those of others in a whole new light. Culturally relevant texts can broaden and deepen the understandings of our students like a prismatic crystal can take a single beam of light and refract it into a beautiful rainbow of colors.

Presenter: Amy Cattapan, Lincoln Hall Middle School


Let's Talk about Talk: Conversational Turns in Early Childhood

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This poster session will provide graphics and information about coaching rounds with 4K teachers and their students as they participated in LENA Grow. LENA Grow is a nonprofit professional development experience designed to bring about more equitable opportunities for all children to develop oral language. A brochure will be provided about the power of talk in literacy development.

Presenter: Becky McCraw, Limestone-Central Elementary

Diverse Experiences in Children's Literature: Langston Hughes

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Providing students encounters with diverse books is an important endeavor, and Langston Hughes-themed picture books can serve as one avenue for successfully incorporating diverse literature into elementary literacy instruction. Using the methods of qualitative content analysis (Schreier 2014) this study investigates the ways in which Langston Hughes and his literature have been incorporated into children's picture books and outlines the potential benefits of using these themed texts with elementary students. The findings of this research present specific literary texts for teachers to incorporate into their classrooms and discusses the unique opportunities these picture books can provide young readers and writers.

Presenters: Bethany Lewis


From Where They Sit: Students' Experiences of School-Based Writing

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Understanding how students experience school-based writing provides educators with valuable insights that can inform literacy instruction. In this poster session, we present findings from our research into how sixth graders and first-year college writers understood and experienced the writing asked of them in their respective classrooms and schools. Our research aims to spark conversations about how school-based writing can honor and support the literacy networks, both within and beyond the classroom, that connect students to themselves, others, and the world.

Presenters: Laura Dacus, University of Tennessee, Chattanooga
Allison Dempsey, Farragut Middle School, Knoxville, TN

Integrated Vocabulary Studies in Literacy Instruction

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 **Rainbow**

Integrating vocabulary studies in literacy instruction can help students, particularly ELLs, develop academic language and improve comprehension. We share a research-based, culturally responsive vocabulary study cycle to illustrate the why and how this integrated approach works to support academic language development. Participants will take away ideas to enliven their vocabulary instruction.

Presenters: Yang Hu, CUNY Hunter College
Nancy Ivanovic, Public School 212, New York City Department of Education

Framing Changes in Contested Spaces: Opportunities and Constraints for Preservice ELA Teachers during Student Teaching

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This poster examines how ELA student teachers framed changes they tried to make to enact principles of justice and equity. Explore the specific strategies the student teachers enacted, which include (a) morally reframing their choices to align with their mentor teachers' values, (b) eliciting mentor thinking with critical questions, and (c) quiet noncompliance.

Presenter: Christopher Kingsland, University of Michigan, Ann Arbor

Reading Squares: One-Stop Writing-to-Respond Strategy

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The Reading Squares methodology represents a distinctive strategy aimed at assisting students in formulating responses to the books or texts they are reading. This approach offers a visual technique that provides a clear structure and addresses the primary modes in which students are prompted to respond to a given reading passage.

Presenter: Tara Temprano, Roosevelt Elementary School

What Are Louisiana Preservice Teachers Learning about Teaching Reading?

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The study investigated what select preservice teachers learned about teaching reading and their theoretical orientations for reading. Findings indicated participants were prepared to teach reading through interactions with complex political and educational contexts, experiences, and individuals during teacher preparation programs. Methods participants learned aligned with phonics orientations.

Presenter: Megan Jenny

The Benefits of Self-Pacing in the English Classroom

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Discover how to give students the control of their learning progress and achieve their goals. Learn effective strategies to manage your time, track student progress, and get the most out of your class time. This poster presentation will provide benefits on how to teach English skills in a flexible and personalized way. Don't miss out on this opportunity to enhance your English classes!

Presenters: Avery Balasbas, The Modern Classrooms Project
Toni Rose Deanon, The Modern Classrooms Project

Incorporating Post-Apocalyptic Fiction into the Classroom

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This poster presentation encourages instructors to incorporate post-apocalyptic (PA) fiction into their classrooms. There is nothing quite like a shared, universal threat to help us recognize humanity's common bond. Post-apocalyptic fiction offers a strikingly real yet brilliantly imaginative array of threats—extraterrestrial, environmental, or economic, to name a few. In this sense, PA fiction opens a cross-disciplinary territory that students must navigate, including but not limited to the fields of rhetoric, psychology, law, art, philosophy, science, and politics. Viewers are presented with two unit examples appropriate for middle grades and secondary students.

Presenter: Kaitlyn Frakl, Hall High School

ELA Teachers' Text Selections and How They Represent the School's Demographics

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ELATE



Rainbow

This poster will explore ways for teachers to strengthen their ability to teach with a culturally relevant lens by analyzing the importance of selecting texts that are culturally relevant and sustaining to students. Drawing from *Culturally Relevant and Sustaining Pedagogy* (Ladson-Billings, 2017; Paris & Alim, 2014), content and critical content analyses are used to highlight the importance of aligning texts to the cultural and personal assets of students in high school English classrooms.

Presenter: Matthew Kaplan

Community Connections: A Network of Support for Teachers to Prevent and Address Classroom Censorship

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Early career teachers are often unprepared to prevent and address censorship, so it is important for the entire learning community to serve as a support system as a preventative measure to the issue of censorship and also for early career teachers to have access to helpful resources. This poster is designed to help early career teachers recognize the network of related supports around the issue of censorship.

Presenter: Pauline LeMaster

Book Club Conversations with AAPI High School Girls: Counterstory-Telling in Response to YAL

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As an ELA Asian American (AsAm) teacher facilitator, I center Gholdy Muhammad's five pursuits for unearthing genius and joy (2023). This qualitative study explores how secondary school AsAm girls respond to and engage with AsAm young adult literature (YAL) in the context of an after-school book club. Together we unearth our powerful AsAm counterstories (Solorzano & Yosso 2002).

Presenter: Tasha Lindo, University of Iowa

Grounding Indigenous Learning in the Library and on the Land through Relationship and Reciprocity

E This poster demonstrates a three-part process for helping elementary students understand Canada's history from Indigenous perspectives. This begins by connecting students with authentic Indigenous voices, committing to reciprocity with people and the land, and finally, making change visible through action. Clear examples of strategies and resources are highlighted.

Presenter: Krista Spence, University of Toronto

Korean Home Cooking in Picture Books as Cultural Education

E This presentation introduces Korean American children's responses to two culturally relevant picture books which feature Korean dishes and Korean families' home cooking. The presenter explores what it means to eat Korean food for Korean American families and suggests teachers look beyond the food.

Presenter: Jongsun Wee, Pacific University

Up Student Engagement with Choice Boards

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Reveal your students' potential with choice boards and let them show you their understanding of a text through their choice of medium. The possibilities are endless and you will never again have to grade a pile of similar assignments.

Presenters: Alison Kilfoyle
Laurence Paul, Awty International School

G.01 Step into the Light: Taking Action Outside of Our Ohio Classrooms

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LGBTQIA+

Rainbow

ROOM: A-124/125 (GCCC, MAIN LEVEL)

Sponsored by the Ohio Council of Teachers of English Language Arts (OCTELA is our host affiliate for the Convention)

Panelists will share their experiences, knowledge-building, actions, and reflections on how they found their paths to engaging in advocacy work outside of their classrooms. While the focus is on Ohio stories, the lessons learned apply across grade levels, roles (teachers, higher ed, librarians), and issues. Each participant shares their first steps to know better, and to do better (Maya Angelou).

Presenters: Courtney Johnson, Columbus City Schools
 Jenell Igeleke Penn, The Ohio State University
 Lisa Vahey

G.02 Addressing Teacher Burnout and Teacher Attrition

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ELATE

LGBTQIA+

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Rainbow

ROOM: D-182/183 (GCCC, MAIN LEVEL)

Teacher burnout and teacher attrition are problems that continue to present challenges to teachers and school systems. This session explores varied approaches to addressing teacher burnout and attrition, including virtual fieldwork for preservice teachers and cultivating fierce self-compassion.

Session Chair: Tashema Spence, New York City Department of Education/Hofstra University

Presenters: Adele Bruni Ashley, Teachers College, Columbia University, “An Unanticipated Teacher Education Initiative: Virtual Fieldwork and Its Side Effects”
 Crystal Cale, Greenwood High School/Warren County Schools, “Developing Fierce Compassion to Mitigate Teacher Burnout”
 Erica Cassidy, Geo International High School, “Developing Fierce Compassion to Mitigate Teacher Burnout”
 Kelly DeLuca, Teachers College, Columbia University, “An Unanticipated Teacher Education Initiative: Virtual Fieldwork and Its Side Effects”
 Marcelle Mentor, Teachers College, Columbia University, “An Unanticipated Teacher Education Initiative: Virtual Fieldwork and Its Side Effects”

G.03 Building Critical Thinkers: Navigating News and Bias in the Classroom with AllSides

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ROOM: B-140-142 (GCCC, MAIN LEVEL)

Sponsored Exhibitor Session from AllSides

Discover how AllSides fosters critical thinking in the classroom. This session explores our platform’s role in media literacy education, empowering students to navigate news and bias while promoting civil discourse and balanced perspectives

Presenter: Henry Brechter, Editor-in-Chief, AllSides

G.04 Facing Censorship: Preparing Educators to Teach Difficult or Controversial Books and Topics

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ELATE

ROOM: A-226 (GCCC, UPPER LEVEL)

In the current political climate, teachers need strategies and guidance on how to teach difficult or controversial books and topics. This session highlights how teacher educators can better prepare educators to stand up to censorship and teach about difficult topics.

Session Chair: Michele Castleman, Heidelberg University

Presenters: Julie Bell, University of Nebraska at Omaha, “Standing Up to Book Challenges: Preparing Teachers and Librarians to Defend Students’ Right to Read”
 Kari Bulgrin, University of Nebraska at Omaha/Gretna High School, “Standing Up to Book Challenges: Preparing Teachers and Librarians to Defend Students’ Right to Read”
 Jonathan Bush, Western Michigan University, “Preparing English Language Arts Teachers to Teach Texts about Genocide”
 Melissa Cast-Brede, University of Nebraska at Omaha, “Standing up to Book Challenges: Preparing Teachers and Librarians to Defend Students’ Right to Read”
 Sarah Thomas, Bridgewater State University, “We Can and Should Teach HARD Things”

G.05 Engaging Students with New Media

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ELATE

NWP

NATIONAL WRITING PROJECT

ROOM: C-162 A/B (GCCC, MAIN LEVEL)

In this session, participants will find ways to engage students with new media and new nodes of composition. Units on digital notebooks and student-driven inquiry research will be presented.

Session Chair: Timothy Shea, Messiah University

Presenters: Kristina ByBee, Arizona State University, “Students Blaze New Pathways through Research and Writing: Digital Arguments in the English Classroom”
 Mandy Luszeck, Utah Valley University, “Students Blaze New Pathways through Research and Writing: Digital Arguments in the English Classroom”

G.06 Connecting Literacy and Justice through Multigenre Projects

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 NWP
 NATIONAL WRITING PROJECT
 Rainbow

ROOM: A-210/211 (GCCC, UPPER LEVEL)

This session introduces participants to two multigenre projects that help students become change agents in their communities. Participants will learn about an exciting museum collaboration and a global literacy project.

Session Chair: Anna Osborn, Jefferson Middle School

Presenters: Teresa Layden, Arizona School for the Arts, “Literacy Is a Human Right: Connecting Students’ Literacy through Literacy Advocacy”

Lauren McClanahan, Western Washington University Bellingham, “Picturing Justice: Using Photography to Create Conexiones to Justice and Identity”

Ginette Rossi, Arizona State University/Arizona School for the Arts, “Literacy Is a Human Right: Connecting Students’ Literacy through Literacy Advocacy”

G.09 Creating Antiracist Educator Spaces

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 ELATE
 Rainbow

ROOM: D-180/181 (GCCC, MAIN LEVEL)

In this panel researchers and educators share methods and experiences for working with faculty doing the difficult work of promoting antiracist teaching and learning.

Presenters: Veronica Paredes, The Graduate Center, City University of New York, “Creating Spaces for Immigrant-Origin, Bilingual Educators: Healing through Sensemaking”

Jessica Velez, The Graduate Center, City University of New York, “Creating Spaces for Immigrant-Origin, Bilingual Educators: Healing through Sensemaking”

Amy Walker, Kent State University, “The Realities of Resistance in Antiracist Education Partnership”

Dianne Wellington, Indiana University, “The Realities of Resistance in Antiracist Education Partnership”

G.10 Community Conexiones: Preservice Teachers Design Equity-Based, Culturally Responsive Literacy Curriculum Grounded in Local Urban Communities

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ROOM: A-110/111 (GCCC, MAIN LEVEL)

This panel includes a literacy teacher educator and four preservice teachers and focuses on assignments from an Elementary Literacy Methods course. The preservice teachers will share the community-based, equity-focused, and culturally responsive literacy unit plans they created and discuss how they leveraged the local urban communities of their schools as sites and sources of literacy learning.

Chair and Speaker: Kathryn Struthers Ahmed, CUNY Hunter College

Presenters: Katherine Boyd, “Street Art for Social Justice: A Fourth- and Fifth-Grade Poetry Unit”

Nekiyah Chester, “Advocating for Community Needs: A Fourth- and Fifth-Grade Persuasive Writing Unit”

Abigail Cook-Mack, “Urban Public Art Tells Stories: A First-Grade Narrative Unit”

R. Ari Farrell, “Urban Environmental Print: A First-Grade Expository Unit”

G.11 Community: Youth Creating Multicultural Digital Literacies for Racial Justice and Holistic Growth

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Rainbow

ROOM: A-224/225 (GCCC, UPPER LEVEL)

Sponsored by the Early Career Educators of Color Leadership Award

This panel features projects developed by winners of the 2022 NCTE Early Career Educators of Color Leadership Award. Each project offers insights and practical takeaways for any educator seeking to empower their students through multicultural digital literacies, as well as any educator striving to create racial justice and holistic growth both in and out of the classroom.

Presenters: Andrew Chen, John Burroughs School
N’Kengé Robertson, Southeastern High School, “Addressing Racial Violence in English Education Spaces through Teaching with Tenderness”

Curtis Wu, Boston Latin Academy, “Reviving The Jabberwock: Student Publishing for a Multicultural Community”

Respondents: Jeffrey Cabusao, Early Career Educator of Color (EC-EOC) Leadership Program Co-Director
Tiffany Flowers, Georgia State University Perimeter College

G.12 Conectando con Escritura: Creating Communities through Writing (and Publication)

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ROOM: A-114/115 (GCCC, MAIN LEVEL)

Sponsored by the Recognizing Excellence in Art and Literary Magazines Award

Student publications connect school communities. Fostering these connections empowers students to have their voices heard and to engage in the risk-taking process of student publication construction. REALM committee members will connect with attendees to expand student engagement, advocate for students’ freedom of speech, and connect school communities through the process and power of publication

Presenters: James Barnabee, Adlai E. Stevenson High School
Alexa Garvoille

Laura Gellin, Park Tudor School

Benjamin Lally, Hopkinton High School

David A. Ragsdale, Clarke Central High School

Gillian Schneider, Neuqua Valley High School

Amy Williams-Eddy, Saint Mary’s Hall

**G.13 Conexiones, Community, Criticality:
Transforming the 9th Grade English Experience
through Ethnic Studies**

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Rainbow

ROOM: CHARLIE OWEN (HILTON 402, LEVEL 3)

Ethnic studies is transformational for students—particularly those most marginalized from traditional schooling—as well as educators. In this session, teachers and district support staff share how they developed a grade 9 English ethnic studies course from the ground up. Learn about a model that is based in ethnic studies theory and practice, aligned to ELA standards, and committed to collectivity.

Presenters: Miranda Jue
Allison Quijano, Santa Barbara Unified School District
Mercy Rudolph

**G.14 Confronting Our Curricular Crossroads: How
One District Connected with a New Generation
of Readers and Held Themselves Accountable**

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Rainbow

ROOM: C-150 (GCCC, MAIN LEVEL)

Faced with an outdated curriculum littered with old dead white men and students who lacked connection to them, Gahanna Lincoln's English department needed to re-evaluate where they were headed. Teachers and leaders from the department will discuss how they performed a departmental curriculum audit, how they let students audit the department, and how that data changed their paths and the books they purchased.

Presenters: Justin Gartin, Gahanna Lincoln High School
Kristen Juth, Gahanna Lincoln High School
Meredith Miller, Gahanna Lincoln High School
Judith Newman, Gahanna Lincoln High School
Christopher Wagner, Gahanna Lincoln High School

**G.15 Connecting Student Voices through the Power
of Story**

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Rainbow

ROOM: B-240-242 (GCCC, UPPER LEVEL)

Reading memoirs and writing narratives create space for identity work, perspective-sharing, and opportunities to connect through experience and voice. In this session we will share some of our favorite literature to use in classrooms across all grade levels to connect reading with writing. We will highlight student voice with examples of their memoirs and narratives in a variety of formats.

Presenters: Julie Hoffman, Springfield Public Schools
Cindi Koudelka, Fieldcrest CUSD 6/Aurora University
Greg Micek, Maercker School District 60/Holmes Primary School
Katie Russell, Murphysboro CUSD #186

**G.16 Connecting Students and Educators
through Cross-District Middle School
Writing Groups**

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NWP
NATIONAL WRITING PROJECT

ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

Teachers from rural Mississippi middle schools describe their students' experiences in writing groups designed to support students' autonomy and build their identities as writers. Presenters describe how they supported one another in planning, implementation, and reflection. Session participants collaboratively analyze middle school student writing and hear videotaped student reflections.

Presenters: Robin Atwood, South Mississippi Writing Project
Tiffany Bradford, Forrest County Schools
Hannah Doleac, Lamar County School District
Brooke McWilliams, Lamar County Schools
Bethany Mulholland, Forrest County Schools
Catherine Williams, South Mississippi Writing Project
Dylan Williams, Lamar County Schools

G.17 Connection Starts with Curiosity

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ROOM: B-233-235 (GCCC, UPPER LEVEL)

Through concepts like radical empathy, teachers are trying to educate students about people different from themselves. This panel includes members from the author, library, and teacher communities discussing the importance of curiosity as a core value of classrooms to help motivate students to read new books that engage with new experiences and provide writing exercises for fostering empathy.

Presenter: Rebecca Ashley, Canton Public Schools 6–12
Tradebook Authors/Illustrators: Katryn Bury, Clarion Books/
HarperCollins
Ernesto Cisneros, Quill Tree Books/HarperCollins
Shawn Peters, HarperCollins
Sonja Thomas, Aladdin/Simon & Schuster

G.18 Connection: Rethinking Argument as Conversation and Re/Learning How to Converse and Connect in a Cancel Culture World



ROOM: C-170 (GCCC, MAIN LEVEL)

Sponsored by the National Writing Project

This interactive panel will share our work with middle grade, high school, and university students navigating demands of high stakes writing while embracing argument as conversation. We invite participants to write and share during our time together. Together we will explore ways to move past the disconnection of posturing and into the complexities of the human spirit, which longs to connect.

Presenters: Amelia Barnes, Southern Guilford High School, “Connecting Students with the Thoughts They Think: Making a Claim”

Cortney Chappell, Western Guilford High School, “Connecting to the Evidence: Creating Networks to Support Thinking”

Jeanie Reynolds, University of North Carolina at Greensboro/ Piedmont Voices Writing Project

Elizabeth Rodgers, Southern Guilford High School, “Low Stakes Writing: Connecting with the Things We Care About”

G.19 Creating Voices That Communicate with the World!



ROOM: PHEORIS WEST B (HILTON 402, LEVEL 3)

This session will explore how to use a lesson rooted in Critical Literacy pedagogy as a catalyst for writing projects. Students will use their understanding of knowledge and power to find missing points of view in the books they read on a specific topic and then use these ideas to research and develop an essay of their own to create their own perspective and communicate it with world!

Presenters: Stefanee Berry, Augusta University
Jennifer Gurley, Augusta University
Brandi Reynolds, Augusta University

G.20 Deconstructing Whiteness, Reconstructing Antiracism: Approaches to Redressing Racism in Critical Studies of Literacy



ROOM: C-171/172 (GCCC, MAIN LEVEL)

This interactive roundtable shares findings from seven research studies focused on how white supremacy is constructed and disrupted in classrooms. By employing reconstructive discourse analysis, the audience will explore data alongside the researchers for how teachers and students constructed new narratives, which give glimpses into what more just and equitable schooling could be like.

Session Chairs: Michiko Hikida
Frannie Sanchez
Laura Taylor, Rhodes College

Presenters: Aris Clemons
Annie Daly, The University of Texas at Arlington
Lauren Kelly, Rutgers University
Karla Lomeli
Kahdeidra Martin
Ashley Patterson
Melissa Schieble, Hunter College
Quentin Sedlacek
Amy Vetter, University of North Carolina, Greensboro
Thea Williamson

G.21 Finding the Light in the Never-Ending Shade: Making Connections through Poetry



ROOM: A-216 (GCCC, UPPER LEVEL)

Sponsored by the ELATE Commission on the Teaching of Poetry

During this panel presentation, presenters will demonstrate how they use poetry to make connections and to promote specific goals—healing, creativity, joy, nostalgia, reverence, hope, reflection, advocacy, empathy, and compassion—in their lives and classrooms.

Presenters: Lawrence Baines, Berry College
Crag Hill, University of Oklahoma
Anthony Kunkel, Nicholls State University
Megan Davis Roberts, Teachers College, Columbia University
Vicki Sherbert, Kansas State University
Bonner Slayton
Kimberly Stormer, Houston Independent School District
Danny Wade, Washburn University
Ureka Williams, Tulsa Community College

G.22 First Impressions, Lasting Conexiones, and Real Change: What to Read First in High School English



ROOM: D-281/282 (GCCC, UPPER LEVEL)

Where to start? Rationales for seven texts leading to seven different ways to start the year in ELA with a panel of teachers, teacher educators, and a popular YA author. Learn and share approaches that will inspire changes in your curriculum with new twists on classics, “linguistic activism,” YAL, networked literacies, and more.

Presenters: Briana Asmus, Aquinas College
Bethany Baptiste
Fawn Canady, Sonoma State University
Jennifer Johnson, Sonoma State University
Chris Nagle, Western Michigan University
Anna J. Small Roseboro
Gretchen Rumohr, Aquinas College
René Saldaña, Texas Tech University

G.23 Growing a Mighty Forest of Writers: Nurturing Young Writers in Collaborative Networks of Teachers, Children, and Authors

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ROOM: A-120/121 (GCCC, MAIN LEVEL)

Teachers and authors share a root system, like Pando, the massive grove of quaking aspens. Networking together, we can nourish, protect, and provide a strong foundation to help students find their unique voices within a collaborative writing community. Panel members provide writing processes based on NCTE research that employs authentic purpose, topics, and revision in a safe environment.

Presenters and Tradebook Authors/Illustrators: Nancy

Churnin, Albert Whitman & Company

Pam Courtney, Farrar, Straus, Giroux

Kathy Halsey

Vivian Kirkfield, Holiday House

Ellen Leventhal

G.24 Helping New Teachers Survive and Thrive in the Classroom: Discussing What Early Career Teachers Really Need and What We Can Do to Help

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ROOM: EMA SPENCER (HILTON 402, LEVEL 5)

There are few things more terrifying than walking into a classroom for the first time as the classroom teacher and realizing that you are the adult in the room. This session includes the voices of three early career teachers discussing their fears, failures, and successes, and what supports they needed and had (or don't have). Panelists will also talk about the creation of a support group for teachers.

Presenters: Zuza Livosky, Northeast Ohio Impact Academy

Jackie Mercer, Youngstown State University

Sierra Moran, Youngstown City Schools

Sarah Valingo, MCCTC Valley STEM

G.25 Integrating L1 and L2 in Teaching of EFL Writing with a Translating Approach

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This panel presents an online teaching experiment with a translating approach grounded in translanguaging theory and pedagogy. This teaching practice is through collaborative efforts between Chinese language arts teachers and EFL instructors in their joint exploration of using an innovative teaching approach to help EFL students develop their bilingual writing competence and language proficiency.

Presenters: Lin Deng

Danling Fu, University of Florida

Zhongyi Min, University of Florida

Zexu Xi, University of Florida

G.26 Interconnectivity, Immersion, Connection, and Collaboration in Nonfiction

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ROOM KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, 4TH FLOOR)

All around us conexiones abound. Nonfiction books reveal interdependences within and outside of school walls, ecosystems, cultures, and political borders, and serve as models of exploring the world, capturing information, and reshaping it in ways that inform others. Join our roundtable session, where we pair nonfiction book creators and educators for interactive conversations focused on the themes.

Session Chairs: Mary Ann Cappiello, Lesley University
Xenia Hadjioannou, Penn State University, Berks Campus

Roundtable Leaders and Tradebook Authors/Illustrators: Nell

Cross Beckerman, Scholastic

Amina Chaudhri, Northeastern Illinois University

Jared Crossley, Alpine School District

Katie Cunningham, Sacred Heart University

Erika Dawes, Lesley University

Grace Enriquez, Lesley University

Maria Gianferrari, Beach Lane Books/Simon & Schuster

Cyndi Giorgis, Arizona State University

Gail Jarrow, Calkins Creek/Astra Books

Marie LeJeune, Western Oregon University

Lauren Liang, University of Utah

Ruth Lowery, University of North Texas

Juana Martinez-Neal, Neal Porter Books

Heather L. Montgomery, Bloomsbury

Patricia Newman, Millbrook Press

Patty Cisneros Prevo, Lee and Low Books

Scott Riley, Singapore American School

Katherine Roy, Norton Young Readers

Steve Sheinkin, Macmillan Children's

Melissa Stewart, Penguin Random House

Duncan Tonatiuh, Abrams

Patricia Valdez

Paula Yoo, W. W. Norton & Company

Terrell Young, Brigham Young University

M.O. Yuksel, HarperCollins/Charlesbridge

G.27 Interrogating Preservice Teachers' Theories of Engagement in their Literacy Planning and Reflection

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ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

This presentation shares how preservice teachers conceptualized "engagement" in literacy lesson plans and reflections. We analyze the theoretical underpinnings and implications of these beliefs for literacy teaching, and offer a more relationally-centered theorization of engagement. Attendees will explore their use of the term "engagement" and implications for their teaching.

Presenters: Marie Borkowski, The Ohio State University

Sarah E. Jackson, Millersville University

Jackie Ridley, Kent State University

Lindsey W. Rowe, Clemson University

G.28 Keep on Reading for a Free World: Reconnecting through Literacy and LiteratureE
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TE**ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)**

Reading is a national obsession in the US that is less about the act of reading and more about a media, public, and political hyperfocus on how children learn to read and what students read in schools. This roundtable addresses how literacy movements often disconnect students and teachers from their own literacy, disrupting our commitment to reading as windows, mirrors, and maps.

Speaker: Carole Lindstrom, Macmillan Children's/Abrams**Roundtable Leaders:****"Centering the HUMAN in the Humanities: Representing and Caring for Students"**

Melanie Hundley, Vanderbilt University

Brian Kissel, Vanderbilt University

Emily Pendergrass, Vanderbilt University

"Bust the Branding: Unmasking the Networks That Shape Book Bans and the Science of Reading"

Michael Young, University of Minnesota, Duluth

"Reading Wars and Censorship: A Long and Shared History"

Paul Thomas, Furman University

"Countering the Narrative: Fighting for Culturally Responsive Reading"

Melanie Shoffner, James Madison University

"Activist Reading Instruction and Re-Visioning a Free World"

Michael Cook, Auburn University

Lindsey Ives, Auburn University

"TAWS and SAWS: Teachers as Writers Teach Students as Writers"

Dorothy Suskind, Longwood University/Southside Virginia Writing Project

"Paving the Path to Destruction: The Right to Read in Post-Truth America"

Meg Grizzle, University of Arkansas

"Together We Stand: Advocating for and with Students for the Right to Read"

Katie Kelly, Furman University

Alyssa Likens, Sterling School/Spartanburg School District 6

"Students as Activists and Researchers: High School Students' Discourse Analysis of Talk in a 'Banned Book Club'"

Henry Donath, Community School of Naples

Ariella Levine, Community School of Naples

Reva Patel, Community School of Naples

Caroline Rubin, Community School of Naples

Lisa Scherff, Community School of Naples

"Portrayal in Their Pages: An Intersectional Analysis of Florida's 2021–2022 Grades 3–5 Sunshine State Award Book List"

Via Lipman, Stanford University

"What's on the Bookshelf? Communicating to Parents and Public the 'Why' of Literary Windows, Mirrors, and Maps"

Stacy Haynes-Moore, Coe College

"What's Race Got to Do with It? Interest Convergence and Literacy 'Crisis' Narratives"

Shawna Coppola, Rollinsford Grade School

G.29 Paper Notebooks: Connecting Essential Practice and Play in a Digital AgeM
S**ROOM: D-283/284 (GCCC, UPPER LEVEL)**

Notebooks are the heart of our classrooms. Notebooks are a way for our students to extend their learning and find themselves. Notebooks help create community. We will write together to explore the many ways notebooks are an essential tool for students to forge connections with themselves, with one another, and with the world beyond. Bring your notebook and favorite pens. Join us!

Presenters: Kayla Briseno, San Antonio Academy of Texas, TX
Sarah Krajewski, Cleveland Hill High School, NY
Kathrine Sullivan, Essex High School, VT
Erin Vogler, Dalton-Nunda (Keshequa) Central School, NY
Amy Watkins, Novi High School, MI

G.30 Podcasting as a Homeplace: Creating Conexiones to Grow and Develop in Our Literacies

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Rainbow

ROOM: DIANE POWELL DAX (HILTON 402, LEVEL 5)

This session shares the presenters' stories of how podcasting has been used as a homeplace for them in academia and to leverage conexiones that have helped them to grow and develop their literacies. The session provides an opportunity for participants to plan how they can create homeplaces and use podcasting to leverage conexiones that will grow their literacies.

Presenters: Shamaine Bertrand, The College of New Jersey
Margaret Owusu, University of Michigan
Kisha Porcher, University of Delaware
Brittany Powell, University of Delaware

G.31 Queer(ing) Conexiones

E ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)

M Sponsored by the *Genders and Sexualities Equality*
S *Assembly*

TE This roundtable session offers a variety of teaching
LGBTQIA+ and research approaches to queer work (meaning both
R LGBTQIA+ identities and work that disrupts norms) in ELA classrooms. Keynote speakers and roundtable leaders will engage attendees in conversations that illuminate queer conexiones. Presentations include contexts of K–12 teaching and teacher education on inclusive LGBTQIA+ ELA topics.

Session Chairs: Rae Oviatt, Eastern Michigan University
Summer Pennell, University of Vermont
Stephanie Anne Shelton, The University of Alabama

Roundtable Leaders: Danelle Adeniji
Beth Baryon, Minerva Park Middle School, Columbus, OH
James Coleman, University of Iowa
Adam Crawley, University of Colorado, Boulder
Darryn Diuguid, McKendree University
Toby Emert, Agnes Scott College
Lisa Hazlett, University of South Dakota
Roxanne Henkin, The University of Texas at San Antonio (retired)
Caitlin O'Connor, Mamaroneck UFSD
R. Joseph Rodriguez, Austin Independent School District, TX
Ryan Schey, University of Georgia
Nicole Sieben, SUNY Old Westbury
Ann Marie Smith
Tadayuki Suzuki, SUNY Cortland
Caleb Thornton, Andover Public Schools
Julia Torres
Craig A. Young, Bloomsburg University of Pennsylvania

G.32 Reckoning with the Whiteness of English Education

G ROOM: A-214/215 (GCCC, UPPER LEVEL)
TE

R This panel shares from an upcoming book about disrupting white supremacy in various K–12 English language arts contexts. Diverse authors will share, describe, and analyze teaching projects. Session attendees will consider antiracist teaching projects with a special focus on reckoning with whiteness.

Presenters: Justin Grinage, University of Minnesota
Heidi J. Jones
Kelsey Jones-Greer, Penn State University
Anna Schick
Erin Stutelberg, Salisbury University
Samuel Tanner
Elise Toedt
Angela Watson

G.33 Reimagining Strategies for the Community-Engaged Classroom

S ROOM: C-151 (GCCC, MAIN LEVEL)
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Rainbow This session illuminates strategies for ELA educators interested in community-building within and beyond the classroom. ELA teachers may face challenges such as social divisions and significant diversity among students. Drawing upon community-engaged curriculum, poetry, and archives, this session offers three ways of building connections between classroom and community to address such challenges.

Session Chair: Alyse Campbell, University of Michigan

Presenters: Carlina Duan, University of Michigan, “Everything is in the language we use’: Community-Engaged Poetry of Place”
Anne Ruggles Gere, University of Michigan, “What We Can Learn from Indigenous Teachers”
Jody Rust, University of Michigan, “Curriculum as Story Frames Community”

G.34 Sharing Our Stories: Creating and Sustaining Connection and Community

S ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)
C

TE In this presentation, scholars from Cultivating New
NWP Voices among Scholars of Color (CNV) share their
Rainbow experience of braiding letter writing and testimonio to engage in self-reflection, interrogate their literacy journeys, fortify their shared spaces, and come to an appreciation of their collective understandings of the role and function of literacy in their lives, teaching, and research.

Presenters: Tasha Austin, SUNY Buffalo
Jordan Bell
Jose Luis Cano
Autumn A. Griffin, University of Pennsylvania
Sharim Hannegan-Martinez
Alicia K. Hatcher, Syracuse University
Ileana Jimenez, Teachers College, Columbia University
Lauren Elizabeth Reine Johnson, University of Illinois at Chicago
Naitnaphit Limlamai, Colorado State University
Tamara N. Moten
Theresa Burruel Stone, Sonoma State University
Renee Wilmot, Michigan State University

G.35 smART Connections: Re-Centering the Arts in Preschool Literacy Learning**E****TE****ROOM: A-220/221 (GCCC, UPPER LEVEL)**

One preschool teacher's classroom is featured from a collaboration among an early childhood center, a local arts organization, and a university teacher education program. The project centers the arts as a central node of a process-based system, promoting an inquiry-based, materials-rich approach. Findings show a positive impact on children's language, cognitive, and social-emotional development.

Session Chair: Franki Sibberson, SproutFive**Presenters:** Ferdous Bakhreibah, The Ohio State University, "Implications for Teacher Education"

Jaclyn Dynia, SproutFive, "How STEAM Lessons Can Improve Classroom Quality"

Aurelia Javier, The Ohio State University, "smARTing: STEAMy Art-Based Meaning-Making with Small Children and Materials"

Laurie Katz, The Ohio State University, "Implications for Teacher Education"

Mindi Rhoades, The Ohio State University, "smARTing: STEAMy Art-Based Meaning-Making with Small Children and Materials"

LaTronda Smith, SproutFive

Caroline Steward, SproutFive, "Using Art to Build Language and Social Development"

G.36 Synergy: Connecting through Literacy in Challenging Times**G****TE****ROOM: A-122/123 (GCCC, MAIN LEVEL)**

Many states are currently teaching amid legislation that seems to be in opposition to the heart of secondary ELA instruction. How do we construct spaces that allow educators the deep connection afforded through literature? Join us to learn how legislation and collaboration can allow for growth and receive navigational insights for educators to be empowered when legislation attempts to silence.

Presenters: Tracy Hunt, The University of Oklahoma

Brienne Johnson, Bethel High School, "Opening Up Connections: Building a Safe Environment"

Kenzie Pratt, University of Oklahoma

Michelle Waters, University of Oklahoma

G.37 Teachers as Writers and Readers: Roles, Responsibilities, and Relationships to Create a Culture That Supports Process and Collaboration**G****TE****ROOM: PHEORIS WEST A (HILTON 402, LEVEL 3)**

This session provides a variety of experiences and interests as we examine the potential for learning communities to connect with educators across grade levels and cultures and find joy in the process. Through our connections as readers and writers at one local writing project site, each roundtable explores relationships with writing as a pathway to wonder, question, and engage with others.

Session Chair: Pauline Schmidt, West Chester University**Roundtable Leaders:** Lynne Dorfman, West Chester Writing Project, "Creating a Writing Community for Seniors"

Jen Greene, West Chester Area School District, "How Do I Find the Time to Write?"

Sara Hyson, West Chester Writing Project, "Reading and Writing for Social Change"

Judith Jester, Kennett Middle School, "Crafting with Clarity: Using AI to Improve Your Writing"

Dana Kramaroff, "A Teacher Writing Group"

Matthew Kruger-Ross, West Chester University/West Chester Writing Project, "Continuity Sessions"

Brenda Krupp, Souderton Area School District/West Chester Writing Project, "Book Clubs, Anyone?"

G.38 Teaching Is Advocacy**G****E****ROOM: ALFRED TIBOR (HILTON 402, LEVEL 3)**

The work of being a teacher is advocacy. As educators, we find ourselves in multiple roles in a variety of communities. We feel the urge to speak out about our work and to advocate for what's best for learning and teaching. In this interactive session, you will hear from teacher advocates who seek to connect with others to create opportunities for positive change, and also share your own stories.

Presenters: Christene Alfonsi

Don Deems

Cathy Fleischer, Professor Emerita, Eastern Michigan University

Karen Long, Clinton County Literacy Foundation/Clinton

County Laundromat Libraries/Ohio Writing Project, Miami

G.39 Teaching Social Justice in Interactive Read-Aloud**E****ROOM: ROMAN JOHNSON (HILTON 402, LEVEL 3)**

Participants will explore ways to find high-quality books with compelling social justice themes, how to deliberately plan for interactive read-aloud, how to monitor children's discussions to assess their emerging understandings, and how to plan authentic extension activities that deepen their understandings. Participants will learn to engage in courageous conversations with their students.

Presenters: Karen Hu, PS 244Q, The Active Learning Elementary School
Kim Ilardi, PS 244Q, The Active Learning Elementary School
Ted Kesler, CUNY Queens College
Meredith Mills, PS 244Q, The Active Learning Elementary School
Angela Valco, PS 244Q, The Active Learning Elementary School

G.40 Teaching: The Next Generation: Cultivating Conexiones with Universities to Introduce HS Students to the Teaching Profession**M****S****ROOM: B-243-245 (GCCC, UPPER LEVEL)**

Grow-Your-Own programs in high schools generate excitement for the teaching profession. Educators connected by an NCTE affiliate and local Writing Project site will share their respective courses and curricula, and provide actionable steps and a supportive network so participants can start their own course in their home districts.

Presenters: Lydia Adegbola, New Rochelle High School
Michelle Bulla, Monroe-Woodbury High School
Tina Tamweber, Arlington High School
Christine Zandstra, Roy C Ketcham High School

G.41 This Place, My Place, Our Place: Classroom Projects That Build Connections and Community**M****S**

Rainbow

ROOM: MARY FRANCES MERRILL (HILTON 402, LEVEL 5)

By building community, we help to give students the tools they need to thrive. The four teachers on this panel will examine how to incorporate the various places and spaces students occupy through the use of authentic, student-led projects. They will examine how community work centers students as active participants and allows them to create and manifest a decolonized future.

Presenters: Morgan King, Peachtree Ridge High School
Kinsey Rubio, Gwinnett County Public Schools
Julie York
Lisa York, DeKalb County School District

G.42 We Make the Road by Walking: Preservice Teachers Enacting Critical ELA Curriculum in Secondary Classrooms**M****S****TE****ELATE**

Rainbow

ROOM: GINA KNEE (HILTON 402, LEVEL 4)

In this session, four preservice teachers will share how they engaged their grades 6–12 students in critical ELA curriculum meant to foster hope, belonging, and agency. They discuss how they used zines, critical anticipation guides, narrative vignettes, and poetry playlists to activate student interest in exploring concepts such as freedom dreaming, imperialism, and the adolescent experience.

Session Chair: Danielle Filipiak, University of Connecticut
Presenters: Kyra Arena, University of Connecticut
Anne Denerville, Manchester Public Schools, CT
Carsen Keith, University of Connecticut
Maria Luca, University of Connecticut

G.43 When White Silence Does Unintended Harm During Race Talk**C****ROOM: A-222/223 (GCCC, UPPER LEVEL)**

We examine a classroom occurrence centered around *The Hate U Give*. For one hundred minutes a predominantly white group of graduate students avoided direct conversation of race/ism in Angie Thomas' novel, which put the one student of color in the classroom in a particularly uncomfortable position. No harm was intended, but harm was done. In this presentation, we seek to unpack the danger of white silence.

Presenters: Damonique Ballou, New York University
Mara Lee Grayson, California State University, Dominguez Hills
Adam Wolfsdorf, New York University

G.44 Library of Congress Literacy Awards Program: How to Apply and Innovative Approaches to Literacy**G****ROOM: C-171/172 (GCCC, MAIN LEVEL)**

The Library of Congress Literacy Awards Program honors organizations that have made outstanding contributions to increasing literacy in the US and abroad. Meet Literacy Awards Advisory Board members, past winners and honorees, and learn how to apply to the 2024 Literacy Awards for a chance to win up to \$150,000.

Moderator: Judy Lee, Library of Congress
Presenters: Karlos Marshall
Donalyn Miller, The Book Whisperer, Inc.
Nawal Qarooni, NQC Literacy
Tradebook Author/Illustrator: Don Vu, Scholastic Inc.

G.45 Write Across America with the National Writing Project



ROOM: B-130-132 (GCCC, MAIN LEVEL)

Good teachers of writing should be writers, but it's difficult to find time to keep up our own writing practices. This session, based on the National Writing Project's Write Across America Virtual Writing Marathon, provides an opportunity for participants to be inspired by places around the country, write in the company of other writers, and share their writing in small groups, free of critique.

Respondent: Elyse Eidman-Aadahl, National Writing Project

Roundtable Leaders: Robin Atwood, South Mississippi Writing Project

Bryan Ripley Crandall, Connecticut Writing Project-Fairfield

Candance Doerr-Stevens, University of Wisconsin-Milwaukee Writing Project

Mark Dzedzic, Greater Madison Writing Project/University of Wisconsin-Madison, "Thinking Partners: The Power of Retired Educators as Thinking Partners in Action Research"

Jessica Early, Arizona State University

Lee Fisher, University of Minnesota/Minnesota Writing Project, "Reconsidering Minnesota History through Dakota Narratives"

Alanna Harris, University of Wisconsin-Milwaukee, "Milwaukee: A City of Confluences and Conexiones"

Darshna Katwala, Nassau Community College/Long Island Writing Project, "You Are Here: Making Connections between Family History and US History"

Angela Knight, EMU/EMWP

Richard Louth, Southeastern Louisiana University

Susan Martens, Missouri Western State University, "Exploring Historic, Hungry, Haunted Missouri, with the Prairie Lands Writing Project"

Deanna Mascle, Morehead Writing Project, "Root Deep, Grow Tall: Celebrating Heritage and Changing Lives One Story at a Time"

Tom Meyer, "Engage with World-Famous, Storm King Art Center's Sculpture"

Richard Novak, "Compital Connecticut—At the Crossroads of Possibilities"

Meg Petersen, Manchester School District

Sharon Pollack, Bay Area Writing Project, "Bridges to the Past, Present, and Future: Exploring the Bay Area, with the Bay Area Writing Project"

Liz Prather, Kentucky Writing Project, "Travel Kentucky through Poetry"

Beth Rimer, Ohio Writing Project, Miami University, OH

Kelly Sassi, Northern Michigan University

Pauline Schmidt, West Chester University

Marianne Stewart

Hillary Walker, Berkeley/Bay Area Writing Project, "Bridges to the Past, Present, and Future: Exploring the Bay Area with the Bay Area Writing Project"

Jean Wolph, "A Social Justice Path through Louisville, Kentucky"

G.46 Writing Connections: How Collaboration Helps the Creative Process Thrive



ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

Want to foster writing connections between students? Collaboration breathes life into the writing process, making it richer, more enjoyable, and sustainable—all while improving the writing itself. In this roundtable session, authors share what works, what doesn't, and how writing in community shapes their work and helps their creative process thrive, giving authentic ideas to encourage student writers.

Presenters and Roundtable Leaders: Jennifer Chambliss

Bertman, Christy Ottaviano Books/Little, Brown and Henry Holt/Macmillan

Ann Braden, Nancy Paulsen Books/Penguin Young Readers

Sheela Chari, Abrams/Walker Books US/Candlewick

Tara Dairman, Candlewick Press

Sayantani DasGupta, Scholastic

Veera Hiranandani, Penguin Random House/Kokila Books, "Connecting through Short Stories: Empowering Students to Analyze and Create Stories That Honor Their Cultural Identities"

Rajani LaRocca, HarperCollins/Abrams/Penguin Random House/Candlewick

Joy McCullough, Dutton (PRH)

Susan Tan, Roaring Brook Press/Scholastic

Elaine Vickers, Penguin Random House/Knopf Teen/Peachtree/Paula Wiseman/Simon & Schuster

Jennifer Vincent, Bannockburn School

G.47 Let's Have an Honest Discussion about Grading



ROOM: C-161 A/B (GCCC, MAIN LEVEL)

What are the purposes of grades? What are they supposed to communicate? Join teachers for an honest discussion of grading and their trial and error to provide more equitable opportunities for students.

Session Chair: Kimberly Huckaby

Presenters: John Golden, Portland Public Schools, "The Teacher's Black Box: Why We Don't Talk about Grading"
Gina Shay, Franklin Heights High School, "Standards Based Mastery Grading for All Students"

Whitney Smith, Franklin Heights High School, "Standards Based Mastery Grading for All Students"

G.48 Connecting Qualitative Research and Literacies of Healing, Recovery, Humor, and Love



ROOM: A-212/213 (GCCC, UPPER LEVEL)

This session uses qualitative research methods to explore healing literacies of recovery, culturally sustaining pedagogies, and self-love. Such literacies of healing and nurturing prompt critical methodological and theoretical pathway forward with youth and teachers.

Session Chair: Carrie Pearson, Author

Presenters: Rabiyatu Jalloh, West Philadelphia High School/ University of Pennsylvania, “An Inquiry into Black Girls’ Self-Love Literacies”

David Low, Fresno State University, “Punching Up and Punching Down: Humor, Critical Literacy, and Youth Activism in ELA Contexts”

Daniel Moore, Metropolitan State University of Denver, “Developing a Literacy Pedagogy of Recovery through Working with Youth with Addictions”

Barrett Rosser, Philadelphia Writing Project/University of Pennsylvania, “An Inquiry into Black Girls’ Self-Love Literacies”

G.49 Learning How to Enact Culturally Relevant Literacy Instruction



ROOM: B-246 (GCCC, UPPER LEVEL)

Culturally relevant pedagogy has been a key concept in teacher preparation for decades, yet sometimes it can be a buzzword rather than a deep ideological grounding for literacy instruction. This session takes the ideas of culturally relevant pedagogy and cultural competency and demonstrates how teacher educators and instructional coaches can apply them in different ways.

Presenters: Minkyung Choi, Montclair State University, “Teacher-Led Instruction: Creating AAPI Curriculum in the ELA Classroom”

Maria Lawson-Davenport, Suffolk City Public Schools, “Cultural Competency Connections: An Authentic Way of Knowing”

Cynthia Nicholson, Norfolk State University, “Cultural Competency Connections: An Authentic Way of Knowing”

G.50 Building Conexiones through Technology



ROOM: C-160 A/B (GCCC, MAIN LEVEL)

Panelists provide frameworks and detailed suggestions for successfully incorporating technologies into the curriculum. Panelists will specifically discuss the PIC-RAT framework, podcasting, and AI writing/ChatGPT.

Session Chair: Joshua Cabat

Presenters: Francesca Caparas, De Anza College, “Are There English Teachers in the Future? Adapting to a World with ChatGPT”

Janeen Pizzo, SUNY Brockport, “Reimagining Instructional Practices: Building Conexión through Critical Literacy and PIC-RAT”

Natalie Svrcek, SUNY Brockport, “Reimagining Instructional Practices: Building Conexión through Critical Literacy and PIC-RAT”

Amanda Triplett, Dalton Public Schools, “Speak Up: Using Podcasting in the K–12 Classroom”

Kathleen Yurko, SUNY Brockport, “Reimagining Instructional Practices: Building Conexión through Critical Literacy and PIC-RAT”

G.51 Learning from Bilingual Immigrant Families and Learning with Multilingual Texts



ROOM: B-230–232 (GCCC, UPPER LEVEL)

Presenters will share instructional strategies to deepen bilingual students’ literacy learning and lessons learned from building a culturally sustaining space with immigrant families and young children.

Session Chair: Bridget Hodder, Vanderbilt University

Presenters: Faythe Beauchemin, Boston College, “Leveraging Teachers’ Instructional Strategies in Multilingual Interactive Read Alouds to Deepen Elementary Bilingual Students’ Literacy Learning”

Alisha Nguyen, Lesley University, “Lessons from Pandemic Teaching: Building Culturally Sustaining Space with Immigrant Families and Young Bilingual Children”

Lexi Woodward, “Leveraging Teachers’ Instructional Strategies in Multilingual Interactive Read Alouds to Deepen Elementary Bilingual Students’ Literacy Learning”

H.01 Humanizing and Antiracist Professional Learning for Teachers

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ROOM: D-180/181 (GCCC, MAIN LEVEL)

Ensuring that students experience humanizing, antiracist education means that teachers need to experience humanizing, antiracist preservice teacher education. Bringing together teacher educators and practicing teachers, this session shares how educators in different contexts centered antiracism and created humanizing pathways focused on literature, poetry, and literacy.

Session Chair: Tricia Springstubb, Margaret Ferguson Books/Holiday House

Presenters: Kelly Carpenter, McCutcheon High School, Purdue University, “Centering Antiracism: How Two White Teachers Collaborated to Overhaul a Literature Methods Course, and What We Learned”

Benjamin Lathrop, Purdue University, “Centering Antiracism: How Two White Teachers Collaborated to Overhaul a Literature Methods Course, and What We Learned”

Ellie MacDowell, Miami University, “‘Digging’ the Connection: Collaboratively Excavating Curriculum for Cultural Sustainability with Preservice and Early Career Teachers”

Caitlin O’Connor, Mamaroneck UFSD, “Fostering Connection, Compassion and Humanizing Stories of Immigration with Poetry by Javier Zamora”

Kelli Rushek, Miami University, “‘Digging’ the Connection: Collaboratively Excavating Curriculum for Cultural Sustainability with Preservice and Early Career Teachers”

H.02 Creating Community and Nurturing Criticality through Literature in Preservice Teacher Coursework

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Rainbow

ROOM: A-210/211 (GCCC, UPPER LEVEL)

Literature has the power to affect people in multiple ways, including to inspire, to connect, and to raise critical consciousness. This session focuses on different ways teacher educators use literature in their teacher preparation programs.

Session Chair: Alysa Wishingrad, HarperCollins

Presenters: Tara Affolter, Middlebury College, “Steps toward Freedom: Using Young Adult Novels to Help Undergraduates Engage with DisCrit and ‘Reclaim’ Inclusion”

Emily Cissi, Rockwood School District, “Reigniting Reading Lives: Establishing a Network of Teacher-Readers through a Preservice Teacher Book Club”

Christy Goldsmith, University of Missouri, “Reigniting Reading Lives: Establishing a Network of Teacher-Readers through a Preservice Teacher Book Club”

Renee Kruep, University of Missouri, “Reigniting Reading Lives: Establishing a Network of Teacher-Readers through a Preservice Teacher Book Club”

H.03 Science of Reading and Middle School: The Other End of the Reading Rope

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M

ROOM: B-140–142 (GCCC, MAIN FLOOR)

Sponsored Exhibitor Session from Amplify

Join Amplify VP of ELA Deb Sabin to explore how the strands of the Reading Rope—a framework for understanding the elements of fluent reading—remain critical for supporting secondary readers. We’ll explore how teachers can strategically strengthen these elements within their classrooms and allow students to succeed with grade level content.

Presenter: Deb Sabin, Vice President, ELA, Amplify

H.05 Culturally Sustaining Connections from AAPI and Native Perspectives

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ROOM: D-182/183 (GCCC, MAIN LEVEL)

This session gives participants ideas, resources, and strategies for making their classrooms and curricula more culturally sustaining for AAPI and Native students. Presenters push back against white European views of history and share ways to help students build connections between their own cultures and the cultures of others.

Session Chair: Erica Griffin, A+ College Ready

Presenters: Rebecca Harper, Augusta University WP, “Learning from Those Who Lost: Reimagining the World from Those Who Were Here First”

Eun Bee Ellin Kim, Teachers College, Columbia University, “Building Critical Connections through Nonfiction: When Asian American Students Are Heard, Seen, and Valued”

Diana Liu, NYCDOE/Teachers College, Columbia University, “Building Critical Connections through Nonfiction: When Asian American Students Are Heard, Seen, and Valued”

Raj Tawney, Fordham University Press, “Building Critical Connections through Nonfiction: When Asian American Students Are Heard, Seen, and Valued”

H.06 **#MakersInTheMiddle—Making Games: Play-Based Strategies for Middle Grades Classrooms**



ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

Sponsored by the Middle Level Section Steering Committee

In this exciting session, we will play games that exercise our reading, writing, speaking, and listening skills. Through gameplay, we will explore how games can challenge and transform our pedagogies in ways that hold space for students' diverse voices and experiences. By creating opportunities for play, we will uncover innovative ways to craft narratives, arguments, and poetry with youth.

Session Chair: Antero Garcia, Stanford University

Roundtable Leaders: Sarah Bonner, University of North Carolina, Wilmington

Alex Corbitt, Boston College

Karis Jones, SUNY Empire State College, "Integrating Webcomics into Classroom Instruction"

Robyn Seglem, Illinois State University

Scott Storm, Bowdoin College

Respondent: Michael Dominguez, San Diego State University

H.07 **"I'm Playing the Game, Ballin', Whathaveyou": Considering Literary Merit with AP ELA Students**



ROOM B-240-242 (GCCC, UPPER LEVEL)

How might we challenge the rules and change the game? This session focuses on a multimodal mini-unit reading *Lowriders to the Center of the Earth* that pushed the boundaries of text in an AP English class driven by "literary merit."

Presenters: Ashley Dallacqua, University of New Mexico
Amanda Manning

H.08 **A Good Girl's Guide to Murder: Critical Literacy, Reading, and True Crime**



ROOM: GINA KNEE (HILTON 402, LEVEL 4)

This presentation uses critical literacy to address the popularity of true crime and recently published young adult novels that connect to this genre. Presenters share questions and resources to support students' critical reading, critique, and engagement in discussion fostering the development of community. This presentation shares how students can interrogate whose stories get told and why.

Presenters: Janeen Pizzo, SUNY Brockport
Natalie Svrcek, SUNY Brockport
Kathleen Yurko, SUNY Brockport

H.09 **A Map of the Heart: Presenting the NCTE 2023 Excellence in Children's Poetry Award Winner**



ROOM: C-162 A/B (GCCC, MAIN LEVEL)

Sponsored by the Outstanding Poetry for Children Committee

The NCTE Children's Poetry and Verse Novels Committee will present the 2023 Excellence in Children's Poetry Award Winner to Georgia Heard. Heard will share selected poems and suggest ways her work, and the work of other poets can serve to enrich literacy communities. Hands-on activities will be modeled and shared.

Chair: Mary-Kate Sableski, University of Dayton

Presenters: Ryan Colwell, Fairfield University

Deanna Day, Washington State University

Rebecca Kai Dotlich, Astra Books for Young Readers

Gabrielle Halko, West Chester University

Georgia Heard, Astra Books for Young Readers/Macmillan

Joseph Pizzo, Black River Middle School

Junko Sakoi, Tucson Unified School District

H.10 **Acts of Assemblage: Bringing Art, Science, and History Together in the Storytelling Classroom**



ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)

In this interactive session, presenters will introduce attendees to storytelling acts of assemblage grounded in the emerging science of neuroaesthetics and the growing science of happiness to enhance student engagement through multifaceted ways of knowing and forging conexiones.

Session Chair: Susan Barber, Midtown High School, Atlanta, GA

Presenters: Jennifer Fletcher, California State University

Glenda Funk, S.D. #25 Pocatello/Chubbuck, Idaho

Michael Guevara, Perfection Learning

Carol Jago, UCLA

H.11 **ChatGPT and Me: Leaning into Generative AI in the Secondary English Language Arts Classroom**



ROOM: PHEORIS WEST A (HILTON 402, LEVEL 3)

ChatGPT. What if it didn't terrify us as a new, undetectable way for students to plagiarize? How can the effective, ethical use of this (dystopian?) tool support our instruction and benefit all students? Join our panel to see ChatGPT in action, hear about practical uses for Generative AI in the secondary English classroom, and create an action plan to improve student learning.

Presenters: Brooke Carpenter

Joseph Pacitti, Title III Director/Humanities Supervisor, Colonial School District

Erin Powers

Joshua Rothstein

H.12 Classroom Writing Assessment for Equity and Justice: Better and More Equitable Tools for Engaged and Supported Writers



ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

Too often, our tools to assess and give feedback on student writing remain underexplored, leading to spaces where teachers can inadvertently further dominant English monolingualism and discourage student writers. This panel will explore a framework for making writing rubrics more supportive of culturally and linguistically diverse learners and how to give effective, usable feedback.

Presenters: Christina Dobbs, Boston University
Christine Montecillo Leider, University of Massachusetts, Boston
Meghan McCormick, Brown Middle School
Emma Meier, McDevitt Middle School
Erik Scott, Cambridge Rindge and Latin High School

H.13 Comprehension, Composition, and Conversation: Leveraging Student-to-Student Talk in the Literacy Classroom



ROOM: C-170 (GCCC, MAIN LEVEL)

Reading, writing, and talking are powerful vehicles for students to learn about themselves and their world. To develop independence and critical thinking, students need opportunities to grow their learning collaboratively with peers. Our panel will explore ideas, structures, and routines for weaving joyful and purposeful student-to-student talk into our literacy instruction.

Presenters: M. Colleen Cruz, M.C.C. LLC
Daniel Feigelson, Literacy Consultant/Scholastic, NYC, “Student to Student Talk about Reading: Growing Comprehension through Conversation”
Kara Pranikoff, New York City Department of Education, “Raising Student Voices: Provoking Thought and Action in a Social Studies Classroom”

H.14 Conexiones That Matter: Integrating Reading and Writing for More Engaging Literacy Learning



ROOM: MILTON CANIFF (HILTON 402, LEVEL 3)

The panel, consisting of two teachers, their principal, and a learning collaborator, will explore and engage participants in discussion about the conexiones between reading and writing. They will propose a more inclusive and engaging classroom model integrating reading and writing and will highlight key instruction and curriculum principles they use to engender more meaningful literacy learning.

Presenters: Karla Contreras, Milagro Charter School, “Exploring the Primary Grades Literacy Studio”
Ellin Keene, Mosaic Literacy
Sascha Robinett, Milagro Charter School, “The Principal’s Role in Creating a Literacy Studio”
Modesta Urbino, Milagro Charter School, “Exploring the Intermediate Grades Literacy Studio”

H.15 Connecting around Young Adult Lit (YAL): Current Conversations about YAL in the Classroom



ROOM: B-130-132 (GCCC, MAIN LEVEL)

Sponsored by the Assembly on Literature for Adolescents of NCTE

This session features roundtable conversations related to the teaching of young adult literature (YAL) in secondary classrooms. Roundtable topics include navigating censorship, pairing YAL titles with canonical texts, securing funding to purchase YAL novels, creating place-based units, and workshopping of popular YAL texts.

Presenters: Mercedes Allen, Utah Public Schools
Kit Ballenger, Help Your Shelf
Erika Bass, University of Northern Iowa
James Blasingame, Arizona State University/Arizona Humanities
Maggie Bryant, Baylor University
Chris Crowe, Brigham Young University
Desiree Cueto, University of Arizona
Jewel Davis, Appalachian State University
Sybil Durand, University of Arizona
Federico Erebia, Levine Querido
Sarah Fleming, SUNY Oswego
Nichole Folkman, Hartsburg-Emden CUSD #21
Regina Fuentes, Columbus City School District, OH
Victoria Gill, Lesley University
Andrea Glaws, University of Colorado
Callie Hammond, North Carolina State University
Breanya Hogue, Purdue University
Laura Jacobs, Towson University
Autumn Lamphier, Uplift Education Curriculum Specialist/High School ELA
Rebecca Lee, Michigan State University
Coley Lehman, CUNY Brooklyn College
Mark Letcher, Lewis University
Naitnaphit Limlamai, Colorado State University
Chelsea McClure, Towson University
Maggie McConnaha, Michigan State University
Amber Moore, North Carolina State University
Cheryl North, University of Maryland Baltimore County
Darius Phelps, Medgar Evers College
Leilya Pitre, Southeastern Louisiana University
Guadalupe Ramirez, Chicago Public Schools/Purdue Northwest/University of Illinois at Urbana-Champaign
Keisha Rembert, National Louis University
Dani Rimbach-Jones, University of Tennessee, Knoxville
Stephanie Robillard, St. Mary’s College
Rachael Rudis, Michigan State University
Sandra Saco, Arizona State University
Gretchen Schroeder, Walnut Township Local Schools
Kaylee Smedley, Provo High School/Brigham Young University
Elisabeth Spinner, Alma College
Ashley Stroud, University of Tennessee
Chiquita Toure, Columbus City School District, OH
Shawn Towner, Savannah-Chatham County Public School System
Maggie Wilson, Anderson University

H.16 Connecting Creative Teachers through Digital Video Practices

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ROOM: ROMAN JOHNSON (HILTON 402, LEVEL 3)

This session presents teacher inquiry work around digital literacies that four English teachers have implemented in their classrooms, extending their learning as members of a professional Community of Practice into their diverse districts. Session attendees will view and obtain access to a number of teacher- and student-created projects and resources.

Session Chair: Sunshine Sullivan, Houghton University

Presenters: Lacey Gardner, Wellsville Secondary School, “Mixing Things Up in an English Classroom”

Brendan Heaney, Fillmore Central School, “Leveraging Limitations During Video Composition”

Suzan Snyder, Perry Central School District, “Six-Word Memoirs: Creative Community Connections”

Stephen Sorensen, WS East Senior High School, “Intentional Integration of Digital Video”

Respondent: David Bruce, University at Buffalo, “Learning Foundations: Reading and Composing with Digital Video”

H.17 Connecting through Emotional Solidarity: Learning from Youths’ Stories of Hope and Sorrow

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ROOM: DIANE POWELL DAX (HILTON 402, LEVEL 5)

Hearing student stories of hope and sorrow helps to build connections among learning communities by bridging gaps and building emotional solidarity. Learning from writing facilitators in four unique community writing projects, participants will hone critically-engaged pedagogical practices as they explore bell hooks’ philosophy of “telling the story” (2010).

Presenters: María Heysha Carrillo, North Carolina State University
Caitlin M. Donovan, North Carolina State University
Jennifer Mann, North Carolina State University
Katie Peachey, North Carolina State University

H.18 Continuing the Curiosity: Connecting Nonfiction Picture Books to Older Readers

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ROOM: A-220/221 (GCCC, UPPER LEVEL)

Nonfiction texts provide students ways to incorporate new, even conflicting, ideas and experiences into their living and learning networks. Authors will connect the different types and depths of information found in picture books to older readers with specific examples, and then propose pairings of books to further connect young readers’ curiosity and growing literacy skills.

Session Chair: Suzanne Costner, Fairview Elementary School, Blount County Schools, TN

Tradebook Authors/Illustrators: Candace Fleming, Neal Porter Books/Holiday House

Rajani LaRocca, HarperCollins/Abrams/Penguin Random House/Candlewick

Jennifer Swanson, Reycraft Books

Laurie Wallmark, Creston Books

H.19 Creating Space for Multicultural and Global Children’s Literature in Bilingual Classrooms

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ROOM: A-224/225 (GCCC, UPPER LEVEL)

This panel provides literature recommendations and instructional strategies for using multicultural and global children’s picture books in elementary classrooms. The presenters will share multiple sets of Chinese American books that bilingual teachers use to teach social justice, intercultural awareness, science, and math, and their teaching practices using those books in various contexts.

Presenters: Wenyu Guo, University of South Florida
Ling Hao, University of South Carolina
Huaying Jiang, East Point Academy (Chinese Immersion School)
Yang Wang, University of South Carolina
Shuling Yang, East Tennessee State University
Jing Zhang, Carver-Lyon Elementary School (Immersion Program)

H.20 Decolonizing Our Minds: Connecting through Equitable Classroom Shelves

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ROOM D-281/282 (GCCC, UPPER LEVEL)

This session will unpack the question “What does it mean to truly build an equitable bookshelf?” and is geared toward educators of all settings on how to both build and utilize across various settings, rooted in the work of Don Vu’s *Life, Literacy, and the Pursuit of Happiness*.

Presenters: Katie Caster, Teachers College, Columbia University
Cindy Joung
Alice Lee

Darius Phelps, Teachers College, Columbia University

Tradebook Author/Illustrator: Don Vu, Scholastic Inc., “Life, Literacy, and the Pursuit of Happiness”

H.21 Designing Spaces (Physical and Digital) for Student Agency

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ROOM: C-151 (GCCC, MAIN LEVEL)

Our youngest students begin to learn the power of connections in our classrooms and schools. It is in these spaces that children learn the joy of an intellectual community. The spaces we create either support agency or compliance. We’ll explore the ways intentional design of both physical and digital spaces is critical and can engage students differently and expand their reading lives.

Presenters: Bill Bass, Parkway School District, “Creating a Culture of Innovation through the Design of Learning Spaces”

Lynsey Burkins, Dublin City Schools, “Co-creating Physical and Digital Spaces with Students”

Franki Sibberson, SproutFive

H.22 Equitable Learning Environments: Co-Created Spaces That Center Students and Cultivate Connections, Growth, and Stability

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ROOM: CHARLIE OWEN (HILTON 402, LEVEL 3)

How do we ensure that equity, stability, and connections are situated at the center of our preparation and planning so that students are centered in our instruction? Learn more about how to co-construct decision-making structures and the research-based processes, tools, and norms that positively impact our learning networks’ social, emotional, and cultural pathways.

Presenters: Ian Fleischer, “Educator Actionable Ideas for Developing Classroom Norms by Using Connections Built across the School Community”

Towanda Harris, Clark Atlanta University

Jessica Martin, K-12 Literacy Consultant

H.23 Escaping Social Injustices: Conexiones, Communication, and Creativity through Escape Room Design in College English and Literature

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ROOM: ALFRED TIBOR (HILTON 402, LEVEL 3)

In this session, participants will learn the process of creating face to face and/or digital themed escape rooms for English courses with four major components: 1) design, 2) context, 3) narrative, and 4) puzzles, including our own innovative feature, 5) civic engagement. We will show connections between United Nations Sustainable Development Goals, literary texts, and social injustices.

Presenters: Isabel Duque, Miami Dade College

Emily Sendin, Miami Dade College

Nicole Vilorio, Miami Dade College

H.24 Growing Up Chicago: A Model for Diverse Neighborhood-Based Reading and Writing

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ROOM: B-243-245 (GCCC, UPPER LEVEL)

Growing Up Chicago (Schaafsma et al.) is an edited collection of coming-of-age stories written by various authors from the perspective of different Chicago neighborhoods and diverse cultural and other identity perspectives. The presenters—also editors and authors in the collection—see the book as a model for student writing about their own growing-up experiences and a model for teachers in other communities.

Presenters: Lauren DeJulio Bell, “Student Growing Up Stories”
Jessie Foley, “Dillinger’s Gun”

Roxanne Pilat, North Central College, “Illinois Chicago Stories, Any Town’s Stories”

David Schaafsma, University of Illinois Chicago

H.25 Hands-on Poetry! Work—and Play—through the New Poetry Workbook from Typewriter Rodeo!



ROOM: B-143-145 (GCCC, MAIN LEVEL)

Sponsored Exhibitor Session from Typewriter Rodeo

Grab a pen, take a seat, and get ready to rip out some pages! Poet Sean Petrie of Typewriter Rodeo leads this fast-paced dive into *Pet Poems Plus* (Burlwood Books 2023), a new poetry workbook for grades 2–6. Name an Owl. Pick-a-Pet. Make a Poetry Sword. And have the same fun your students will on this interactive, generative, and just plain fun poetry journey. Free workbook for each attendee.

Presenter: Sean Petrie, Typewriter Rodeo

H.26 I am a Meaning Making Designer: Using Literacy and Art Form to Disrupt the Commonplace of Racism, Inequities, and Privilege in Our Lives



ROOM: A-216 (GCCC, UPPER LEVEL)

Currently teachers are graduating from many universities without exposure to diverse children's literature, hard conversations about racism and inequities, and the act of self-reflection to expose their own biases and places of privilege at the table. The participants will create altered collages with poetry to demonstrate their understanding of inequities, racism, and privilege.

Presenters: Candice Moench, Fairmont State University
Barbara Wierzbicki, Fairmont State University

H.27 Journalism Delivers: Writing It, Teaching It, and Advising It



ROOM: D-283/284 (GCCC, UPPER LEVEL)

Four speakers will demonstrate how concepts of journalism strengthen students' writing and speaking abilities. Journalistic skills such as investigating, questioning, interviewing, and writing tightly build community for students as they navigate the 21st century. When students act not only as consumers of journalistic information but also as creators, they connect with larger communities.

Presenters: Megan Marling, Jonathan Alder Local School District
Tom Romano, Miami University, "Writing Ledes to Lure Readers"
Kevin Schneider, Mountain View High School
Lisa York, DeKalb County School District, "Using Technology to Create Documentaries and Podcasts"

H.28 Learning from Our Past: Connecting History to Contemporary Times



ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

Historical fiction allows us to see our current time through the lens of history—both the areas of progress we've made and the problems we have yet to solve. Authors will reveal the contemporary issues they wished to explore by setting stories meaningfully in the past, and educators will share strategies to promote critical discussion on how students connect the past to the present.

Session Chair: Melanie Koss, Northern Illinois University

Presenter: James Klise

Tradebook Authors/Illustrators: Jerdine Nolan, Simon & Schuster

Matt Tavares, Candlewick Press

Trang Thanh Tran, Bloomsbury

H.29 Literacy for Liberation! Giving Voice to Silence through Reading and Writing Connections



ROOM: A-122/123 (GCCC, MAIN LEVEL)

This panel is about teaching culturally sustaining and responsive literacy practices within politically restrictive and oppressive learning contexts. These educators ask how may English language arts teachers find ways of working around or within environments that seek to silence, ban, and constrain inclusive teaching practices and curriculum?

Session Chairs: Monica Baldonado-Ruiz

Jessica Early, Arizona State University

Presenters: C. Deal, Maryvale High School

Ginette Rossi, Arizona State University/Arizona School for the Arts

Rosanna Walker, Arizona State University Preparatory Academy
Digital High School

Ashley Yap, Chandler High School

H.30 Literacy Learners Leading the Way: Exploring Texts and Topics beyond the Beaten Path



ROOM: A-120/121 (GCCC, MAIN LEVEL)

Connect with three seasoned educators to explore the possibilities that occur when you merge integrated literacy instruction with content-area topics. Discover innovative strategies to support learners as they apply literacy skills to broaden their background knowledge to follow their curiosities. Leave with a list of compelling texts that lead to meaningful learning experiences.

Presenters: Karen Biggs-Tucker, Wild Rose Elementary School,
St. Charles, IL

Jessica Walsh, Granger Middle School, Indian Prairie District
#204, Aurora IL

Maria Walther, Maria P. Walther LLC, Aurora, IL

H.31 New Indigenous Authors/Illustrators, Connected: Writing Story, Tradition, and Social Change

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ROOM: A-110/111 (GCCC, MAIN LEVEL)

Six new Indigenous authors/illustrators, and one experienced author as anchor, will share the ways in which they make connections to share their words and illustrations. Collaborating with tribal communities, editors, illustrators, and art directors, they write story and tradition and work toward social change. The audience will engage in a conversation about classroom and library connections.

Presenters: Ricki Ginsberg, Colorado State University
Dawn Quigley, author, educator, Fond du Lac Tribal and Community College

Tradebook Authors/Illustrators: Jen Ferguson, Heartdrum
Nasugraq Rainey Hopson, Macmillan
Steph Littlebird, ABRAMS
Malia Maunakea, Penguin Young Readers
Cynthia Leitich Smith, Heartdrum/Candlewick
Ari Tison, Macmillan

H.32 New Perspectives on Primary Sources: Connecting Our Students to Resources from the Library of Congress

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ROOM: A-114/115 (GCCC, MAIN LEVEL)

Sponsored by the Teaching with Primary Sources Consortium

Primary sources, described by the Library of Congress as “the raw materials of history,” can enrich students’ experience through observation, reflection, and deeper questioning. In this roundtable session, a cohort of ELA focused teacher leaders from NCTE’s “New Perspectives on Primary Sources” project will share lesson plans and teaching strategies for primary source instruction.

Presenters: Molly Bardine, Chaminade Julianne High School
Catelyn Boze, Q.I. Roberts Jr-Sr High School, “Annotating and Curating Primary Sources to Explore Women’s Roles and Representation”
Lisa Fink, NCTE, “Reflections on Primary Source Pedagogy in ELA Instruction”
Troy Hicks, Central Michigan University
Jonna Kuskey, John Marshall High School, “Connecting the Past and the Present using Primary Sources”
Sharon Murchie, Chippewa River Writing Project/Okemos High School, “Bringing Primary Sources into Struggling Students’ Lives”
Rebecca Newland, Oakton High School, Vienna, VA, “First Steps: Bringing Primary Sources into the ELA Classroom”
Helen Plevka-Jones, Illinois State University, “Listening for Resonance in the Archives”
Chris Sloan, Judge Memorial Catholic High School, Salt Lake City, UT, “Incorporating Primary Source Photographs into Multimodal Compositions”

H.33 Next Level Connections: Building Empathy through Multiple Perspectives

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ROOM: A-222/223 (GCCC, UPPER LEVEL)

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This panel of four picture book creators discuss how their stories foster empathy among readers, often using differing perspectives to help readers see the connections characters have. They will discuss ways teachers might present works of both fiction and nonfiction to cultivate connections and encourage empathy in the classroom and beyond to promote a lifetime of empathetic reading and learning.

Presenters: Jennifer Vincent, Bannockburn School

Tradebook Authors/Illustrators: Saadia Faruqi, Clarion Books/
Harper Collins

Josh Funk, Penguin Young Readers

Minh Le, Random House Children’s Books

Eric Rosswood, Little, Brown Books for Young Readers

H.34 Ode to Joy: Teaching Diversity while Centering Joy to Build Community and Connection

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ROOM: EMA SPENCER (HILTON 402, LEVEL 5)

Sponsored by the Early Childhood Education Assembly

While it is important that students understand the systems of oppression that continue to exist and how they historically stripped people at the margins of their rights, it is equally important for teachers to present stories of how those people felt joy at all points in their history. Discuss multiple ways to build understandings of a more whole picture of the stories of marginalized groups.

Presenters: Abigale Almerido, Santa Clara County Office of Education

Leticia Citizen, Wakelet

Sheldon Eakins, Leading Equity Center

Sawsan Jaber, Education Unfiltered Consulting, East Leyden High School

H.35 Ready, Player One? Gamify Literacy and Build Connections

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NWP NATIONAL WRITING PROJECT

ROOM: B-246 (GCCC, UPPER LEVEL)

In this interactive session, you will learn how to gamify your classroom to foster student inquiry and increase student collaboration, communication, and creativity. Explore how to utilize gameplay to increase engagement and refine students’ reading, writing, speaking, and listening skills. Come away with practical strategies you can use to transform student learning!

Presenters: Ellen Gianakis, Colts Neck High School, NJ

Lorin Ottone, Colts Neck High School, NJ

Kimberly Tanella

H.36 **Sin Regreso pero con éxito: Latina Teachers Share Stories of Connections, Literacies, and Successes**



ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)

Presenters share stories of bilingualism as a brave choice, where learners see a forward path but often perceive there is no turning back (sin regreso). Panelists share their own stories of immigration, language learning, and culturally relevant teaching to demonstrate how English learners thrive when they find connections in characters and the teacher's own struggles and successes (con éxito!).

Presenters: Daniella Hernandez, The University of Texas Rio Grande Valley, "Shuttling between Worlds, Negotiating Languages: The Power of Poetry in Empowering Latinx Learners" Beatrice Mendez Newman, The University of Texas Rio Grande Valley Kimberly Rosas, Brownsville Independent School District, "'No was a regresar': Forging into 'el otro lado' and Discovering a Path as Mentor for Language Learners"

H.37 **Social Class and Social Justice: Representing and Resisting Poverty in Young Adult Literature and the English Classroom**



ROOM: C-160 A/B (GCCC, MAIN LEVEL)

Drawing on research involving teacher candidates learning about social class, representations of place and class in young adult literature, and high school teachers who taught students to critique their own class positions, this panel will highlight the importance of confronting social class inequity and injury as part of a broader project of teaching for social justice.

Presenters: Todd DeStigter, University of Illinois at Chicago, "Social Class and Mexicanidad in a High School Classroom" Chea Parton, Purdue University, "(Dis)Connections: Place and Class in YAL" Sophia Sarigianides, Westfield State University, "Learning about Social Class through Working Class YAL"

H.38 **Teaching with the 2023 Charlotte Huck & Orbis Pictus Award Books**



ROOM: C-171/172 (GCCC, MAIN LEVEL)

Sponsored by the Orbis Pictus Outstanding Nonfiction Award & Charlotte Huck Award for Outstanding Fiction

Don't miss this interactive children's literature session! The authors, illustrators, and committee members of the 2023 Charlotte Huck & Orbis Pictus Book Awards will host roundtable conversations with participants about lesson ideas, discussion strategies, and cross-curricular uses for the 2023 winning titles. Bonus: All participants are eligible for signed books!

Session Chair: Donna Bulatowicz, Montana State University, Billings

Presenters: Eliza Braden, University of South Carolina Grace Choi, Fairfax County Public Schools

Dahlia Constantine
Suzanne Costner, Fairview Elementary School, Blount County Schools, TN
Caryl Crowell, Tucson Unified School District (retired)/consultant
Cecilia Espinosa, CUNY Lehman College
Jason Griffith, Penn State University
Holly Johnson, University of Cincinnati
Sophie Ladd
Maria Leija, The University of Texas at San Antonio
Julia Lopez-Robertson, University of South Carolina
Becki Maldonado, Parkside High School, Salisbury, Maryland
Janelle Mathis, University of North Texas
JoAnne Powless
Tiffany Rehbein, Bain Elementary School/Laramie Co. SD1
Sanjuana Rodriguez, Kennesaw State University
Hiawatha Smith, University of Wisconsin-River Falls
Jeanne Swafford, University of North Carolina, Wilmington
Melissa Wells, University of Mary Washington
Tradebook Authors/Illustrators: Maryann Cocca-Leffler, Abrams
Angela Joy, Macmillan Children's
Patricia Newman, Millbrook Press
Sandra Nickel, Carolrhoda Books
Janelle Washington, Macmillan Children's Publishing Group
M. O. Yuksel, HarperCollins/Charlesbridge

H.39 **Teaching Writers and Writing in an Era of the Science of Reading: Connecting Theory and Practice to Amplify Children and Youth Voices**



ROOM: C-150 (GCCC, MAIN LEVEL)

Sponsored by the Elementary Section Steering Committee

This session highlights composing practices that center the vibrant social and cultural worlds of young children within and outside of classrooms. Participants will explore the writing strategies of former winners of the Donald H. Graves Award to consider possibilities for creating reading and writing practices that center students as active agents in narrating their storied lives.

Presenters: Tracey T. Flores, The University of Texas at Austin
Roberta Price Gardner, Kennesaw State University
Julie Johnson, The Ohio State University
Tiana Silvas-Brunetti, East Side Community, 6th Grade ELA/New York City Department of Education
Mukkaramah Smith
Carmela Valdez

H.40 The Intersection of Literacy, Sport, Culture, and Society

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ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)

This roundtable session invites attendees to explore contemporary literacies and diverse teaching practices by using sports content and an examination of sports culture to create learning environments that empower students to think critically about issues impacting the world around them.

Roundtable Leaders:

Table 1

Alan Brown & Joan Mitchell, Wake Forest University: “Passion or Pressure: Examining the Impact of Sports Culture on Today’s Youth”

Jacob Whetstone, Northmont High School, Clayton, OH, “The Cultivation of Our Self-Identity through Our Passions in Fever Pitch”

Carl A. Young, North Carolina State University, “‘Taking Up Space’: Navigating the Challenges of Bullying and Intolerance in High School Sports”

Table 2

Tamara N. Moten, University of Georgia; Alicia K. Hatcher, Syracuse University; Autumn A. Griffin, University of Pennsylvania: “Using Literacies as Resistance: Unpacking Forms of Athlete Activism Inside and Outside the Classroom”

Dani Parker Moore, Wake Forest University: “Sports Literacy, Freedom School, and the Student-Athlete Connection”

Katie S. Dredger, James Madison University: “More Criticality: Selling Sex or Strength in Today’s Sports Media”

Table 3

Rebecca G. Harper, Augusta University: “Literacy in Sports and Coaching: Developing Literacy Competencies in Interdisciplinary Environments”

Heather Jones, Jefferson County Public School, Louisville, KY: “Build Your Team: Creating Cross-Curricular Sports Literacy in All Content Areas”

Benjamin K. Woodcock, Okemos High School, Okemos, MI: “Broadening the Horizon of Whole Class Novels with Pop Culture Text Sets”

Table 4

Bryan Ripley Crandall, Fairfield University; Alice Hays, California State University, Bakersfield: “Poetic Pageantry: Spinning Possibilities with WGI, Sport of the Arts”

Morgan King, Peachtree Ridge High School, Jefferson, GA: “Referees, Rebounds, and Rhetoric: The Language that Creates Sports Heroes and Villains”

Crystal L. Beach, Union County Schools, GA; Leigh Anne Turner, Denmark High School, GA: “The Champions Everyone Love: Exploring the Underdog Archetype with High School Students”

Table 5

Shannon Potts, Special Music School, NY/Teachers College, Columbia University: “Teach(ing) like a Coxswain: Connecting Practices, Curricular Development, and Identity in Teacher Preparation”

Ericalyn Caasi & Wendy J. Glenn, University of Colorado, Boulder: “Expanding the Field—and Court and Pitch: Sports Literacy in Teacher Education”

Nicole Sieben, SUNY Old Westbury: “Building Hope in the English Language Arts Classroom at the Intersection of Sports and Literacy”

Table 6

Abby Scoresby, Bryan High School, Bryan, TX: “Sports Move: Using Sports Literature to Help Students Connect to Literature and Imagery”

Alicia Lemar, Wake Forest University: “Developing a Deep Bench: Curating Your Sport’s Literature Collection”

Rebekah Degener, Minnesota State University, Mankato: “Expanding the Sports Field: Representations of Non-Traditional Sports in Children’s Books”

Table 7

Mark A. Lewis, James Madison University; Luke Rodesiler, Purdue University Fort Wayne: “‘I’m Never Telling Anybody Else’: Sexual Violence and Male-Athlete Victimhood in Sports-Related Young Adult Literature”

Katherine Mason Cramer, Wichita State University: “Who Gets to Swim? Representation in Competitive Swimming in YA Literature”

Steffany Maher, Indiana University Southeast; Shelly Shaffer, Eastern Washington University: “Taking a Hard Look at Equity and Representation in YA Sports Novels”

Table 8

J. Patrick McGrail, Jacksonville State University; Ewa McGrail, Georgia State University; Alicja Rieger, Valdosta State University: “Exploring Sports Instruction Tropes to Connect to One’s Best Self and Overcome Disability in the Film, *The Way Back*”

LaTasha Price, Central Georgia Technical College: “That Thang Be Thagin’: Hip-Hop Dance Literacy In and Out of the Classroom”

Kelly DeLuca, Teachers College, Columbia University: “A Modern Take on the Sport of Kings: How Polo Can Promote Literacy and Learning across Diverse Communities”

Table 9

David M. Pegram, Paradise Valley Community College: “I Compete, Therefore I Am: Connecting Students to Sports Culture through Autoethnography”

Katherine Higgs-Coulthard, Saint Mary’s College: “Inviting Students off the Bench and onto the Court: Coaching Writers through Collaboration and Scaffolding”

Thomas C. Crochunis, Shippensburg University: “College Women Athletes and Medical Testing: Designing a Secondary Classroom’s Inquiry into Experiences of Surveillance vs. Advocacy for Self-Monitoring”

H.41 The Knowledge Gap—Why Content Knowledge Is Crucial in Fostering a Lifelong Love of Reading

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ROOM: B-140-142 (GCCC, MAIN LEVEL)

Sponsored Exhibitor Session from Amplify

The Science of Reading doesn't have to come at the expense of the joy of reading! Join Natalie Wexler, author of *The Knowledge Gap*, to find out how immersing children in rich content plants the seeds of their later success and gets them excited about reading and learning. Explicit foundational skills instruction and knowledge-building can work together to foster confident, enthusiastic readers.

Presenter: Natalie Wexler, author, *The Knowledge Gap*

H.42 Transforming Literacies through Critical Digital Literacies and Computational Thinking in Teacher Education

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ROOM: A-214/215 (GCCC, UPPER LEVEL)

This session describes teacher educators' efforts to transform literacy instruction through digital literacy and computational thinking designs in preservice literacy coursework. At the center of this work is a commitment to support preservice teachers to develop the knowledge and practices to create counter-narratives for agency, self-representation, and authorship in digital spaces.

Presenters: Laura Ascenzi-Moreno
Cecilia Espinosa, CUNY Lehman College
Meral Kaya, CUNY Brooklyn College
Jessica Velez, CUNY The Graduate Center
Respondent: Sara Vogel, City University of New York

H.43 Trauma Literacy: Uncovering Trauma Paradigms in Reading Practices and Literature

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ROOM: MARY FRANCES MERRILL (HILTON 402, LEVEL 5)

Expanding on ACEs, trauma literacy in reading means making ethical connections: What is trauma and how does our reading of it align or alienate us from healing self, others, and our world? What role does trauma play in our imagining for what is possible in ELA classrooms and beyond? We will share a new reading framework for immediate classroom use with YA and classic books and read together.

Presenters: Sarah Donovan, Oklahoma State University
Erica Fleming, Oklahoma State University
K. Emerson Foster, Jenks High School, Oklahoma State University
Jaime Lewandowski, Oklahoma State University

H.44 Where Are the Arab Authors in Kidlit?

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ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

Arabs have a rich history in literature, from poetry to novels. Arab children in the United States rarely see themselves portrayed positively in children's literature—or at all. Arab American authors will explore the importance of authentic Arab representation in kids literature, guide educators to identify harmful tropes and negative stereotypes, and provide examples of positive representation.

Presenters and Tradebook Authors/Illustrators: Aya Khalil, Little, Brown
Hannah Moushabeck, Chronicle Books
Rhonda Roumani, Author
Salam Zahr, Author

H.45 From the Stage to the Classroom: Improv in ELA

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ROOM A-226 (GCCC, UPPER LEVEL)

This session shows us what we can learn from improv theatre. Presenters will share ways to incorporate an improvisational ethos in the ELA classroom, including ways to help students better engage with reading and radically connect across differences.

Session Chair: Jillian Kneeland, University of Colorado Boulder
Presenters: Erin Keller, The Episcopal School of Dallas, "Using Tools from the Theater to Build Connections in Novels, Plays, and Nonstandard Texts: An Interdisciplinary Approach"
Samuel Tanner, "Improvitational English Language Arts: Connecting across Difference"

H.46 Creating Linguistic Justice in Classrooms: Spaces and Places

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ROOM: A-212/213 (GCCC, UPPER LEVEL)

This session explores linguistically sustaining teaching and socially just literacy practices.

Session Chair: Rosemary Oliphant-Ingham, University of Mississippi
Presenters: Timothy Foran, LIM College NY, "Finding the Right Space: How Bilingual College Students Construct Space to Engage in Literacy and Language Practices"
Barbara George, Carnegie Mellon University, "Working Together toward Language Justice Advocacy for ESL Students in the Rustbelt"
Xiaodi Zhou, University of Texas Rio Grande Valley, "Transnational, Multilingual Conexiones of a Mexican American College Student"

H.47 How Can We Foster Success in Postsecondary Classrooms?

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Rainbow



ROOM: B-233-235 (GCCC, UPPER LEVEL)

Presenters on this panel will discuss their virtual and physical classrooms, sharing strategies that improve student confidence and success and emphasizing culturally sustaining pedagogy in their classrooms.

Session Chair: Emily Peters, Louisiana State University Laboratory School

Presenters: Elizabeth Hope, Delgado Community College, “Small Stakes, Big Wins: Fostering Skills, Increasing Confidence, and Improving Student Success in Corequisite Composition Courses”
 Jackson Moss, Delgado Community College, “Small Stakes, Big Wins: Fostering Skills, Increasing Confidence, and Improving Student Success in Corequisite Composition Courses”
 Irina Negrea, Purdue Global University, “Through a Screen, Darkly: Improving Retention of Economically and Socially Disadvantaged Students at an Online University”
 Charlize Hsiang-Ling Wang, “Foreign Language Educators’ Perspectives on Culturally Sustaining Pedagogy in US Classrooms”

H.48 Healing through Literature, Writing, and the Self

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ROOM: B-230-232 (GCCC, UPPER LEVEL)

This session introduces participants to the Healing-Centered Engagement framework and provides ideas, activities, and resources for helping students and teachers heal through literature, writing, and autoethnography.

Session Chair: Christine Feliciano-Barrett, Teachers College, Columbia University/New York City Department of Education

Presenters: Emily Genser, Conard High School, “The Autoethnography: Revealing Yourself from the Inside Out”
 Melissa Hughes, Michele Clark High School, Chicago Public Schools, “Connections in Healing: A Healing Centered Engagement Framework for Staff and Students”
 Patrick Sitzer, Teachers College/Columbia University, “Narrative Medicine as a Model of Transformational Literature Pedagogy”
 Anna Taglia, Michele Clark High School, Chicago Public Schools, “Connections in Healing: A Healing Centered Engagement Framework for Staff and Students”

H.49 Preservice Teachers Reading the Word and the World with Literacy Strategies

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ROOM: PHEORIS WEST B (HILTON 402, LEVEL 3)

How can teacher educators help teachers learn literacy strategies in ways that are humanizing, equitable, and race conscious? These presenters share cognitively sound and emotionally rich strategies and frameworks for literacy instruction that can be used by teacher educators in teacher preparation programs and by teachers in P–12 classrooms.

Presenters: Michael DiCicco, Northern Kentucky University, “Examining Text Reformulation as a Reading and Writing Strategy”
 Katie Harlan Eller, Teachers College, Columbia University, “Destabilizing Whiteness in ‘Entrenched Literacy Pathways’: Fostering Racial Literacy through Race-Conscious Reader Response”
 Amy Knowles, Missouri State University, “Border Pedagogy: Developing Literacy Practices That Help Students Navigate New Understandings and Explore Diverse Perspectives”
 Eileen Shanahan, Northern Kentucky University, “Examining Text Reformulation as a Reading and Writing Strategy”

H.50 Exploring Identity through Picture Books and Truth-Telling Stories: Examining and Embracing Ourselves

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ROOM: C-161 A/B (GCCC, MAIN LEVEL)

Presenters will share with participants ways picture books are used to cultivate critical conversations around identities, encourage a sense of resiliency and belonging, and provide strategies for having challenging conversations.

Session Chair: Joshua Cabat

Presenters: Sovandara Chhin, Birch Lane Elementary School, “Harmonizing the Human Potential through Critical Literacy: Connecting to Rebuild a Better Tomorrow”
 Ashley Person, “Harmonizing the Human Potential through Critical Literacy: Connecting to Rebuild a Better Tomorrow”
 Anita Stratton, Riverside Elementary School, “Cultivating Conversations about In/Visible Identities through Read Alouds with Multiracial Children’s Picture Books”
 Kevin Wong, Pepperdine University, “Cultivating Conversations about In/Visible Identities through Read Alouds with Multiracial Children’s Picture Books”

H.51 ELATE Commission Meetings #1



ROOM: ELIJAH PIERCE A & B (HILTON 401, LOBBY LEVEL)

Sponsored by English Language Arts Teacher Educators (ELATE)

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

Committee Chair: Nadia Behizadeh, Georgia State University

Committee Members: Keisha McIntosh Allen, University of Maryland

Tamara Butler, College of Charleston's Avery Research Center for African American History and Culture

Cati de los Rios, University of California

Maria Hernandez Goff, Renton School District

Ruben A. Gonzalez, Stanford University

Keisha Green, University of Massachusetts at Amhurst

Davena Jackson, Boston University

Latrise P. Johnson, University of Alabama

Lindy Johnson, William & Mary

Jung Kim, Lewis University

Joanne Marciano, Michigan State University

Keisha McIntyre-McCullough, Florida International University

Brad Robinson, Texas State University

Luke Rodesiler, Purdue University Fort Wayne

Melanie Shoffner, James Madison University

Roundtable 1: Commission on Social Justice in Teacher Education Programs

Co-Chairs: Danielle Lillge, Illinois State University

Naitnaphit Limlamai, Colorado State University

Cynthia S. Nicholson, Norfolk State University

Roundtable 2: Commission on Digital Literacies and Teacher Education (D-LITE)

Co-Chairs: Meredith Garcia, University of Wisconsin-La Crosse

Brady Nash, Miami University, OH

Roundtable 3: Commission on the Study and Teaching of Adolescent Literature

Co-Chairs: Alice Hays, California State University, Bakersfield

Steffany Comfort Maher, Indiana University Southeast

Roundtable 4: Commission on the Teaching of Poetry

Co-Chairs: Vicki Sherbert, Kansas State University, Manhattan

Danny Wade, Washburn University, Topeka, KS

Roundtable 5: Commission on English Methods Teaching and Learning

Co-Chairs: Katy Covino-Poutasse, Fitchburg State University, MA

Todd Reynolds, University of Wyoming, Laramie

Roundtable 6: Commission on Writing Teacher Education

Co-Chairs: Amanda Brewer, University of Central Missouri

Elsie Lindy Olan, University of Central Florida, Orlando

Roundtable 7: Commission on Arts and Literacies

Co-Chairs: Pamela Hartman, Ball State University, Muncie, IN

Hung Pham, University of Arkansas, Fayetteville

Roundtable 8: Commission on Family and Community Literacies

Co-Chairs: Tracey T. Flores, The University of Texas at Austin

Laura Gonzales, The University of Texas at El Paso

Roundtable 9: Commission on the History of English Education

Co-Chairs: Sheridan Blau, Teachers College, Columbia University

Ashlynn Wittchow, Teachers College, Columbia University

Roundtable 10: Commission on Climate Justice, Inquiry, and Action

Co-Chairs: Fawn Canady, Sonoma State University

Catherine Lammert, Texas Tech University

HI.01 High School Matters—The Future Is Queer . . . If We Fight for It: Creating New Bonds and Connections with LGBTQIA+ Texts

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ROOM: EDNA BOIES HOPKINS (HILTON 401, LOBBY LEVEL)

Sponsored by the Secondary Section Steering Committee

This interactive panel presentation will explore the creative, intentional usage of LGBTQIA+ YA literature in traditional and community literacy spaces as a means to center critical engagement with LGBTQIA+ YA texts, help youth and adults make connections, and prioritize care-centered community building in literacy instruction for the future.

Tradebook Authors/Illustrators: Mariama J. Lockington, Macmillan
Anna-Marie McLemore, Macmillan
Elliott McLemore Macmillan
Mark Oshiro, TOR

Presenters: Mollie Blackburn, The Ohio State University “High School Students Connecting with Parents in an LGBTQIA+-themed Literature Course”

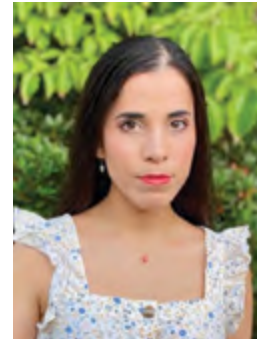
Jess Lifshitz, Meadowbrook Elementary School
shea wesley martin, The Ohio State University
Henry Cody Miller, SUNY Brockport

Committee Chair: Josh Thompson, Virginia Tech

Committee Members: Layla Aldousany, North Carolina School of Science and Mathematics
Susan Barber, Midtown High School, Atlanta, GA
Jacquay Durant, San Bernardino City Unified School District
Angela Moore, George Wythe High School
Rex Ovalle, Oak Park and River Forest High School/University of Illinois at Chicago
Lawrence Reiff
Lisa Scherff, Community School of Naples



Mariama J. Lockington



Anna-Marie McLemore



Elliott McLemore



Mark Oshiro

Poster presentations will be held in the Exhibit Hall (GCCC, Expo Hall B, main level).

Presenters will discuss their work during their session time and have the opportunity to leave their posters up throughout the Convention.

**“I Learned in My Head and Felt Good in My Heart”:
Creating “Mirrors and Windows” in First Graders’
Student-Generated Decodable Readers**

E Many first graders are learning to read using inane decodables. Some include characters of color but exclude lived experiences relatable to children. Bishop (1990) notes that “mirrors” allow readers to see their reflections in texts by including these experiences. Therefore, children should also have mirrors while advancing their decoding skills by creating and producing their own decodables.

Presenter: Amber Lawson, Michigan State University

140 to 4,000: Literacy Education in Rural and Suburban Settings

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Rainbow What is the connection between a town of 1,000 and a school four times that size? How is literacy similar and different in these settings? From a rural district with 140 students to a suburban school with 4,000, I saw a range of strategies. This presentation explores the similarities and differences between these two settings and offers methods to both groups that can further their literacy efforts.

Presenter: Brittany Neil, Adlai E. Stevenson High School

Authentic Connection: Beyond Windows and Mirrors

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Rainbow “All men are caught in an inescapable network of mutuality, tied in a single garment of destiny.” King told us but we may not have imagined how connected we would be in the year 2023. But yet, despite so many ways to connect, we still struggle to do this in person, in the classroom. This poster will explore how to create authentic spaces that promote growth in the English classroom.

Presenters: Kristan Kenney
Buffy Sallee

Books Build Bridges: Using YA Literature to Support Social Emotional Learning in Middle School

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EL We believe that YA literature is the best way to support and make connections with adolescents, so we’ll share our toolbox of carefully-selected titles and strategies suited for developing each SEL competency. Rooted in CASEL’s five domains of social-emotional learning and powered by our two decades in middle school, we will show you how to put the right book in the right hands at the right time.

Presenters: Mary Cotillo, Blackstone-Millville Regional Public Schools
Erin O’Leary, Franklin Public Schools

Building Community Connections: Place-Based Writing

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NATIONAL WRITING PROJECT This presentation explores the use of rhetoric all around us by asking students to engage in a place-based writing assignment. This assignment, with both narrative and rhetorical analysis components, details the importance of being present in the moment and finding rhetoric in our everyday lives. With step by step, interactive activities, audience members will engage in the writing process in order to model the activity. Assignment sheets and materials for the junior high, high school, and college levels will be distributed at the end of the session.

Presenters: Kate Hope, Chandler-Gilbert Community College
Katie Johnson, University of Arizona

Comparison of Dual College Performance in Texas High Schools and Other Locations

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R Dual enrollment programs have become more prevalent in the college and high school setting. Also known as early college programs, dual enrollment programs help students acquire a head start in earning college credit for post-secondary studies. The problem is that it is unknown if student performance is different depending on the location where the class is taken, either at the high school or at other non-high school locations. The purpose of the study is to compare student performance between dual college courses taken in high school and other non-high school locations (i.e., college campus or online) in Texas.


Presenter: Cynthia Gallardo, Texas A&M International University

Peer-to-Peer Learning: How a Group Writing Project Can Promote Content Knowledge

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R This presentation will show what literacy skills students have acquired from their classmates. My research question looked at how collaborating on a group project was crucial in promoting writing knowledge. Thirty students participated in the study and data was collected by a survey. The audience will see graphs of specific writing and content skills students acquired from their network of peers.


Presenter: Quang Ly, University of Miami

TikTok as an Agent of Literacy

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 The emergence of social media platforms has changed the way students access information. According to the “Search Engine Journal,” 4.65 billion people use a social media platform. Of that number, one billion people use TikTok, a social media platform for creating, sharing, and discovering short videos. The app is used by young people as an outlet to express themselves through singing, dancing, comedy, and lip-syncing, and allows users to create videos and share them across a community. However, educators can use TikTok to teach literacy.


Presenter: Tanisca M. Wilson, Warren Easton Charter School

Integrating Contemplative Practices to Explore Multiliteracies in a K–4 Performing Arts Classroom

E
 This research examines how a K-4 performing arts teacher integrated contemplative methods into her instruction so that her students could mindfully explore multiliteracies and create new interpretations of a topic through multiple modalities. These modalities included texts, digital media, visuals, and movement. Contemplative practices bring the connection and awareness that are needed to interact with the various modes and diverse perspectives students encounter in classroom curricula and discussions. By utilizing contemplative practices and multiliteracies in tandem, the teacher created a collaborative environment of inquiry that explored the social, historical, and cultural contexts of various genres of dance, a universal language grounded in movement.


Presenter: Natalie Colosimo, University of Florida

The Impact of a Virtual Exchange in the ELA Classroom

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 Preservice teachers participated in a virtual exchange with high school students in Monterrey, Mexico.


Presenter: Eileen Santiago

Constructing Reading as a Cultural Concept: Guided Reading in a Science of Reading Era

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 During a science of reading era, which often emphasizes a simple view of reading (Dewitz and Graves, 2021), literacy instructional practices are under a microscope. This case study explores the ways in which reading and the reading process were co-constructed as a cultural concept during guided reading time.


Presenter: Meghan Valerio, Kent State University

It's on All of Us: Supporting Teacher Candidates to Teach Writing Across the Curriculum

TE
 At a small Midwestern liberal arts college, all education teacher candidates participate in a course on the teaching of writing across the curriculum with an emphasis on supporting diverse learners. This poster provides activities and tools designed to encourage all teacher candidates to understand and embrace their role as teachers of writing.

Presenter: Michele Castleman, Heidelberg University

Using Write-Alouds to Make Young Writers' Decision-Making Conscious

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 Decision making can be overwhelming for young writers. Mentoring students through these cognitive actions requires explicit instruction in the actions and thinking processes writers use to compose and share texts. Based on research and practice, we will share how teachers rehearse, design, and refine their use of write-alouds in literacy instruction.

Presenters: Tracey Hodges, The Empowering Advocate LLC
Sharon Pratt, Indiana University Northwest

Finding the WRITE Data to Inform Writing Instruction

S Teachers know the best data for informing writing instruction is student writing itself. But with 150+ students, it is challenging to make efficient and accurate decisions about what instruction should look like. This poster will highlight researchers' current work with teachers to use WRITE, a free tool that provides auto-scored snapshots of student writing, and relevant system infrastructure data to design and provide meaningful adolescent writing instruction.

Presenters: Suzanne Myers, University of Kansas
Jocelyn Washburn, University of Kansas

Writing with Evidence: Digital Source Evaluation Instruction in the Writing Classroom

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C In this poster session, we share how digital source evaluation was embedded into a middle school and college credit plus writing classrooms. We share how the instruction prepared student writers to consider both how others' arguments may be rooted in ideology, and how the sources they use shape their own arguments. The poster will provide practical strategies for teaching digital source evaluation during writing instruction.

Presenters: Kristine Pytash
Beth Walsh-Moorman

Strive-for-Five Conversations to Accelerate Early Language Skills

E You can accelerate young children’s language and literacy skills with the Strive-for-Five framework. We explain how back-and-forth conversations support oral language and vocabulary skills with a set of scaffolding strategies. We present relations between teachers’ scaffolding moves and student responses when teachers us Strive-for-Five during classroom read alouds.

Presenter: Tricia Zucker

Cross-Cultural Connections through Popular Culture Texts

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ULP Integrating popular culture texts into reading and writing may be the path less traveled, but it offers important twists, turns, and important connections with the world. Our poster will demonstrate how we welcome popular culture texts into the classroom and honor students’ schemas, support language acquisition, and connect out-of-school and in-school literacies.

Presenters: Nadine Bravo, University of Southern Maine
Melinda Butler, University of Southern Maine

What Do You Meme? Using Memes for Argument Construction and Understanding

S
NWP Argumentative writing is an important component of secondary ELA classrooms. Instead of composing a traditional argument, we set out to use memes as a venue for composing an argument based on a classic novel. This poster session will outline how this project evolved in a secondary classroom and how teachers might utilize unique writing compositions for standards-based writing engagements.

Presenter: Rebecca Harper, Augusta University Writing Project

#FindTheJoy for Sustaining Teaching

G A teacher and her reflection partner will share how they seek and find joy through the teaching day using quick video narratives. Along the way, they have found a tool for reflection on teaching, for forming teacher peer/coach relationships, and a way to focus on—and grow—the joy that brought us to teaching in the first place.

Presenters: Ona Gabriel, State College Area School District
Anne Whitney, Pennsylvania State University

A Dissertation in Practice: Culturally Sustaining Pedagogy in Action: Views in K–12 Education

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R The poster session’s goal is to communicate the purpose of the study (which will be mid-research at the time of the conference), collaborate with others about strategies and examples of Culturally Sustaining Pedagogy (CSP), create new ideas and thinking for a variety of learning settings to incorporate culturally sustaining practices, and to explore the perceived impact on students, educators, and learning communities.

Presenters: Melissa Delman, Augusta University
Bekah List, Augusta University

Why Triptych? Promoting Student Engagement with Counternarratives via Genre Blending

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TE A triptych is a three-paneled artwork in which each panel is used to explore a central theme. In this session, using triptych as metaphor, I will advocate for a new type of multigenre paper for use in the secondary English classroom, one that asks students to engage with counternarratives while forming conclusions in the interstices of personal narrative, literary analysis, and research writing.

Presenter: Merit O’Hare, Teachers College, Columbia University/
Westfield High School, NJ

Singing to Support Concepts about Print: A Practitioner’s Story

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E Essential to early literacy development are concepts about print. The repeated singing of a shared text is presented as an alternative or supplementary practice to support young children’s concepts about print. As told from the perspective of teacher as researcher, this quantitative study describes practices and outcomes of singing with preschool students to support learning concepts about print.

Presenter: Abbey Galeza, Kent State University

Bringing Literature to Life: Creating Artistic Portraits of Literary Characters

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ULP In the Fall of 2022, Lady Macbeth came alive for me. After I closely read the text, I reflected my thoughts onto my canvas. From the text to the canvas, again and again, I painted her portrait and explored the complexities of her character. In this session, we will mimic my artistic process and create an artistic portrait based on Edwin Arlington Robinson’s poem, “Richard Cory.”

Presenter: Ariela Robinson, Teachers College, Columbia University

NCTE AUTHOR STRAND SESSIONS

I.01 **Displacing and Disrupting:
Workshopping the Canon for
Democracy and Justice**

ROOM: B-240-242 (GCCC, UPPER LEVEL)

How can we use our curriculum and teaching to be a force for democracy and justice? This presentation will share how to displace and disrupt canonical texts with multiple genres within a critical reading and writing workshop structure. Join us as we learn how to workshop the canon for democracy and justice.

Presenter: Mary Styslinger, University of South Carolina

I.02 **Literacies before Technologies: Making
Digital Tools Matter for Middle Grades
Learners**

ROOM: A-222/223 (GCCC, UPPER LEVEL)

Based on a year-long collaboration, our work describes the life of a ninth-grade English classroom amidst the COVID-19 pandemic, along with the many changes that remote learning necessitated. In this session, we will share specific lesson ideas and examples of student work to explore applications of NCTE's Beliefs for Integrating Technology into the English Language Arts Classroom position statement. In particular we will focus on how remote technologies can enhance brick-and-mortar ELA instruction, as well as technologies for close and critical reading for literary analysis, and recommendations for teaching writing to inform and argue.

Presenters: Cathy Fleischer, Professor Emerita, Eastern Michigan University
Troy Hicks, Central Michigan University
Jill Runstrom, Ann Arbor Skyline High School

I.03 **Teaching about Critical Media Literacy during
Contentious Political Times**

ROOM: B-230-232 (GCCC, UPPER LEVEL)

This session addresses the challenges and promises of navigating critical media during contentious political times. Paper 1 highlights teaching about climate change in a politically conservative teaching context. Paper 2 leverages discourse analysis to investigate digital discourse about Nikole Hannah Jones' 1619 Project.

Session Chair: Marcella Pixley, Candlewick Press

Presenters: Benjamin Lathrop, Purdue University, "Teaching about Climate Change in Trump Country: A Collaborative Inquiry Unit on Critical Media Literacy"

Kaylyn Stockdell, Attica Jr-Sr High School, "Teaching about Climate Change in Trump Country: A Collaborative Inquiry Unit on Critical Media Literacy"

Ebony Elizabeth Thomas, University of Michigan, "The 1619 Digital Discourse Project: Learning about the Cultural Politics of Literature and Social Media"

I.04 **Optimizing Writing Instruction with Visuals
and Videos**

ROOM: C-162 A/B (GCCC, MAIN LEVEL)

Learn ways to optimize your writing instruction using visual- and video-based strategies. Participants will leave with ideas and resources for helping student writers, including activities, lesson plans, and projects.

Session Chair: Lauren Fletcher, California State University, Stanislaus

Presenters: Emily Genser, Conard High School, "Just a Minute of Your Time: Crafting and Composing Short Video Texts to Tell Stories, Forge Connections, and Communicate Knowledge"
Ramona Puchalski-Piretti, Conard High School, "Just a Minute of Your Time: Crafting and Composing Short Video Texts to Tell Stories, Forge Connections, and Communicate Knowledge"
Laura Yevchak, "The Nexus of Innovation in 21st-Century Skills and the ELA Classroom: A Closer Look at the Optimization Process"

I.05 Queer and Trans Books for Classrooms and Libraries**S****ELATE****LGBTQIA+****ROOM: B-233-235 (GCCC, UPPER LEVEL)**

LGBTQIA+ students need literature in which to see themselves. Learn about some of the most recent books, including those for asexual, transgender, and nonbinary youth, and stories that move beyond coming out. Teachers and librarians share curriculum focused on literature, legislation, and current events that disrupt heteronormative power structures. Extensive booklists and instructional resources will be shared.

Session Chair: Bilal Polson, Northern Parkway School

Presenters: Kathleen Breitenbach, past chair, Rainbow Round Table 2022–2023, “Why You Should Have (These Titles/ LGBTQIA+ Books) in Your Classrooms and Libraries”
Liz Deskins, Kent State, “Why You Should Have (These Titles/ LGBTQIA+ Books) in Your Classrooms and Libraries”
Dorothy Sutton, Upper Arlington City Schools, “Choice LGBTQIA+ YA Lit in the High School ELA Classroom”

I.06 Departmental Collaboration for Antiracist and Equitable Teaching**S****ELATE****LGBTQIA+****ROOM: A-210/211 (GCCC, UPPER LEVEL)**

Presenters: from Michigan and Ohio share how they collaborated to create frameworks in which English departments and teachers can pursue antiracist organizational change and create more equitable and accessible literacy instruction for their students.

Session Chair: Kasey Stecher, Pawling High School

Presenters: Nainaphit Limlamai, Colorado State University, “Collaboratively Pursuing Antiracist Change in English Departments”
Christina Ponzio, Grand Valley State University, “Collaboratively Pursuing Antiracist Change in English Departments”
Lanisha Simmons, “Implementing High-Quality, Equity-Focused Literacy Instruction at Cincinnati Public Schools”

I.07 #MakersInTheMiddle—Making Family Engagement Matter: Cultivating Family Engagement as Culturally Sustaining Pedagogy in the Middle Grades Curriculum**M****Rainbow****ROOM: C-171/172 (GCCC, MAIN LEVEL)**

Sponsored by the Middle Level Section Steering Committee, Genders and Sexualities Equality Assembly, Latinx Caucus, Asian American Caucus

Have you been eager to pursue critical, culturally sustaining, own-voices pedagogies that connect schools and families in the complex terrain of middle school, but aren’t sure where to begin? This exciting #MakersInTheMiddle session puts educators into conversation with equity-researchers to examine practices that bring culturally sustaining praxis into the middle grades classroom.

Presenters: Michael Dominguez, San Diego State University
Vane Smith Matsalia
Rae Oviatt, Eastern Michigan University
Timothy San Pedro, The Ohio State University

I.08 “I am protected, well respected. I’m a Queen, I’m a dream.”: Black Girls and Femmes Co-Creating Participatory Literacy Communities**G****Rainbow****ROOM: C-170 (GCCC, MAIN LEVEL)**

Black girls’ literacies affirm that Black girls’ knowledges are valid and uplift Black girls who are missing in curriculum or depicted negatively. Building on this legacy, we present methods and findings from a collaboration with Black girls and femmes. We theorize “Black girls’ literacies of refusal/resistance” to reimagine and enact the communities and worlds they ultimately want to live in.

Presenters: Hui-Ling Malone, University of California, Santa Barbara
Jazmen Moore, University of Washington, Seattle
Renee Wilmot, Michigan State University

I.09 **Asset-Based Conexiones: The Intersection of Students, Families, Children's Literature, and Community Cultural Wealth**



ROOM: B-243-245 (GCCC, UPPER LEVEL)

Strategies for building conexiones between families and educators will be explored through Yosso's theory of community cultural wealth (CCW). Presenters will share observations of CCW in their work and research, suggestions for family engagement through CCW, and lists of resources (including children's literature and digital resources) that align with CCW in early childhood settings.

Presenters: Maria Del Rocio Herron, Richland Two District, SC
Mary Jade Haney
Julia Lopez-Robertson, University of South Carolina
Melissa Wells, University of Mary Washington

I.10 **Authentic Choice? Empowering Students through Multimodal Compositions**



ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)

To minimize teacher-centered discourse patterns and provide authentic opportunities for students to engage in meaningful writing, educators implemented a participatory research project with sixth graders. In this session, educators will share the process and products that students generated, educators' reflections, and the implications of empowering students through guided writing instruction.

Presenters: Jackie Butts, Tichenor Middle School
Michael DiCicco, Northern Kentucky University
Tammie Sherry, Northern Kentucky University

I.11 **Beyond Boxes: Intersectionality in Queer Middle Grade Fiction**



ROOM: PHEORIS WEST A (HILTON 402, LEVEL 3)

LGBTQIA+

Recent book challenges across the nation have created a renewed urgency to educate future and practicing teachers about the importance of selecting and defending diverse literature. This session will focus on books for middle level readers with multidimensional queer characters and why it's important for students to see representation in multiple ways instead of just within "new boxes."

Presenters: Briannah Clark
Lesley Colabucci, Millersville University
Rebecca Lease
Jennifer Shettel

I.12 **Building Authentic Connections through #ClassroomBookADay Daily Picture Book Read Alouds**



ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

With daily picture book read alouds, educators create connections that build classroom community, support student identity, develop empathy, and address standards. Learn about benefits and logistics and then join authors and illustrators in roundtable conversations as they share how they connect to create engaging stories that help students see the broader experiences and identities in our world.

Session Chair: Jillian Heise, Fox Point-Bayside School District
Tradebook Authors/Illustrators: Bethany Barton, Penguin
Young Readers

Lauren Castillo, Candlewick Press
Michael Datcher, Random House Children's Books
Raissa Figueroa, Random House Children's Books
Bridget George, Macmillan Children's
Hena Khan, Lee & Low
Minh Le, Random House Children's Books
Carole Lindstrom, Macmillan Children's/Abrams
Steph Littlefield, Abrams
Frank Morrison, Random House Children's Books
Nez Riaz, Lee & Low
John Schu, Candlewick Press

I.13 **Centering Indigenous Voices: Boarding School Stories in the ELA Classroom**



ROOM: A-214/215 (GCCC, UPPER LEVEL)

American Indian boarding school history impacts all of us involved in teaching and learning today. We call for the teaching of Indigenous boarding school texts and the disrupting of Whitestream definitions of young adult literature. Participants will learn about Lajimodiere's five themes of boarding school narratives and participate in a healing tiles activity.

Session Chair: Angela Hase, Moorhead School District
Presenters: Amy Carpenter Ford, Central Michigan University
Caitlin Johnson, Minnesota State University-Moorhead
Judy Pamp
Kelly Sassi, Northern Michigan University

I.14 Collaborating at the Crossroads in Support of Writing Programs for Youth

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ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

As support for writing initiatives dwindled across state and federal funding streams, several National Writing Project directors and teacher consultants rethought ways to promote writing programs for youth. Collaborating, they reimagined summer writing camps, young adult literacy labs, and youth conferences to enhance in-school instruction and to counter summer literacy loss.

Presenters: Tanya Baker, National Writing Project, “Coach. Teach: Write Reintroducing the Joy and Power of Narrative Writing to Middle School”
 Jessica Baldizon, Cesar Batalla K–8, “Little Labs for Big Imaginations”
 Darlene Calderón, Fairfield University, “Writing Our Lives and Finding Our Stars”
 Bryan Ripley Crandall, Connecticut Writing Project, Fairfield University
 Amber Curlee, Arizona State University, “Building Programs around Literacy: Family, Individually, and with Community”
 Emily Diggs, Coleytown Middle School, “The Novel Labs: Plots and Characters Matter”
 Jessica Early, Arizona State University
 Allison Fallon, Central Middle School, “The Novel Labs: Plots and Characters Matter”
 Ally Freeland, Fairfield University, “Writing Our Lives and Finding Our Stars”
 Tim Huminski, Joel Barlow High School, “Who Do You Think You Are—The College Essay and Other Narratives”
 Susan James, Emerald Coast National Writing Project
 William King, Central High School, “Writing with Ubuntu”
 Liz Lewis, “The Act. Change. Empower. Project: Youth Writing as Agentive Practice”
 Latoya Lisle, Kendal Career and College Academy, “Writing Our Lives and Finding Our Stars”
 Laureen Mutuski, Branford High School, “From Publishing to Pupils: A Former Book Publisher Reflects on the Development of Student Identity through Writer’s Notebooks”
 Fola Sumpter, “Writing Our Lives and Finding Our Stars”
 Dave Wooley, Westhill High School, “Who Do You Think You Are—The College Essay and Other Narratives”

I.15 Compassionate Connections: Verse Novels in the Classroom

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ROOM: C-151 (GCCC, MAIN LEVEL)

Authors Chris Baron, Megan E. Freeman, and Rajani LaRocca, with educator Mitzi Moshiri, will model lessons where verse novels become springboards for engaging lessons that connect reluctant and enthusiastic learners to reading, writing, and exploring ideas in the world around them. Attendees will leave with an annotated bibliography and teaching strategies that can be implemented immediately.

Presenter: Mitzi Moshiri, Dublin City Schools
Tradebook Authors/Illustrators: Chris Baron, Feiwel & Friends/Macmillan
 Megan E. Freeman, Simon & Schuster
 Rajani LaRocca, HarperCollins/Abrams/Penguin Random House/Candlewick

I.16 Conexiones across Translanguaging Pedagogy and Raciolinguistic Perspectives in the Teaching of Literacy to Racialized Multilingual Students

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ROOM: A-120/121 (GCCC, MAIN LEVEL)

Educators are at an opportune moment to reflect on how literacy is intertwined with emergent bilinguals’ multifaceted identities. This panel provides an overview of the critical concepts of translanguaging and raciolinguistic perspectives to foster a deep understanding of how these theories connect to forward, expand, and re-imagine the literacy instruction of emergent bilinguals.

Session Chair: Jessica Velez, CUNY The Graduate Center
Presenters: Laura Ascenzi-Moreno
 Carla España, CUNY Brooklyn College
 Cecilia Espinosa, CUNY Lehman College
 Luz Yadira Herrera, California State University, Channel Islands
 R. Joseph Rodriguez, Austin Independent School District

I.17 Conexiones to the Built Environment: Urban Teachers and Black Teens Re-Imagine Boston’s Future

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ROOM: D-182/183 (GCCC, MAIN LEVEL)

Oftentimes Black students walk into schools and are stripped of their history, their identity, and their communities’ narratives. To disrupt these barriers, teachers/leaders became students, and the Black students became teachers of the history housed in and around the Museum of African American History in Boston. Participants will learn about this NEH project through the voices of teachers and students.

Presenter: Denise Patmon, University of Massachusetts Boston/Boston Writing Project

I.18 **Connecting English Language Arts and the Climate Crisis**

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ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)

Sponsored by the ELATE Commission on Environmental Justice, Action, and Inquiry

Climate change is impacting our world and will profoundly shape our students' future. What is the connection between English language arts and the climate crisis? Can the literary imagination help us understand the emergency and questions of justice? Can student inquiry, critical thinking, and public writing and action help protect their future?

Presenters and Roundtable Leaders: Mathew Arnold, Granada Hills Charter

Trelasa Baratta, Redbud Resource Group
 Brook Batch, University of Cincinnati
 Richard Beach, University of Minnesota
 Kerise Broome, James Island Charter High School
 Fawn Canady, Sonoma State University
 Mary-Alice Corliss, Cognia
 John Creger, American High School, Fremont CA
 Nicole Damico, University of Central Florida
 Candance Doerr-Stevens, University of Wisconsin-Milwaukee Writing Project
 Lindsay Ellis, Grand Valley State University, MI
 Trish Emerson
 Kathryn Fleury-Eldridge, Jordan-Elbridge Central School District
 Andrea Gambino, University of California, Los Angeles
 Erick Gordon, Teachers College, Columbia University
 Megan Hedgecock, Manor New Technology High School, TX
 Troy Hicks, Central Michigan University
 Gregory Hoemke, Benilde-St. Margaret's School
 Christina Jakubas, Neuqua Valley High School
 Alysse Kennedy, University of Toronto
 Julianna Kershen, The University of Oklahoma
 Karen Lawson
 Molly Marek, The University of Texas at Austin
 Jana Lo Bello Miller, University of Minnesota-Twin Cities
 Rich Novak, Fairfield Warde High School
 Karen Pierros, Neuqua Valley High School
 Mario Reyes IV, Colorado High School Charter
 Mary Louise Richards, Otter Valley High School, Brandon, VT
 Sidney Richmond, North Carolina State University
 Gillian Schneider, Neuqua Valley High School
 Kristine Schultz, University of Illinois at Chicago
 Kasey Short, Charlotte Country Day School
 Krista Spence, University of Toronto
 Elisabeth Spinner, Alma College
 Sheridan Steelman, Northview High School
 Sunshine Sullivan, Houghton University
 Mark Sulzer, University of Cincinnati
 Allen Webb, Western Michigan University
 Alisha White, Western Illinois University
 Rob Wilson, Rowland Hall School, UT
 Rebecca Woodard, University of Illinois at Chicago
 Stephanie Rollag Yoon,
 Rebecca Young, Cognia

I.19 **Creating Breathing Room for Liberatory Practices That Connect Us**

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ROOM: ROMAN JOHNSON (HILTON 402, LEVEL 3)

Tense and isolated by policy implications of the science of reading, CRT, book bans, and top-down decision making? This session shares approaches that create space to develop identities and cultivate relationships while resisting isolation and efforts to constrict literacy instruction. Presenters share experiences from professional learning communities, classrooms, and school partnerships.

Presenters: Corinne Arens, Blue Springs School District
 Ted Fabiano, Colorado State University
 Nicole Higgins, University of Central Missouri
 Katie Kline, Greater Kansas City Writing Project
 Amy Lannin, University of Missouri

I.20 **Creating Pathways for Critical Literacy by Connecting Sports Culture, YA Literature, and Sociopolitical Issues**

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ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

Recognizing that sports culture is a primary point of connection for many students, whether competing firsthand or engaging in sports fandom, the presenters in this session will help attendees see sports culture as an accessible pathway for exploring sociopolitical issues and envision ways of using sports-related texts, including contemporary young adult literature, to teach for critical literacy.

Session Chair: Kristen Black, Fort Wayne Community Schools

Presenters: Alan Brown, Wake Forest University
 Mark A. Lewis, James Madison University
 Luke Rodesiler, Purdue University Fort Wayne
Respondent: Crystal L. Beach, Union County Schools

I.21 **Critical Race Theory as a Literary Lens: Conexiones to Literature and Life**

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ROOM: A-110/111 (GCCC, MAIN LEVEL)

In this interactive session, experienced teachers will discuss the role that Critical Race Theory as a literary lens can play in our classrooms. First, we will explore why CRT is so controversial and misunderstood. Then, teachers will demonstrate how CRT can help raise important questions that must be addressed in our increasingly diverse classrooms by sharing specific literature lessons.

Presenters: Deborah Appleman, Carleton College
 Justin Grinage, University of Minnesota
 Patrick Pelini, Henry High School, "CRT in Practice: Collaboration and Conexiones"

I.22 **Día de los Muertos: Developing Children's Biliteracy and Making Cultural Connections**

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ROOM: D-281/282 (GCCC, UPPER LEVEL)

The continua model of biliteracy (Hornberger 2003) and the experience of a Mexican bilingual teacher connecting Día de Los Muertos with kindergarten children's bicultural, bilingual, and biliteracy development offer strategies to develop meaningful vocabulary and reading comprehension when integrating young children's lived experiences.

Presenters: Laura Marcela Cardona-Berrio, The University of Texas at San Antonio
Rosalba García, San Antonio Independent School District
Maria Leija, The University of Texas at San Antonio

I.23 **ELA Teachers Design and Enact Liberatory Assessment Alternatives with the Support of a Professional Learning Community**

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ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

What happens when ELA teachers apply the principles of liberatory assessment? This study follows a professional learning community as they design and enact alternatives to traditional assessments. Analysis of meetings, interviews, and classroom artifacts surfaced three major findings: co-developing with students, assessing through activism, and pluralism and multimodality.

Presenters: Paula Dallacqua, New York City Department of Education
Kevin Ho, Chicago Public Schools
Daniel P. Moore, Stanford University

I.24 **Girls Breaking through the Limits Placed on Them by Society**

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ROOM: A-224/225 (GCCC, UPPER LEVEL)

When kids connect to stories about girls who are bold, active, and powerful, it shapes how they see the world—and how girls see themselves. Unfortunately, in the stories that form our entrenched literacy pathways, girls are often seen as secondary, existing only in relation to others. This panel will discuss books that instead center girls who boldly push past the limits society places on them.

Presenters: Jennifer Chambliss Bertman, Christy Ottaviano Books/Little, Brown/Henry Holt/Macmillan
Ann Braden, Nancy Paulsen Books/ Penguin Young Readers
Sayantani DasGupta, Scholastic
Jennifer LaGarde, Rutgers University
Janae Marks, HarperCollins
Anne Nesbet, Candlewick Press/University of California, Berkeley

I.25 **How Authors Speak Truths to Make Meaningful Conexiones and Create Actionable Change**

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ROOM: A-112/113 (GCCC, MAIN LEVEL)

Authors e. E. Charlton-Trujillo, A.S. King, G. Neri, and Emery Lord advocate for connecting students not just to diverse texts but to themselves and to others and through this empowerment create actionable change. They will model their writing-workshop approaches through sharing text passages and writing exercises to connect and uplift all students and provide examples of resulting changes.

Tradebook Authors/Illustrators: e.E. Charlton-Trujillo, Candlewick Press
A.S. King, Dutton
Emery Lord
G. Neri, Candlewick
Presenters: Abdullahi Musse, RB Hayes High School
Sarah Ressler Wright, RB Hayes High School

I.26 **Imagining Literacy Futures: Hypercollectivity and the Essence of Collective Thought Making in Literacy Theory, Research, and Practice**

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ROOM: ALFRED TIBOR (HILTON 402, LEVEL 3)

To move the future of literacy toward a vision of healing and justice, in this session we platform the process of hypercollectivity, a coming together to share and collectively generate knowledge together. We will share six approaches to support educators as they orient themselves to literacy theory, research, and practice prioritized by collective thought making.

Presenters: Paty Abril-Gonzalez, The University of Texas at Austin
Rebecca Linares
Bianca Nightengale-Lee, Florida Atlantic University
Idalia Nunez, University of Illinois at Urbana-Champaign

I.27 Intersectional and Intergenerational Collaborations: (Re)Connecting and Creating through Young Adult Literature

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ROOM: A-216 (GCCC, UPPER LEVEL)

Engaged readers can explore young adult literature to purposefully make meaning, broaden perspectives, forge solidarity with others, and imagine better worlds. Panelists highlight authentic learning opportunities that showcase how educators bridge disparate communities to integrate intersectional lenses and facilitate student growth through the nexus of communication, collaboration, and creation.

Presenters: Cassandra Carl, Oneonta Middle School
Thor Gibbins, Leatherstocking Writing Project/SUNY Oneonta
Sarah Rhodes, SUNY Oneonta
Jenna Turner, Morris Central School
Kjersti VanSlyke-Briggs, SUNY Oneonta

I.28 Just Trust Them: Giving High School Students Reading Autonomy for Improved Reading Lives

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ROOM: C-161 A/B (GCCC, MAIN LEVEL)

In an effort to build student readers, three high school English teachers integrated free reading into their core sophomore writing course focusing on reading choice, time for reading, and authentic opportunities to talk/write about reading. We'll explain our process in detail, offer our schedule as well as lesson and assessment ideas, and share feedback from students and colleagues.

Presenters: Madison Johnson, O'Fallon Township High School
Renee Kruep, University of Missouri
Lauren Popov Muniz, O'Fallon Township High School

I.29 Listening as a Radical Practice: Shifting Patterns of Talk in Classroom Conversations

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ROOM: A-124/125 (GCCC, MAIN LEVEL)

Classroom communities are vibrant places in which teachers and students use talk and listening to communicate ideas and navigate relationships. But whose voices and perspectives are centered and whose are marginalized? What kinds of talk do we celebrate and what kinds do we shush? In this session we'll consider how shifts in listening just might be a key to powerful classroom conversations.

Presenters: Amanda Dey
Sara Kugler, Fairfax County Public Schools
Amanda Manno
Christy Thompson
Kassia Omohundro Wedekind

I.30 Literary Bridges and Networks: How Characters Ignite Conversations of Identity

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ROOM: D-283/284 (GCCC, UPPER LEVEL)

This panel examines how a focus on fictional characters can showcase, even complicate, a sense of self by affirming, confirming, and clarifying life's complexities. Three middle grade authors discuss their newest books and two teachers explain how literature serves as both a bridge and a network between self and others by heightening and amplifying questions of identity.

Presenters: Nancy Johnson, Western Washington University
Kathleen Nickle, Singapore American School
Scott Riley, Singapore American School

Tradebook Authors/Illustrators: Andrea Beatriz Arango, Random House Children's Books
Thanhha Lai, HarperCollins
Mitali Perkins, Macmillan Children's Books

I.31 Making Critical Inquiry, Creativity, and Collaboration an English Department Mission

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ROOM: C-150 (GCCC, MAIN LEVEL)

This panel highlights English teachers at East Side Community School, a grades 6–12 school in New York City, where students develop a passion for reading, social justice, performance, and powerful inquiry. These educators demonstrate how and why they enact culturally responsive teaching toward equity for all people inclusive of race, gender, gender identity, sexual orientation, and ability.

Session Chair: Chantal Francois, Towson University

Presenters: Jen McLaughlin Cahill, University of Pennsylvania, "Connecting the Freedom to Read Today to Power and Possibilities Tomorrow"
Kim Kelly, East Side Community High School, "Adapting Literature to Film: Highlighting Student Storytelling"
Sashana Maitland, East Side Community High School, "Connecting the Freedom to Read Today to Power and Possibilities Tomorrow"
Diana Quinones, East Side Community High School, "The Power of Language: Constructing Identity and Community Building through Whole Class Texts"
Tiana Silvas-Brunetti, East Side Community, 6th Grade ELA New York City Department of Education

I.32 Making Space for the Integration of Digital Literacies and Social Justice in ELAR

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ROOM AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)

This panel will contextualize social justice teaching through digital literacies in ELAR teacher education and secondary spaces. Panelists will discuss how they implement social justice within digital compositions in their own courses. Throughout the discussion, audience members will have an opportunity to share and explore the ideas presented.

Presenters: Meg Grizzle, University of Arkansas, “Paving the Path to Destruction: The Right to Read in Post-Truth America”
Beth Krone, “Repurposing Problematic Memes in a Middle School Superhero Storytelling Project”
Terrell Page
Holly Riesco, University of Arkansas, “An Ethnographic Approach to Teaching YA Fantasy Lit”
Jeff Spanke, Ball State University
Rachel Sweningson

I.33 Moving Away from Fear and toward Purpose: Overcoming Grammar Myths and Folklore to Communicate, Collaborate, and Create in Powerful Ways

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NATIONAL WRITING PROJECT

ROOM: MARY FRANCES MERRILL (HILTON 402, LEVEL 5)

Participants will first explore grammar myths and students’ natural inclination to play with language. These explorations will lead to a discussion of ChatGPT: how can this new technology help students explore language options such as paragraphing experimentation for effect; transformations of voice, tone, genre; and dramatic inflection intended for specific impacts on audiences?

Presenters: Darren Crovitz, Kennesaw State University
Michelle Devereaux, Kennesaw State University
Respondent: Jennifer Dail, Kennesaw State University

I.34 No Longer Shouting into the Void: Life-Saving Connections with the “Toe Tag Monologues” and Young Adult Literature

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ROOM: B-130-132 (GCCC, MAIN LEVEL)

The “Toe Tag Monologues” bring together communities, schools, educators, and youth through monologues that recognize adolescents’ social, emotional, and physical realities. This roundtable session provides teachers with strategies for connecting monologues and young adult literature in order to develop networks that challenge bullying, violence, marginalization, and neglect.

Presenters and Roundtable Leaders: Morgan Jackson
Steffany Comfort Maher, Indiana University Southeast, New Albany
Gretchen Rumohr, Aquinas College
Shelly Shaffer, Eastern Washington University
R. Byron Stringer, Toe Tag Monologues
Tradebook Authors/Illustrators: Nick Brooks, Macmillan
Ellen Hopkins, Penguin Young Readers
Bill Konigsberg, Scholastic
Dashka Slater, Macmillan Children’s
Francisco Stork, Scholastic

I.35 Parents as Partners or the Problem: Preservice Teachers’ Beliefs about Families and Literacy

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ROOM: A-114/115 (GCCC, MAIN LEVEL)

School and family partnerships can be agentive maker spaces to promote equity. However, beliefs held by teachers can create division. This study sought to explore how preservice teachers’ (PSTs) positioning of families are divulged through a “Letter to Families” task in which text selection communication and activities for caregivers to enact are outlined.

Presenters: Sharon Matthews, Texas A&M University
Ambyr Rios, Kansas State University
Radhika Viruru, Texas A&M University
Sydney Zentell, Texas A&M University

I.36 **Rethinking Literacy Pathways: Constructing Connections between Students' Identities, the World, and Others**

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ROOM: EMA SPENCER (HILTON 402, LEVEL 5)

In this panel, we will explore strategies to guide and support educators in maintaining spaces that foster growth, acceptance, and agency in our schools. We will strategically unpack biases and barriers in our space that prohibit these practices from existing. In addition, we will equip participants with tools to create new efforts to trailblaze pathways within their day-to-day lesson plans.

Session Chair: Towanda Harris, Clark Atlanta University

Presenters: Heather Bixler, Beaver Area High School

Aimee Firmani, Beaver Area High School

Tameka Thomas, Atlanta Public Schools

I.37 **Sustained Silent Reading Isn't Enough! How to Create a Community of Readers and Learners through Collaborative Reader Workshop**

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ROOM: A-220/221 (GCCC, UPPER LEVEL)

Think about how you read. Adult readers value community: they join book clubs, share reviews, and connect on Goodreads. But many students see reading as a chore done alone. Since learning is social, merely making time for silent reading isn't enough! This session provides a practical model to orient middle school, high school, and college students into a community of readers through collaborative reader workshop.

Presenters: Stephanie Fleck, College of Lake County

Allyssa Graham, Moravia High School

Jolene Heinemann, Oak Park and River Forest High School

Jennifer Walsh, Barrington High School

I.38 **The Magic Is Real: Turning Compliance into Engagement and Engagement into Community with Reading**

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ROOM: B-246 (GCCC, UPPER LEVEL)

Ready to shift the way novels are used in your classroom? Interested in growing life-long readers, rather than pretending-to-readers? This session will explore ways novels can be utilized to teach comprehension without neglecting student interest. Leave armed with tools to help all readers find books that reflect their varied identities.

Presenters: Sidonie Chhetri, Round Rock Independent School District

Megan Beth Hedgecock, Manor Independent School District

Dana Johnson, Round Rock Independent School District

Miles Phillips, Round Rock Independent School District

I.39 **The Promise of Poetry: Building a Connected Community of Learners through Poems and Picture Books**

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ROOM: MILTON CANIFF (HILTON 402, LEVEL 3)

Sponsored by the Early Childhood Education Assembly

Poetry is personal. Poetry connects. Poetry offers multiple perspectives and diverse voices. During this presentation, teachers will explore the promise of a poetry-rich classroom as they play with language, experiment with poem-making, explore picture books, and reflect on the power of poetry to connect and expand their classroom communities. Attendees will leave with activities and resources.

Presenters: Jyoti Gopal, author/educator, "Fostering Connections: Centering South Asian Identity and Culture in the Classroom"

Megan Litwin, HarperCollins/Penguin Young Readers

Dianne White, UCLA/Writer's Program

I.40 **Throwing Away Labels to Make Conexiones to Student Histories**

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ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

Sponsored by the Early Childhood Education Assembly

Ascribing faults to humans because of the color of their skin, birth country, religion, or gender identify becomes second nature and is a hurtful practice. What if, instead, we connect to individual histories, through readings, to foster understanding and acceptance? Four authors and an educator provide alternative strategies to connect to our common humanity through the history in our stories.

Presenter: Katrina Webber, Dublin City Schools/The Ohio State University

Tradebook Authors/Illustrators: Chrystal D. Giles, Random House

Terry Catasús Jennings, children's author

Aya Khalil, Little, Brown

Andrea Wang, Kokila Books/Neal Porter Books

I.41 Troubling the Teacher Toolkit Metaphor

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ROOM: A-122/123 (GCCC, MAIN LEVEL)

In this interactive session, the presenters will challenge the idea of the teacher toolkit and argue for different metaphors that reflect the artistry of teachers, the responsive nature of teaching, and the wholeness of who students are. Attendees will also be invited to create and share their ideas for conceptualizing teaching beyond teacher toolkit metaphors.

Presenters: Reka Barton, University of San Diego
Stephanie F. Reid, University of Cincinnati

I.42 Writing to Connect: Digital Storytelling as a Way to Engage Writers

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ROOM: GINA KNEE (HILTON 402, LEVEL 4)

When connecting creative writing and digital storytelling, students become engaged and motivated to write. In a writing pedagogy class, teacher candidates create pieces of greenspace writing (Fletcher 2017) and use various digital storytelling platforms such as Storyboard That, ThingLink, Canva, and others. These platforms connect to creative pieces of writing and their future writing classrooms.

Presenters: Jamie Caudill, Georgia Gwinnett College
Christine Reilly, Georgia Gwinnett College

I.43 Digital and Multimodal Literacies in Teacher Education

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ROOM: A-212/213 (GCCC, UPPER LEVEL)

As the world becomes more digital and interconnected, literacy teacher education must change to stay relevant. This session presents different ways to integrate digital and multimodal literacies into teacher education, including expanding the use of multimodal texts, such as social media texts.

Presenters: Matthew Kruger-Ross, West Chester University, "The Four I Multimodal Strategy (FIMS): Literacy Lenses to Reimagine Connections with Multimodal Texts"
Lauren May, Longwood University, "Trends, Hashtags, and Going Viral: The Influence of the ELA Teachers of TikTok"
Pauline Schmidt, West Chester University, "The Four I Multimodal Strategy (FIMS): Literacy Lenses to Reimagine Connections with Multimodal Texts"
Heather Lynn Wright, Gardner-Webb University, "Trends, Hashtags, and Going Viral: The Influence of the ELA Teachers of TikTok"

I.44 Growing a Stronger Community: Exploring Nature and Environmental Practices across Disciplines

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ROOM: A-226 (GCCC, UPPER LEVEL)

In this presentation, participants will understand how young writers are engaged about the natural world around them and will create opportunities for students to make it a better place through place-based pedagogy. Additionally, attendees will explore student work related to problem-and-solution environmental research projects. It will offer explicit teaching strategies and examples of how to collaborate.

Session Chair: Helen Kreamer, University of Louisiana at Lafayette

Presenters: Alvera McMillan, Louisiana State University, "Explore Nature Place Based Learning: Take Your Students and Your Standards Outdoors!"
Amy Roberts Paeth, "Sowing Seeds of Peace: Authentic Learning through Problem-and-Solution Collaboration"

I.45 Discovering Poetry through Imitation

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ROOM: C-160 A/B (GCCC, MAIN LEVEL)

This session will explore the connections between poetry and hip hop and rap, and strategies for students to learn poetry through imitation.

Session Chair: LaTracey McDowell

Presenters: Doricka Menefee, The Ohio State University, "Skrrt, skrrt: Using the Genius of Rap and Hip-Hop Artists to Teach Literary Devices in the Secondary English Classroom"
Grover Winfield, Rappahannock High School, "The Value and Importance of Imitation in Poetry Education"

I.46 Connecting with Student-Centered Assessments

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ROOM: D-180/181 (GCCC, MAIN LEVEL)

Are you looking for new ways to reignite your assessments? Come learn about ungrading and standards-based strategies and leave ready to make your classroom more student centered.

Presenters: Katie Bills-Tenney, Bellbrook High School/The Ohio Writing Project at Miami University, "Feedback to Center Student Voices (and Fight the Burnout)"
Liz Reilly, "Feedback to Center Student Voices (and Fight the Burnout)"
AJ Ricker, Wayne High School, "Standards-Based Grading: Reconnecting Mastery and Assessment"
Emily Simpson, Wayne High School, "Standards-Based Grading: Reconnecting Mastery and Assessment"

I.47 **Creating New Narratives of Black Excellence through the Amistad Curriculum, Black History, and Black Girlhood**



Rainbow



ROOM: PHEORIS WEST B (HILTON 402, LEVEL 3)

This session aims to show strategies for bringing Black history beyond February to students, explore how first graders use the Amistad Curriculum in the classroom, and illuminate the cultural and symbolic aspects of Black girlhood.

Session Chair: Laurie Hahn Ganser, University of Minnesota-Twin Cities

Presenters: Pamela Jones, New York University, “A Story of Her Own: On Voice, Identity, and Conexiones in Black Girlhood”
Naneshia Nunez, Ardsley Union Free School District, “Reframing Our Approach to Teaching Black History: Celebrating Black Excellence and Joy”
Jhanae Wingfield, Rutgers University-Newark, “A Case for Content Rich Early Literacy Practices: K–2 Amistad Curriculum”

I.48 **ELATE Membership Meeting and Social Hour**



ROOM: SHORT NORTH A (GCCC, UPPER LEVEL)

Sponsored by English Language Arts Teacher Educators (ELATE)

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.

Committee Chair: Nadia Behizadeh, Georgia State University

Committee Members: Keisha McIntosh Allen, University of Maryland
Tamara Butler, College of Charleston’s Avery Research Center for African American History and Culture
Cati de los Rios, University of California
Maria Hernandez Goff, Renton School District
Ruben A. Gonzalez, Stanford University
Keisha Green, University of Massachusetts at Amhurst
Davena Jackson, Boston University
Latrise P. Johnson, University of Alabama
Lindy Johnson, William & Mary
Jung Kim, Lewis University
Joanne Marciano, Michigan State University
Keisha McIntyre-McCullough, Florida International University
Brad Robinson, Texas State University
Luke Rodesiler, Purdue University Fort Wayne
Melanie Shoffner, James Madison University

FRIDAY EVENING EVENTS

5:00–6:30 P.M.

G

Annual Business Meeting for the Board of Directors and Other Members of the Council

ROOM: SHORT NORTH B (GCCC, UPPER LEVEL)

The agenda for the meeting will be available at the door. The rules of conduct for the meeting are listed in this Convention program. NCTE, ELATE, and NCTE Section nominating committees will be on hand to accept nominations for candidates for the 2024 elections.

Presiding: María E. Fránquiz, The University of Texas at Austin, NCTE President

Parliamentarian: Victor Del Hierro, University of Florida, NCTE Parliamentarian

Presentation of Resolutions: Minda M. López, Texas State University, Resolutions Committee Chair

FRIDAY

5:00–6:30 P.M.

G

ELATE

Campus Connections: The 2023 ELATE-GS Strand Get-Together

ROOM: A-114/115 (GCCC, MAIN LEVEL)

Sponsored by the English Language Arts Teacher Educators Graduate Strand

All current and prospective members of the ELATE-Graduate Student strand are invited to attend our first ELATE-GS social event on Friday, November 17, from 5:00 to 6:30 p.m. Consider it an ELATE-GS “homecoming.” We will provide a brief overview of who we are as the ELATE-GS Strand, provide a calendar of events planned for the upcoming year, and vote on new officers for 2023–2024. Rep your program or school. School attire is strongly encouraged.

Session Chairs: Katie Caster, Teachers College, Columbia University
Ruben Gonzalez, Stanford University

FRIDAY EVENING EVENTS

6:30–8:00 P.M.



NCTE STORY EXPERIENCE

G

ROOM: EXPO HALL C (GCCC, MAIN LEVEL)

The Friday evening event, the NCTE Story Experience, is open to all attendees, and food will be provided. This is an excellent opportunity to meet other attendees and enjoy a special experience—all included as part of your Convention registration.

Join internationally recognized neuroscientist, story scientist, and author Angus Fletcher for the NCTE Story Experience. This interactive session focuses on the art of storytelling and story science. Have you ever wondered why the human brain can be so creative? Angus will help us explore the integration of modern neuroscience with Rhetorical Narrative Theory to explore this question. Together we will explore ideas behind story science allowing you to reverse-engineer novels, movies, poetry, and more to uncover the hidden narrative machinery that your favorite stories use to generate their unique effects on your brain. Your brain is a natural-born innovator, and by unlocking the principals of story science, your brain can innovate faster, further, and more powerfully. Learn more about Angus here: <https://www.angusfletcher.co/>.

ANGUS FLETCHER (PhD, Yale) is a professor of story science at Ohio State's Project Narrative. His research has been called "mind blowing" by Malcolm Gladwell and "life changing" by Brené Brown. His most recent books are *Wonderworks* and *Storythinking*. In 2023, he was awarded the Commendation Medal by the US Army for his groundbreaking research with the Army Nurse Corps and US Army Special Operations.

8:00–9:30 P.M.

Cultural Celebration, hosted by the Black Caucus and Latinx Caucus

Rainbow G

ROOM: SHORT NORTH (GCCC, UPPER LEVEL)

Sponsored by the Black Caucus and Latinx Caucus

The celebration, cosponsored by the Black Caucus and the Latinx Caucus, opens with a welcome and introductions to the history of the celebration by Caucus leadership. Local youth artists will perform, engaging the audience in the history and tradition of the local community through various creative endeavors. The celebration will conclude with a mix and mingle networking event for all in attendance who wish to continue the conversation. The Cultural Celebration is open to all those in attendance at the NCTE Annual Convention.

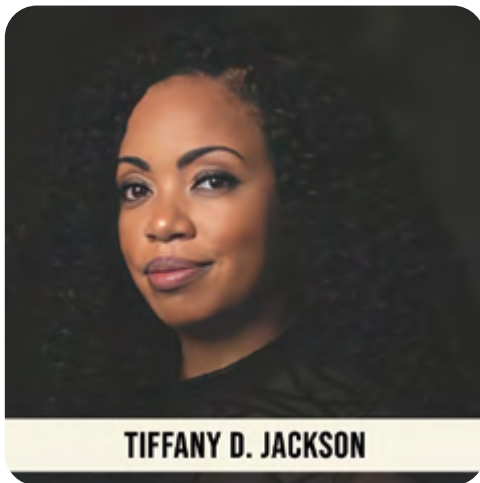
Co-Chairs: Tracey T. Flores, The University of Texas at Austin
Alexis McGee, University of British Columbia

SATURDAY, NOVEMBER 18

7:00–9:15 A.M.

ALAN BREAKFAST

SHORT NORTH B (GCCC, UPPER LEVEL)



**Visit the NCTE Registration Desk
to purchase a ticket to this meal event
(pending availability).**

ALAN President: Jewel Davis
ALAN Award Winner: A. S. King
Hipple Award Winner: Daria Plumb

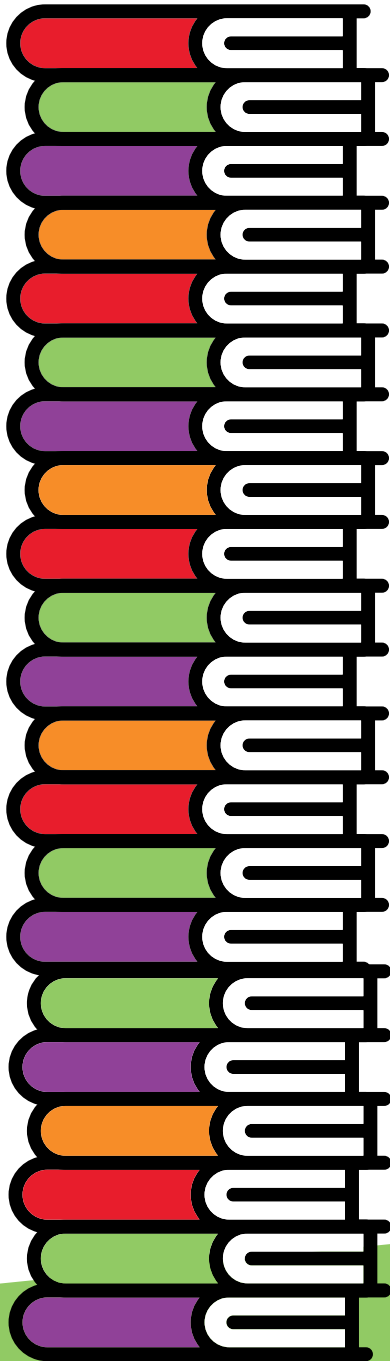
Speaker: Tiffany D. Jackson

TIFFANY D. JACKSON is the *New York Times* bestselling author of *Allegedly*, *Monday's Not Coming*, *Let Me Hear a Rhyme*, *Grown*, *White Smoke*, and *The Weight of Blood* and coauthor of *Blackout* and *Whiteout*. Her riveting suspense novels go far beyond thrills and chills. With throughlines of gentrification, systemic oppression, institutional racism, and abuse, coupled with gripping plots and twisty surprises, her books are “sure to initiate important conversations while delivering an engrossing story” (*Horn Book Magazine*).

A Walter Dean Myers Honor Book winner, Coretta Scott King–John Steptoe New Talent Award winner, and NAACP Image Award nominee, Jackson received her bachelor of arts degree in film from Howard University, earned her master of arts in media studies from the New School, and has over a decade in TV and film experience. The Brooklyn native still resides in the borough she loves. You can visit her at writeinbk.com.

SATURDAY

BUILD YOUR STACK®



BUILD YOUR STACK® LOCATED IN EXPO HALL B (GCCC, MAIN LEVEL)

11:00-11:20 A.M.

BYS.17 Reading Is Life: Diversity, Equity, and Cultures
 Shanna Brown
 Mary Jade Haney
 Deedra Lee, Richland School District
 One/Southeast Middle School
 Stephanie Lloyd

11:30-11:50 A.M.

BYS.18 Our Favorite New Books for Our Youngest Readers
 Colin McGinnis Page
 Darnisha Palmer
 Franki Sibberson, SproutFive
 Caroline Steward, SproutFive

12:00-12:20 P.M.

BYS.19 Difficult and Challenging Topics in Picture Books
 Seemi Aziz Raina, University of Arizona

12:30-12:50 P.M.

BYS.20 Texts for Teaching toward Climate Justice
 Kristine Schutz
 Ashley Stanley
 Rebecca Woodard, University of Illinois at Chicago

1:00-1:20 P.M.

BYS.21 Stories Untold: Carter G. Woodson Book Award Winners
 Laura Haney, Meadowfield Elementary School

2:00-2:20 P.M.

BYS.22 Caregiver Collaborations: Connecting and Communicating with Families via Story
 Tiffany Jewell, Versify
 Nawal Qarooni, NQC Literacy

2:30-2:50 P.M.

BYS.23 Mental Health Picture Books
 Aliza Werner, Bookelicious/Milwaukee Film

3:00-3:20 P.M.

BYS.24 Powerful Read Alouds Pre-K through 5th Grade
 Lynsey Burkins, Dublin City Schools, OH
 Franki Sibberson, SproutFive

3:30-3:50 P.M.

BYS.25 A Fresh Spin on Engaging Nonfiction
 Greg Micek, Maercker School District
 60/Holmes Primary School
 Katie Russell, Murphysboro CUSD #186

4:00-4:20 P.M.

BYS.26 Growing Human Connections: Third Culture Kids in Picture Books and Middle Grade
 Lorien Hunter, Bookelicious

4:30-4:50 P.M.

BYS.27 Books That Inspire Teens to Speak Up and Speak Out
 Kasey Short, Charlotte Country Day School

5:00-5:20 P.M.

BYS.28 Middle School Poetry and Verse Novels
 Laura Shovan
 Jennifer Vincent, Bannockburn School

5:30-5:50 P.M.

BYS.29 Connecting to Current Events: Ukrainian History and Culture
 Kathleen Crawford-McKinney, Wayne State University
 Kathy G. Short, University of Arizona

SATURDAY FEATURED SESSIONS

11:00 A.M.–12:15 P.M.

FS.08 Indigeneity, Place, and Literacy Education



ROOM: C-161 A/B (GCCC, MAIN LEVEL)

Indigenous pedagogy roots education in relationship to place, spirit, and peoples. This panel will share their educational expertise and lived experiences to help literacy educators begin to better understand the needs of the classroom to be inclusive of Indigenous Peoples. Attendees will hear how they can better inform their practice and environments to address the deficits in Indigenous advocacy in education.

Presenters: Madison Eagle, Tsalagi (Cherokee (GWY) and Shawnee, Unenrolled; The Ohio State University
Shannon Gonzales-Miller, Southern Ute (not enrolled); The Ohio State University
Joaquin Munoz, Pascua Yaqui Tribe of Arizona; University of British Columbia
Timothy San Pedro, The Ohio State University

2:45–4:00 P.M.

FS.05 No One Is an Island: Cultivating Strategies to Support Professional Connections



ROOM: MILTON CANIFF (HILTON 402, LEVEL 3)

In this presentation, our goal is to share with teachers and literacy leaders how we make relevant connections starting from one-to-one partnerships and leading to intentional schoolwide interactions to support student and staff learning. We need meaningful and diverse connections in order to stand up, speak out, teach well, understand one another, bridge gaps, recognize challenges, and face them.

Presenters: Katie Batting, PA Cyber
Amy Nyeholt, Standing Committee on Affiliates, Pennsylvania Council of Teachers of English

4:15–5:30 PM

FS.09 AI & Literacy: Navigating the Future of Education



ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

In today's rapidly evolving educational landscape, the intersection of Artificial Intelligence (AI) and literacy education holds immense potential for transforming teaching and learning. Join us for an insightful panel discussion tailored to literacy teachers and English educators, where we'll explore innovative strategies and practical plans to harness the power of AI in the classroom. Attendees will leave with concrete plans and strategies to integrate AI into their literacy and English classrooms effectively.

Presenters: Susan Barber, Midtown High School, Atlanta, GA
Kathrine Green, Tech High School, Saint Cloud Area School District #742, MN
Megan Mize, Old Dominion University
Larry Reiff, Roslyn Middle School, NY

THE SCREENING ROOM: FILMS AT NCTE

10:30 A.M.–6:00 P.M.

Now Screening at NCTE 2023

ROOM: ELIJAH PIERCE A & B (HILTON 401, LOBBY LEVEL)

Now Screening at NCTE screens recent feature films. We also include some student-made films, offering teachers creative ways to have their own students create films. All films featured at the screenings can become springboards for classroom study.

Cochairs: Christina Anker, Adlai E. Stevenson High School, Lincolnshire, IL
David Handelman, Adlai E. Stevenson High School, Lincolnshire, IL

Consultants: Frank Baker, Media Literacy Clearinghouse, Inc., Columbia, SC
Mary Christel, Adlai E. Stevenson H.S. (retired), Wheeling, IL

Annotations for the films were compiled using information found on the webpage for each film.

10:30 A.M.–12:30 P.M. (152 MINUTES)

Zora Neale Hurston: Claiming a Space

Directed by Tracy Strain

Raised in the small all-Black Florida town of Eatonville, Zora Neale Hurston studied at Howard University before arriving in New York in 1925. She would soon become a key figure of the Harlem Renaissance, best remembered for her novel, *Their Eyes Were Watching God*. But even as she gained renown in the Harlem literary circles, Hurston was also discovering anthropology at Barnard College with the renowned Franz Boas. She would make several trips to the American South and the Caribbean, documenting the lives of rural Black people and collecting their stories. She studied her own people, an unusual practice at the time, and during her lifetime became known as the foremost authority on Black folklore.

Directed by Tracy Heather Strain, produced by Randall MacLowry, and executive produced by Cameo George, *Zora Neale Hurston: Claiming a Space* is an in-depth biography of the influential author whose groundbreaking anthropological work would challenge assumptions about race, gender, and cultural superiority that had long defined the field in the 19th century.

<https://www.pbs.org/wgbh/americanexperience/films/zora-neale-hurston-claiming-space>



THE SCREENING ROOM: FILMS AT NCTE

SHORTS:

12:30-1:00 P.M. (22 MINUTES)

The Queen of Basketball

Directed by Ben Proudfoot

Lusia “Lucy” Harris Stewart is a pioneer in women’s basketball, leading a rural Mississippi college to three national titles, scoring the first basket in women’s Olympic history in 1976, being the first and only woman to be drafted into the NBA.



1:00-1:15 P.M. (14 MINUTES)

The Ice Merchants

Directed by João Gonzalez

Nominated for Best Animated Short Film.

The director and composer João Gonzalez’s imaginative animated film showcases a father and son’s daring ice-delivery method, set to a riveting score.

<https://www.newyorker.com/video/watch/the-new-yorker-shorts-ice-merchants-a-father-and-son-brave-perilous-heights>



1:15-1:45 P.M. (30 MINUTES)

We Survived the Holocaust

Graphic novel accompanied by film clips, interview with author Frank Baker

Written by Frank Baker

During Adolf Hitler’s rule over Germany, there were over 40,000 Nazi concentration, labor, and death camps built with the intent of erasing an entire population of Jews, Sinti, and Roma, as well as “other examples of impure races.” Bluma Tishgarten and Felix Goldberg were both young Polish Jews caught up in the Holocaust, Hitler’s rise to power, the rise of antisemitism, and more. Yet they survived. Bluma and Felix’s miraculous story of survival, combined with the rise of nationalism and fascism, leading to the extermination of millions of human beings, is also a cautionary tale—a dangerous history that, if we do not heed the warning signs, could very well be repeated.

<https://wesurvivedtheholocaust.com>



SATURDAY

THE SCREENING ROOM: FILMS AT NCTE

1:45–3:45 P.M. (90 MINUTES)

How Not to Build a School in Haiti

Plus an interview with director Jack C. Newell

When semi-retired construction worker Tim Myers hears an NPR story after the 2010 Haiti earthquake, he is so moved that he decides to build a school in rural Haiti. His proposal for a new building is readily accepted by Principal Anselme Saimplice, who's currently holding classes in makeshift buildings. Very quickly, things spiral out of control. Trying to teach Haitian laborers new skills, Tim imposes his style of construction and values. And as filmmakers and aid workers spend more time in the village, Saimplice reveals himself to be more complicated than the vibrant, selfless community leader the radio story represented. Offering an unflinching close-up look at how deeply entrenched systemic issues play out in communities affected by natural disasters, combined with expert interviews that help frame the larger context, *How Not to Build a School in Haiti* sheds light on the need for new solutions in the fight against global poverty.



3:45–5:15 P.M. (90 MINUTES)

A Midsummer Night's Dream in Prison

Directed by Bushra Azzouz plus an interview with the producer, Johnny Stallings, and an actor from the film post screening

This one-hour documentary for general audiences explores how the theatre-making experience, and in particular William Shakespeare's comedic work, *A Midsummer Night's Dream*, can help us understand what bonds us together in the human quest for peace and happiness. The film takes us behind the scenes of the Umatilla Correctional Institution in Eastern Oregon, as inmate volunteers with no previous theatre experience, a number of whom identify as BIPOC, rehearse and perform the play. Along the way, against a backdrop of gender fluidity, we hear their personal stories of pain and regret, compassion and hope. As in the play itself, there is transformation and love. The power of the arts to challenge and heal, even under the most difficult circumstances, is affirmed and celebrated.

<https://midsummernightsdreaminprison.com>



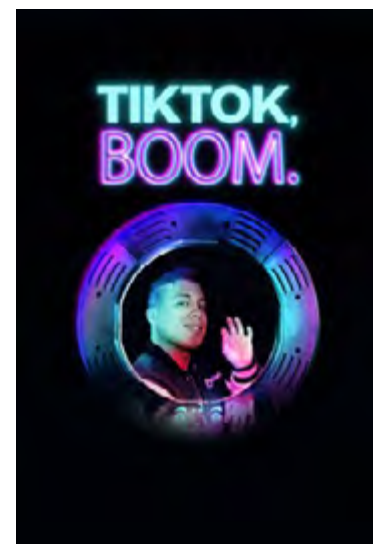
5:15–5:30 P.M. (15+ MINUTES)

***TikTok, Boom* (excerpt)**

Directed by Shalini Kantayya

“What does it mean to be a digital native? *TikTok, Boom*. dissects the platform along myriad cross-sections—algorithmic, socio-political, economic, and cultural—to explore the impact of the history-making app. Balancing a genuine interest in the community and its innovative mechanics with a healthy skepticism, delve into the security issues, global political challenges, and racial biases behind the platform. Featuring Gen Z influencers like Feroza Aziz, Spencer X, Deja Foxx, and Merrick Hanna.”

<https://www.pbs.org/independentlens/documentaries/tiktok-boom>



NCTE AWARDS SESSION

ROOM: SHORT NORTH A (GCCC, UPPER LEVEL)

Join us to celebrate the 2023 NCTE award recipients at this special event! Breakfast will be available. All attendees are welcome to join this free event (no additional purchase or ticket is required).

Chair: María Fránquiz, NCTE President, The University of Texas at Austin



María Fránquiz

DISTINGUISHED SERVICE AWARD

DAVID BLOOME, The Ohio State University

EARLY CAREER EDUCATOR OF COLOR LEADERSHIP AWARDS

2023-2024 Recipients:

G. EDZORDZI AGBOZO, University of North Carolina, Wilmington

ELIZABETH CASTRO, University of California, Davis

RABIYATU JALLOH, West Philadelphia High School

DARIUS PHELPS, Teachers College, Columbia University

SHERITA ROUNDTREE, Towson University

KONATSU SONOKAWA, Martin Elementary

2022-2023 Recipients:

ADEDOYIN OGUNFEYIMI, University of Pittsburgh

N'KENGÉ ROBERTSON, Detroit International Academy

HIAWATHA SMITH, University of Wisconsin-River Falls

KIM TATE, International Prep Academy

KAREN TELLEZ-TRUJILLO, California State Polytechnic University

CURTIS WU, Boston Latin School

DAVID H. RUSSELL AWARD FOR DISTINGUISHED RESEARCH IN THE TEACHING OF ENGLISH

Counterstory: The Rhetoric and Writing of Critical Race Theory by
AJA Y. MARTINEZ, University of North Texas

ADVANCEMENT OF PEOPLE OF COLOR LEADERSHIP AWARD

ELAINE RICHARDSON, The Ohio State University

LEADERSHIP AWARD FOR PEOPLE WITH DISABILITIES

JO HSU, The University of Texas at Austin

LGBTQIA+ ADVOCACY AND LEADERSHIP AWARD

shea wesley martin, The Ohio State University

JAMES R. SQUIRE AWARD

BEVERLY ANN CHIN, University of Montana

GEORGE ORWELL AWARD FOR DISTINGUISHED CONTRIBUTION TO HONESTY AND CLARITY IN PUBLIC LANGUAGE

Black Gaze podcast, **KISHA PORCHER**, University of Delaware, and **SHAMAINE BERTRAND**, The College of New Jersey

NATIONAL INTELLECTUAL FREEDOM AWARD

AJA Y. MARTINEZ, University of North Texas

Honorable Mention: Author Ashley Hope Pérez

Honorable Mention: Youth Advocate Angelina Meng

PROMISING RESEARCHER AWARD

LINDSAY ROWE, Clemson University, for "Disrupting Monolingual Ideologies: Constructing Biliterate Composing Practices in a Second-Grade Classroom"

MEDIA LITERACY AWARD

JON M. WARGO, University of Michigan, Ann Arbor

NCTE AUTHOR STRAND SESSION

J.01

Critical Literacy Work with Comics and Graphic Novels



ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Explore ideas about the intersections of identity and critical awareness that can be considered through comics and graphic novels. This work connects with a forthcoming NCTE publication and draws from sixteen years of experience in education, from middle grades to university to high school. Particular authors and titles are highlighted.

Presenter: Jason DeHart, Wilkes Central High School

J.02

Telling Our Own Story: A Buckeye Response to Emily Hanford's *Sold a Story*



ROOM: A-122/123 (GCCC, MAIN LEVEL)

Sponsored by the Ohio Council of Teachers of English Language Arts (OCTELA is our host affiliate for the Convention)

Ohio figured prominently in *Sold a Story*. Literacy practitioners and experts join a panel conversation about the 6-part podcast, unpacking Emily Hanford's work and its local implications. OCTELA members will moderate what promises to be a lively and honest discussion about the podcast and the so-called "Reading Wars" it seeks to explain, challenging assumptions and surfacing common concerns.

Presenters: Aaron Bouie, Youngstown City Schools
Kelly Moran, ESC Western Reserve
Timothy Rasinski
Meghan Valerio, Kent State University

J.03

Meet the NCTE Editors



ROOM: ELIJAH PIERCE A & B (HILTON 401, LOBBY LEVEL)

Participants will have the opportunity to meet journal and book editors, explore the publishing possibilities available with NCTE and with other publications, and discuss specific project ideas with the editors. Submission guidelines will be available.

Session Chair: Colin Murcay, NCTE
Presenters: Mollie Blackburn, The Ohio State University
David Bloome, The Ohio State University
Amy Burke, Texas Woman's University
Shanetia Clark, Salisbury University

Rick Coppola, Chicago Public Schools/University of Illinois at Chicago

Lisa Fink, NCTE

Dorian Harrison, The Ohio State University at Newark

Jill Hermann-Wilmarth, Western Michigan University

Michiko Hikida, The Ohio State University

Darin Jensen, Salt Lake Community College

Laura Jimenez, Boston University

Laurie Katz, The Ohio State University

Henry Cody Miller, SUNY Brockport

Rosa Nam, Colorado State University

Sandra L. Osorio, Erikson Institute Chicago

Lori Ostergaard, Oakland University

Patricia Paugh, University of Massachusetts, Boston

Stephanie Power-Carter, The Ohio State University

Caitlin Ryan, University of North Carolina, Wilmington

Sherry Sanden, Goldendale School District

Robyn Seglem, Illinois State University

Melanie Shoffner, James Madison University

Matthew Skillen, Elizabethtown College

Aimee Hendrix-Soto, Texas Woman's University

Mary Amanda Stewart, Texas Woman's University

Rebecca Woodard, University of Illinois at Chicago

Craig A. Young, Bloomsburg University of PA

J.04

Advocating for Our Children: Generational Activism in Picture Book Biographies



ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)



Join educators and notable authors/illustrators, Carole Lindstrom and Bridget George (*Autumn Peltier, Water Warrior*, 2023, Macmillan) and Angela Joy and Janelle Washington (*Choosing Brave: How Mamie Till-Mobley and Emmett Till Sparked the Civil Rights Movement*, 2022, Macmillan) in a panel discussion about generational activism and art in picture book biographies.

Session Chairs: Shanetia Clark, Salisbury University
Mary Napoli, Penn State Harrisburg

Presenters: Lesley Colabucci, Millersville University
Deborah Myers, Milton Hershey School

Tradebook Authors/Illustrators: Angela Joy, Macmillan Children's
Bridget George, Macmillan Children's
Carole Lindstrom, Macmillan Children's/Abrams
Janelle Washington, Macmillan Children's

J.06 Using Podcasting to Deepen the Conexiones across Literature and Modalities

S

ELATE

ROOM: A-216 (GCCC, UPPER LEVEL)

This presentation will showcase teachers' efforts toward establishing a profound connection between literature and critical media literacy/production in the form of podcasting. This level of interaction allows them to deepen their connection to literary analysis in an English classroom which translates to real-world themes.

Session Chair: Dominique McDaniel, Kennesaw State University

Presenters: K.A. Keener, "Broad-Casting Student Voice: Amplifying Reading and Writing Workshop Practices with Podcasting"

Rachel Besharat Mann, "Broad-Casting Student Voice: Amplifying Reading and Writing Workshop Practices with Podcasting"

Jordan Thoennes, William Horlick High School/University of Wisconsin-Milwaukee, "Conchcasting: Using Podcasting to Deepen the Conexiones across Literature and Modalities"

J.07 Conexiones and Opportunities for Understanding through Stories

S

Rainbow

ROOM: D-180/181 (GCCC, MAIN LEVEL)

This presentation shares strategies to spotlight the diversity of student voices, in style and structure, with original and authored performances, and to create "shorts" videos at home, incorporating them as a part of asset-based pedagogy to propel conversations within the classroom.

Session Chair: Sarah Redd

Presenters: Sarah Campbell, "Multimodal 'Shorts' to Create Conversations with Multilingual Learners: Conexión with the Home and School"

Tina Shah, Glenbard West High School, Glen Ellyn, IL (District 87), "My Voice: Empowering Students to Share Their Own Stories"

J.08 Making Learning Connections

C

ELATE

ELATE

ROOM: C-160 A/B (GCCC, MAIN LEVEL)

After the pandemic teachers are thinking about how to rebuild classrooms and engage learners. This panel presents strategies and ways to develop classrooms.

Session Chair: Lisa Calvert, Goodsprings Elementary/Clark County School District

Presenters: Jennifer Harpootlian, Monmouth University, "Learning Experiences Outside of the Classroom: Fostering a Learning Community"

Erin Schaefer, Indiana University Northwest, "Using Beginner's Mind to Develop Courageous Curiosity in the Writing Classroom"

Elizabeth Weems, Old Dominion University, "Mindful Connections in Contemplative Pedagogy: The Use of Breath and Student Stories in the Basic Writing Classroom"

J.09 Language, Literacies, and Resources for Affirming African American Curriculum

G

Rainbow

ROOM: B-240-242 (GCCC, UPPER LEVEL)

Panelist help critically critique how much contemporary curriculum does not affirm the knowledge and history of African Americans and the experiences African American students bring to classes with them. Panelists then productively construct and share guidelines, frameworks, curriculum, and activities for humanizing students and the curriculum.

Presenters: Edwina Helton, Indiana University East, "New Pathways, New Genres, New Connections: Using Archival African American OER Materials to Build Empowering and Affirming Curriculum"

Shaylyn Marks, California State University Bakersfield, "Black English Inclusivity as a Means to Empower Black Youth in Classroom Spaces"

J.10 "Re-envisioning the world we are trying to build": Harnessing the Power of Literacy for Youth Organized Activism and Social Change

E

M

S

Rainbow

ROOM: CHARLIE OWEN (HILTON 402, LEVEL 3)

With a live student performance, educators, researchers, and students within the collective share how they utilized beat-making technology, songwriting skills, and video/media production for youth-organized activism, and the ways educators and community can activate literacy as a conduit for creative expression to promote healing, freedom, and justice for the future of Black and Brown lives.

Presenters: Nyree Clayton-Taylor, Hip Hop into Learning
Bianca Nightengale-Lee, Florida Atlantic University

J.11 #TeachLivingPoets: NEW! Hands-On Activities That Nurture Student Engagement with Poetry



ROOM: C-162 A/B (GCCC, MAIN LEVEL)

The #TeachLivingPoets panel will offer classroom-tested strategies that foster student questioning, discovery, and insight. We are excited to share new, engaging ideas for students to explore poetry, connect it to their own lived experiences, and to get hands-on and up and moving with kinesthetic student-centered activities. Panelists will introduce new poems from our favorite living poets.

Presenters: Susan Barber, Midtown High School, Atlanta, GA
Cynthia Hamilton
Jessyca Mathews, Michigan Council of Teachers of English
Valerie Person
Melissa Smith, Lake Norman Charter High School
Grover Winfield, Rappahannock High School

J.12 2023 Notable Children's Books in the Language Arts



ROOM: D-182/183 (GCCC, MAIN LEVEL)

Sponsored by the Children's Literature Assembly

This session will highlight thirty books that best exemplify the criteria established for the 2023 Notables Award. Books considered for this annual list are works of fiction, nonfiction, and poetry written for children, grades K–8 based on the criteria established by the Children's Literature Assembly.

Presenters: Patrick Andrus, Eden Prairie Schools
Daniel Bernstrom
Kujinder Kaur Brar
Dan Gemeinhart
Maria Gianferrari, Millbrook Press/Lerner Publishing Group
Dorian Harrison, The Ohio State University
Mary Joyce Herbeck, Montana State University
Laura Hudock
Osha Lynette Smith, Walden University
Kathryn Will, University of Maine, Farmington
Fran Wilson, Madeira City Schools

J.13 Amplifying Youth Agency, Expanding Community Conexiones: Designing, Enacting, and Evaluating School-Based YPAR in Classrooms and Schools in Ohio



ROOM: EMA SPENCER (HILTON 402, LEVEL 5)

Youth Participatory Action Research engages students in all steps of the action research process. This interactive session will introduce YPAR's evolution in Ohio, share case studies of current YPAR projects in Ohio and classroom-ready resources for implementing YPAR, and engage participants in a YPAR simulation and discussion of different ways YPAR can be incorporated into secondary schools.

Session Chair: Molly Buckley-Marudas
Presenters: Khandah Abdullah, Cleveland State University/
Lincoln West Science & Health

Karmel Abutaleb, Facing History New Tech High School
Keith Bell, The Ohio State University
Britt Collier-Gibson, The Ohio State University
Gray Cooper, Lakewood High School
Rosalinda Godinez, Cleveland State University
Margaret Rahill, John Marshall School of Engineering
Drew Rutherford, Lincoln West School of Science & Health
Sarah Schwab, Campus International High School
Taylor Zepp, Lincoln West School of Science & Health
Respondent: Adam Voight, Cleveland State University

J.14 Authentic Connections: Student Voice for Engaged Inquiry Writing



ROOM: B-246 (GCCC, UPPER LEVEL)

This panel presentation will explore methods of teaching students to engage in true inquiry as a mode of writing instruction. Across three courses for undergraduates, panelists will describe teaching writing as inquiry, and teaching inquiry as a method for writing using digital tools, conducting research into public schools, and for essay writing.

Presenters: Thor Gibbins, Leatherstocking Writing Project/SUNY
Oneonta
Sarah Morris, West Virginia University
Margaret Peterson, University of Maryland Writing Project

J.15 Black Gaze as Stance: Centering BIPOC Students in ELA Classrooms during Conversations about Race and Racism



ROOM: MARY FRANCES MERRILL (HILTON 402, LEVEL 5)

This session explores: What would it mean to apply a Black gaze in ELA classrooms? How can educators shift from literacy practices that invite students to “look at” issues related to race and racism to a praxis of “looking with, through, and alongside another?” How can a Black gaze center, connect, and protect Black and Brown students in multiracial spaces?

Presenters: Sonja Cherry-Paul, Red Clay Educators
Tricia Ebarvia, Greene Street Friends School
Leashia Lewis, Villanova University

J.16 BLAST: Bringing Libraries and Schools Together



ROOM: B-230-232 (GCCC, UPPER LEVEL)

Is your school without a librarian? Despite the evidence that highlights the benefits of a licensed librarian in public schools, they are becoming more and more rare these days. We decided to take matters into our own hands and connect our students to the resources and expertise of our local public library. Come learn about our library collaborative and get BLAST off the ground in your school.

Presenters: Mary Cotillo, Blackstone-Millville Regional Public Schools
Erin O’Leary, Franklin Public Schools

J.17 Book Banning and What’s at Risk for Students: Multiple Perspectives



ROOM: GINA KNEE (HILTON 402, LEVEL 4)

This session focuses on various sides of the book banning debates, including the perspectives of advocacy groups for and against restricted access to books and also from research on young adult engaged readers of controversial books, and from teachers who navigate the concerns of multiple stakeholders in the interests of students’ literacy and the breadth of their development.

Presenters: Gay Ivey, University of North Carolina, Greensboro
Peter Johnston, SUNY Albany

J.18 Collaborative Conexiones: Expanding Your Literacy Network with State Education Agency Literacy Specialists



ROOM: ROMAN JOHNSON (HILTON 402, LEVEL 3)

Four state literacy specialists share how they connect a vast web of literacy stakeholders across multiple levels via academic standards, legislation, professional learning, leadership networks, and communication. Participants will leave with ideas to expand their networks through collaboration with their respective states’ literacy specialists.

Presenters: Lauren Spenceley, Arizona Department of Education
Jason Stephenson, Oklahoma State Department of Education
Kristen Tinch, Kentucky Department of Education
Naomi Watkins, Utah State Board of Education

J.19 Connecting Our Community One Book at a Time: Creating and Cultivating Trust



ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

In a society where content is challenged and literature is taken off shelves, how do we bring a community together to engage in conversation and reignite the joy of books? In this session, panel members will describe our process of connecting with teachers, students, families, and local businesses throughout the community to create a space to enjoy, discuss, and explore children’s literature.

Presenters: Allie Kersting
Sara Levine
Jessica Ostrich, Lindbergh School District
Sarah Valter, Lindbergh School District
Tim Waters

J.20 Creating Pathways for Authentic Student Literacy Practices: Connecting Labor-Based Assessment, Antiracism, and Classroom Writing Instruction



ROOM: DIANE POWELL DAX (HILTON 402, LEVEL 5)

Grounded in Inoue’s antiracist pedagogies, this session examines the implementation of labor-based grading practices in teacher education and secondary classrooms. The presenters explore creating equitable and empathetic assessment practices where students approach learning from an inquiry stance (versus a focus on grades) and the level of engagement this positioning creates for students.

Presenters: Michael Cook, Auburn University
Darren Crovitz, Kennesaw State University
Jennifer Dail, Kennesaw State University
Lindsey Ives, Auburn University

J.21 Digital Literary Scrapbooks: Reflective Curricular Tools in Multilingual Teacher Education



ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)

We share examples of digital literary scrapbooks and make recommendations for K–12 classroom teachers and teacher educators on how to incorporate digital literary scrapbooks in order to promote understanding about the dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, that impact the literacy and language education of multilingual students.

Presenters: Merrick Marks, Fayette County Public Schools
Sheena Roller, Jessamine County Public Schools
Michelle Shory, Eastern Kentucky University
Emily Zuccaro, Eastern Kentucky University

SATURDAY

J.22



English Methods Courses in a Connected Network of English Teacher Education: Frameworks, Practices, and Questions

ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)

Sponsored by the ELATE Commission on Methods Teaching and Learning

The ELATE Commission on Methods Teaching and Learning presents five concurrent roundtables focused on the connections that define the work of Methods of Teaching English courses and field experiences within a larger network of English teacher education. Presenters offer specific frameworks, practices, questions, and conversations for designing ethical, effective connections.

- Presenters:** Jessica Arbuckle, Pleasant Valley Middle School, “Beyond the Traditional Field Experience: Collaborating with Program Graduates to Design and Implement an Applied Learning Experience in a YAL Methods Course”
 Julie Bell, University of Nebraska at Omaha
 Jaden Brown, Pleasant Valley Middle School, “Beyond the Traditional Field Experience: Collaborating with Program Graduates to Design and Implement an Applied Learning Experience in a YAL Methods Course”
 Stephanie Buelow, University of Hawaii at Manoa/Hawaii Writing Project
 Kristen Pastore Capuana, Buffalo State University
 Travis Cazel, Peoria Heights High School
 Mike Cook, Auburn University, “Teacher Activism and ELA Teacher Preparation: The Methods Course as Site for Authentic and Lasting Civic Engagement and Social Action”
 Katharine Covino-Poutasse, Fitchburg State University
 Katherine Cramer, Wichita State University, “Beyond the Traditional Field Experience: Collaborating with Program Graduates to Design and Implement an Applied Learning Experience in a YAL Methods Course”
 William Fassbender, Montana State University
 Michelle Fowler-Amato, Old Dominion University “‘You help me problem-solve and put perspective in it and actually hope’: Supporting and Sustaining English Teachers beyond their Participation in Preservice Teacher Education Programs”
 Jeremy Glazer, Stanford University/Rowan University, “Working to Teach: Robust Methods Courses for Over-Employed (and Overwhelmed) TCs”
 Michelle Goodsite, Kennesaw State University, “Building and Sustaining School and Community Partnerships: Keys to Student Success”
 William Kerns, University of Arkansas at Little Rock
 Julianna Kershen, The University of Oklahoma
 Charlotte Frambaugh Kritzer, University of Hawaii at Manoa/Hawaii Writing Project, “Preservice Teachers Learning by Doing: Piloting a Three Semester Literacy Clinic with Elementary Preservice Teachers”
 Hilary Lochte, Buffalo State University
 Mike Metz, University of Missouri

- Alysen Newton, Richwoods High School, “Considering Resilience, Joy, and Play In ELA Teaching: Promoting Conversations among Experienced Teachers and Methods Students in Ongoing University/School Partnerships”
 Allison Wynhoff Olsen, Montana State University, “Seeking Belonging”
 Melinda McBee Orzulak, Bradley University, “Considering Resilience, Joy, and Play In ELA Teaching: Promoting Conversations among Experienced Teachers and Methods Students in Ongoing University/School Partnerships”
 Christopher Parsons, Keene State College, “So You Graduated: Dissonance-Design in English Teacher Education as Preparation for the First (and Second) Job”
 Todd Reynolds, University of Wyoming
 Holly Riesco, University of Arkansas
 Leslie Rush, University of Wyoming, “Supporting Interdisciplinary Professional Learning Communities in Secondary Teacher Education Methods Courses”
 Melanie Shoffner, James Madison University
 Rachel Shore, Morton Junior High School, “Considering Resilience, Joy, and Play In ELA Teaching: Promoting Conversations among Experienced Teachers and Methods Students in Ongoing University/School Partnerships”
 Elizabeth Vest, Pleasant Valley Middle School, “Beyond the Traditional Field Experience: Collaborating with Program Graduates to Design and Implement an Applied Learning Experience in a YAL Methods Course”
 Emily Wender, Indiana University of Pennsylvania, “Working to Teach: Robust Methods Courses for Over-Employed (and Overwhelmed) TCs”

J.23



Familial and Community Connections: Centering Stories, Storytelling, and the Storyteller in Classrooms and Research

ROOM: A-112/113 (GCCC, MAIN LEVEL)

This presentation brings together educators to engage in storytelling and storying our practice, pedagogy, and research alongside children, youth, and communities. We discuss how we center our familial and community knowledge and practices to cultivate classrooms and research partnerships that honor and celebrate the wisdom and knowledge rooted in stories, storytelling, and the storyteller.

- Presenters:** Tracey T. Flores, The University of Texas at Austin
 Christopher Terrazas, The University of Texas at Austin
 Stella Villalba, Dublin City Schools, OH
Respondent: Timothy San Pedro, The Ohio State University

J.24 Fifty Booktalks in Fifty Minutes: Forging Book-to-Student Connections



ROOM: A-222/223 (GCCC, UPPER LEVEL)

Sponsored by the Assembly on Literature for Adolescents of NCTE

We're back! Four voracious readers bring dozens of new young adult titles to life forging student reader connections to young adult books. Familiar tropes like enemies to friends and the final girl shine amidst stimulating summaries and personalized recommendations. YA subgenres range from antiracist fiction to dark academia. Attendees receive connection-making strategies and hot-book lists.

Presenters: Michael Anthony, Muhlenberg School District
Neil Klein, Monroe County Public Library, Bloomington, IN
Becki Maldonado, Parkside High School, Salisbury, MD

J.25 Immersion in Instruction: Igniting Innovative Teaching Ideas to Implement in the Classroom



ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

It wasn't easy coming back to the rhythm of school after the pandemic, and immersion in instructional inquiry was not always attainable. With constant innovation at our fingertips, it is imperative that we collaborate to create and communicate innovative instructional strategies that engage, motivate, and empower our students.

Presenters: Jill Adams, Metropolitan State University of Denver
Janelle Alvarez, Metropolitan State University of Denver
Jasmine Bivens, Metropolitan State University of Denver
Jessica Delgado Camacho, Metropolitan State University of Denver
Wyatt Kocol, Metropolitan State University of Denver
Lena Lund, Metropolitan State University of Denver
Mike McLane, Metropolitan State University of Denver
Amanda Myers, Metropolitan State University of Denver

J.26 Interconnected, Dynamic, and Malleable: Exploring the Intentional Integration of Digital Literacies into ELA



ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)

Described as “interconnected, dynamic, and malleable,” NCTE’s “Definition of Literacy in a Digital Age” suggests ways to integrate technology. These roundtables feature K–20 teachers who have reimagined “tried and true” lessons through a lens of digital literacies. Attendees will consider how to transform their own lessons, whether this work is new to them or they’ve been exploring tech for awhile.

Session Chairs: Troy Hicks, Central Michigan University
Kristen Turner, Drew University/Drew Writing Project

Roundtable Leaders: Tara Broeckel, Oakland Community College

Amanda Cornwell, Central Michigan University
Terry Elliott

Michelle Glerum, Arizona State University
Susan Hess, James B. Conant High School

Kate Hope, Chandler-Gilbert Community College
Ashley Isello, Drew Writing Project

Julie Johnson, The Ohio State University
Darshna Katwala, Nassau Community College/Long Island Writing Project

Kaira Kelly-Howard

Angela Knight, Eastern Michigan University/Eastern Michigan Writing Project

Natasha Lewis

Brady Nash, Miami University

Joseph Pizzo, Black River Middle School

Jill Runstrom, Ann Arbor Skyline High School

Wendi Moss, Collegiate School

J.27 Literacies of the Interior: Examining African American and Latinx Femme Student and Educator Self-Regard



ROOM: PHEORIS WEST ROOM B (HILTON 402, LEVEL 3)

How do the literacies of Black and Latinx femme students and educators help us re-see education as the practice of freedom? Grounded in Elizabeth Alexander’s notion of Black interiority (2004), this panel presentation explores the ways in which Black and Latinx femmes make space for connection with their interior selves, pleasures, desires—their ways of self-regard—in their literacy practices.

Presenters: Anna Almore, University of Michigan, Ann Arbor
Monét Cooper, University of Michigan, Ann Arbor
Catherine Ventura, University of Michigan, Ann Arbor



J.28 Literary Close Reading for Social Change**M**
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ROOM: C-161 A/B (GCCC, MAIN LEVEL)

Drawing on Maxine Greene's theories of critical aesthetic interpretation, this session offers a rationale and pedagogical strategies for approaching literary close reading as a vehicle for social justice. We discuss critical close reading together and provide attendees with tools for transforming their own courses while centering joy and engagement.

Presenters: Lauren Jacob, The Lab School of Washington
Beth Krone
Merida Lang, University of Georgia
Karen Smith, Harvest Collegiate High School
Scott Storm, Bowdoin College

J.29 Meet Your Readers with Multi-Genre Storytelling**G**
ROOM: C-150 (GCCC, MAIN LEVEL)

Authors and educators are called to connect with readers—connect with interests, strengths, and narratives that make readers feel seen. Panelists will share the impact of multi-genre stories (genre-blending and bending), visual engagement, and getting the most from audio books. Educators will leave the session with booklists, activities, and strategies to get the most out of multi-genre stories.

Tradebook Authors/Illustrators: Alison Green Myers, The Highlights Foundation/Penguin Random House
Meera Trehan, The Highlights Foundation/Candlewick Books
Alexandra Villasante, The Highlights Foundation/Penguin Random House

J.31 Repurposing the Morning Meeting: Collaborative Inquiry That Leads to Real Action**E**
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ROOM: A-120/121 (GCCC, MAIN LEVEL)

Want your classroom learning to translate into action? Join us on our journey toward more democratic and deeply relevant classroom discussions. In this session, participants will learn about, engage in, and reflect with us on an inquiry into repurposing one curricular structure to make space for transformative learning.

Presenters: Christopher Hass, James Madison University
Nozsa Tinsley
Emily Whitecotton, University of South Carolina
Taylor Wuerfel

J.32 Restorying YAL for a Digital Era**S**
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ROOM: D-281/282 (GCCC, UPPER LEVEL)

This panel presents findings from the recent NCTE Principles in Practice text *Restorying Young Adult Literature*. Restorying is a process through which BIPOC, queer, trans, and disabled students and teachers might reread, rewrite, and reimagine ELA. Panelists will highlight ways the ELA educators might integrate restorying with YAL into their curricula and pedagogy, both in and out of school contexts.

Session Chair: James Coleman, University of Iowa
Presenters: Josh Coleman
Autumn Griffin, University of Pennsylvania
Latrice Ferguson
Amy Stornaiuolo, University of Pennsylvania
Ebony Elizabeth Thomas, University of Michigan

J.33 Reviving Reading: Utilizing Independent Reading to Affect Aliteracy with Secondary Students**M**
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ROOM: ALFRED TIBOR (HILTON 402, LEVEL 3)

Why is independent reading often viewed as essential for younger students but as enrichment for secondary students? This panel focuses on how (and why) to implement independent reading time in secondary classrooms each day, while also analyzing choice reading instructional pedagogies for teachers.

Presenter: Maggie Bryant, Baylor University, Waco, TX

J.34 Revolutionary Love and Rooted in Strength: Honoring Children’s Culture and Languages

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ROOM: B-130-132 (GCCC, MAIN LEVEL)

This session will help attendees learn about creating classroom communities that cultivate a deep sense of belonging, honor the funds of knowledge that BIPOC children bring, and leverage the knowledge about students’ lives and languages to build curricula. The session will focus on exploring classroom practices that affirm and celebrate all students’ identities, languaging practices, and cultures.

Presenters: Laura Ascenzi-Moreno
 Eliza Braden, University of South Carolina, “Identifying Anti-Blackness and Committing to Pro-Blackness in Early Literacy Pedagogy and Research: A Guide”
 Cecilia Espinosa, CUNY Lehman College
 Michele Myers, Wake Forest University
 Sanjuana Rodriguez, Kennesaw State University
 Natasha Thornton, Thornton Educational Consulting
 Kamania Wynter-Hoyte, University of South Carolina, “Identifying Anti-Blackness and Committing to Pro-Blackness in Early Literacy Pedagogy and Research: A Guide”

J.35 I Stay or Should I Go Now? Cultivating Collective Belonging, Equity-Driven Practice, and Professional Longevity through Sustainable Teaching

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NATIONAL WRITING PROJECT

ROOM B-243-245 (GCCC, UPPER LEVEL)

Come dip your toes in the theory and practices of “sustainable teaching” (ST) by forming a short-term ST community that is animated by a commitment to justice, advocacy, and hope. In this highly interactive session, you will learn from presenters’ candid accounts of the impact of ST on their capacity to develop advocacy-driven, equity-based ecosystems for colleagues and students.

Presenters: Cindy O’Donnell-Allen, Colorado State University, “Using the Language and Literacies of Sustainable Teaching to Dismantle the Myth of Martyrdom”
 Brittany Richardson, Endeavor Academy, “Getting Better Together: Sustainable Teaching Practices for Disrupting Trauma and Activating Joy”
 Molly Robbins, Cherokee Trail High School, “Using the Language and Literacies of Sustainable Teaching to Dismantle the Myth of Martyrdom”
 Bine Trujillo, Samuels Elementary School, “Getting Better Together: Sustainable Teaching Practices for Disrupting Trauma and Activating Joy”
 Alisa Wills-Keely, Cherokee Trail High School, “Becoming ‘Badvocates’: A Model for Sustainable Teaching in an Urban School”
 Kevin Wills-Keely, Cherokee Trails High School, “Becoming ‘Badvocates’: A Model for Sustainable Teaching in an Urban School”

J.36 Standing Our Ground: Practices That Inspire Revolution

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ROOM: A-212/213 (GCCC, UPPER LEVEL)

English teachers face unprecedented challenges: more students reading fewer books than ever; book bans at the district and state level; and a rotating door of colleagues, some committed to change and some stubbornly resistant. In cross-country communities of students and teachers we draw courage and inspiration to surround students with YA literature and questions that create ongoing engagement.

Presenters: Kelly Gallagher, Anaheim Union High School District, CA
 Taylor Kanzler, Falmouth High School, ME
 Penny Kittle, Plymouth State University/Book Love Foundation

J.37 Staring in the Mirror: Teachers’ Reflections of Learning and Unlearning Histories

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ROOM: A-114/115 (GCCC, MAIN LEVEL)

This session shares teacher experiences and reflections on learning and unlearning histories in order to accurately teach histories and create culturally relevant and sustaining classrooms. This session reviews some texts used in the process of learning and unlearning histories and perspectives. Additionally, this session provides dialogue with authors of texts that help in the journey.

Presenter: Jarvis Jackson
 Tiffany Jewell, Versify
 Liz Kleinrock, Teach & Transform

J.38 Student by Student, Line by Line: Creating Classroom Community and Connections with Novels in Verse

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Rainbow

ROOM: A-226 (GCCC, UPPER LEVEL)

Stylistically creative, accessible, and emotionally engaging, novels in verse build pathways for students to connect with poetry while promoting empathy, nurturing imagination, and affirming diverse life experiences. Four poets share how their works—reflecting a range of perspectives—support academic and emotional growth while fostering meaningful connections among readers and with communities.

Tradebook Authors/Illustrators: Andrea Beatriz Arango, Random House Children’s Books
 Kit Ballenger, Help Your Shelf
 Sharon G. Flake, Penguin Random House
 Mariama J. Lockington, Macmillan Publishing
 Amber McBride, Macmillan Publishing

SATURDAY

J.39 **Teaching with “Units of Study”: A New Look at Addressing Challenges and Creating Equitable Classrooms**



ROOM: C-151 (GCCC, MAIN LEVEL)

“Units of Study” remains the biggest selling writing program in the country. However, some teachers have identified specific struggles when they implement it in particular ways. This presentation illustrates these challenges and offers specific solutions that will lead to richer, more equitable instruction connected to students’ specific needs.

Presenters: Angela Jankowski
Douglas Kaufman, University of Connecticut
Tracey Lafayette

J.40 **The ABCs of Trauma: Activities, Books, and Caring**



ROOM: A-210/211 (GCCC, UPPER LEVEL)

Assisting students experiencing trauma is tough and you’re no therapist! Join the (librarian) creator of The Healing Library and an author of books that tackle trauma in a discussion about their work creating materials rooted in SEL, ECRR standards, bibliotherapy, and holistic art- and play-based therapy activities teachers can adapt in a number of ways!

Presenters: Megan Schadlich, The Healing Library
Selina Farmer, Crossroads Healing & Wellness, LLC
Tradebook Author/Illustrator: Tamara Ellis Smith

J.41 **The Comics Connection: How Storytelling with Comics Creates New Literacy Pathways and Possibilities for Students**



ROOM: MILTON CANIFF (HILTON 402, LEVEL 3)

In this panel discussion, attendees will hear from classroom teachers from various grade levels and authors of both professional development resources and middle-grade novels as we discuss ways to introduce comics and graphic novels into the classroom and the potential they have to unlock engagement and open new pathways for exploring literacy.

Presenters: Shawna Coppola, Rollinsford Grade School
Anna Osborn, Jefferson Middle School
Tradebook Author/Illustrator: Torrey Maldonado, Penguin Random House

J.42 **The Role of Relevance in Creating Skilled and Passionate Readers**



ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

How do we help our students who struggle with reading become independent, skilled, and passionate readers? The answer lies, in part, with making learning relevant. But how do we create relevant lessons when classrooms are filled with diverse learners who have diverse needs and passions? We’ll share strategies we’ve found that encourage relevance while building skills.

Session Chair: Kylene Beers, Beers.Probst Consulting
Presenter: Jennifer Ochoa, M.S. 324
Respondent: Lester Laminack, Margaret Quinlin Books

J.43 **What Our Tutors Know: The Advantages of Small Campus Tutoring Centers**



ROOM: A-124/125 (GCCC, MAIN LEVEL)

As university budgets shrink, administrators may consider outsourcing tutoring services, especially on small campuses with limited resources. Yet, there are certain aspects of tutoring that are lost, such as the localized knowledge that tutors accumulate from being part of the campus. The presentation explores how this knowledge can be incorporated into initial and ongoing tutor training.

Presenters: Pam Lieske, Kent State University at Trumbull
Mahli Mechenbier, Kent State University at Geauga

J.44 **What’s Up, Doc? Using Humor to Start Serious Discussions**



ROOM: B-233-235 (GCCC, UPPER LEVEL)

It’s arguably true that humor has more power to entice kids to reading than any other genre. By extension, it’s also true that humor has a unique power to broach difficult topics through story. In this panel discussion, writers and educators will offer concrete ideas for writing and reading humor, as well as how to use humorous stories to broach nearly any topic in the classroom.

Session Chair: Steph McHugh, Yorkville CUSD #115
Tradebook Authors/Illustrators: Crystal Allen, Balzer and Bray
Sarah Aronson, Highlights Foundation
Chris Tebbetts, Little Brown Books for Young Readers, “Incidentally Diverse (and Funny) Characters”
Kekla Magoon, Macmillan Children’s Publishing Group, “Stories with Humor (vs. Flat Out Comedies)”
Lisa Yee, Random House, “Maizy Chen’s Last Chance: A Case Study”

J.45 Who Gets to Tell the Story of History?

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ROOM: PHEORIS WEST A (HILTON 402, LEVEL 3)

Award-winning middle grade authors explore how educators can use their latest novels to challenge common, but not always accurate or complete, perceptions of history. It will led by Alexis Wright, a curriculum developer for Facing History and Ourselves, whose work invites educators and students to stand up to bigotry and hate.

Presenter: Alexis Wright, Walnut Hill School of the Arts
Tradebook Authors/Illustrators: Ann Braden, Nancy Paulsen Books/Penguin Young Readers
Michael Leali, HarperCollins
Katherine Marsh, Macmillan
Wendy Wan-Long Shang, Scholastic

J.46 What's in a Name? Unpacking Students' Identities

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ROOM: A-214/215 (GCCC, UPPER LEVEL)

Everyone has a name and the cultural narrative associated with said name. Presenters will share strategies for engaging students with culturally sustaining storytelling methods that encourage cultural literacy. One presenter will share name narratives as an assignment. One presenter will describe storytelling strategies to use when working with young adults with refugee backgrounds. One presenter will discuss communicating cultural experiences through storytelling and authentic sharing.

Presenters: Minkyung Choi, Montclair State University, "My name serves as my whole story': Storytelling as Culturally Sustaining Pedagogy"
Ashley Whitaker, Zion Elementary School District 6, "Intentional Influence: Crafting, Communicating and Curating Cultural Experiences through Storytelling and Authentic Sharing"

J.47 Queering Curriculum: From History of Sex to Superheroes and GSAs

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ROOM: A-220/221 (GCCC, UPPER LEVEL)

LGBTQIA+ This session offers queer and trans curriculum design for an elective, a classroom unit, and a GSA. First, a high school course on the history of sexology, offering texts, lessons, and assessments on contemporary and historical LGBTQ+ identities. Next, a high school unit on queering superheroes. Finally, a literacy-based gay-straight alliance shares practices.

Presenters: Elizabeth Gennosa, Hofstra University, "Identity, Social Justice, and the Gay-Straight Alliance: The Literacy Practices and Identity Constructions of LGBTQIA+ Students"
Matthew Helmers, Ransom Everglades School, "Before We Were Queer: Connecting to the Historical Sexologists"
Danielle Sullivan, Bemidji State University, "Connecting through Superheroes: Exploring Queer Identity through Representation in the Media"

J.48 Connecting the Self and Others through Writing

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ROOM: C-170 (GCCC, MAIN LEVEL)

ELATE
Rainbow This session describes strategies for using literature and narratives to help students make connections between the self, others, and the world.

Presenters: Octavia Clarkson, "Expanding the African Literary Canon through Afrocentric Education"
Taylor Riley Geiser, University of Louisville, "Promoting Literacy and Connection in the College English Classroom through Modes of Narrative"
Rachel Morgan, "Promoting Literacy and Connection in the College English Classroom through Modes of Narrative"
Georgia Nickerson (Kreiger), Concordia University, Ann Arbor, MI, "Othering the Self: The Potential Benefits of Assigning College Students to Write Personal Narratives from a Second Person Point of View"

J.49 **Connecting and Conversing with Graphic Novels: Creating Brave Spaces to Explore Issues That Matter the Most to Our Middle School Students**



LGBTQIA+
Rainbow



ROOM: D-283/284 (GCCC, UPPER LEVEL)

This presentation addresses how graphic novels for students in grades four through eight may be integrated in the curriculum and used to facilitate complicated conversations about relevant issues to contemporary youth. Additionally, participants can see excerpts from the books and engage in discussion about the features and attributes of graphic novels.

Session Chair: Teresa Layden, Arizona School for the Arts

Presenters: Candance Doerr-Stevens, University of Wisconsin-Milwaukee Writing Project, “Beyond Simplicity: Making Climate Conexiones across Genres and Texts with Visually Rich Text Sets”
Coley Lehman, Teachers College, Columbia University, “Connecting with Graphic Novels: How a YA Teacher Book Club Helped Teachers Develop Their Understanding of and Appreciation for Graphic Novels”

Kristine Lize, University of Wisconsin-Milwaukee, “Beyond Simplicity: Making Climate Conexiones across Genres and Texts with Visually Rich Text Sets”

Danielle Sachdeva, University of North Georgia, “Graphic Novels: Safe Spaces and Complicated Conversations”

Westry Whitaker, University of North Georgia, “Graphic Novels: Safe Spaces and Complicated Conversations”

J.50 **Translanguaging and Language Ideologies in English Education Teacher Preparation**



Rainbow

ROOM: A-224/225 (GCCC, UPPER LEVEL)

Translanguaging, the use of different languages and dialects at the same time, is a common practice for bilingual or multilingual students, yet is a practice that is sometimes denigrated or misunderstood by ELA teachers. These presentations demonstrate ways teachers can explore their beliefs and practices about linguistic diversity and translanguaging through computational storytelling, Asian American history, and mapping linguistic landscapes.

Presenters: Tasha Austin, SUNY Buffalo, “Mapping Our Linguistic Landscapes and Narratives to Confront Linguistic Discrimination and Explore the Function of Language in Our Lives”

Naitnaphit Limlamai, Colorado State University, “Mapping Our Linguistic Landscapes and Narratives to Confront Linguistic Discrimination and Explore the Function of Language in Our Lives”

Jayra Sanchez, CUNY Lehman College/New York City Department of Education, “The Meaning of Our Names: Transcultural, Translanguaging Learning via Computational Storytelling”

Ting Yuan, “The Meaning of Our Names: Transcultural, Translanguaging Learning via Computational Storytelling”

Jiadi Zhang, University of Illinois at Urbana-Champaign, “A Bilingual Teacher’s Language Ideologies and Pedagogies in an Asian American History Classroom”

J.51 **Program Redesign for Joy and Justice in Teacher Preparation**



Rainbow

ROOM: A-110/111 (GCCC, MAIN LEVEL)

This session showcases three powerful examples of teacher preparation programs that have created meaningful and coherent learning experiences for preservice teachers. One presentation focuses on a relational redesign approach with students; another presentation demonstrates how to use Gholdy Muhammad’s book *Unearthing Joy* to redesign curriculum; and a third presentation demonstrates specific ways for English and education departments to connect and collaborate.

Session Chair: Amanda Levit, St. Paul’s School for Boys

Presenters: Michelle Commeret, University of Florida, “Curricular Moves as Catalysts for Celebration: An ELA Classroom Experience in Embracing and Enacting Muhammad’s New Practices for *Unearthing Joy*”
Lauren Gatti, University of Nebraska, Lincoln, “Moving Students beyond ‘I Want to Teach English because I Like to Read’: Using Program Coherence to Foster a Political Vision”
Jennifer Johnson, Sonoma State University, “Creating Curricular Redesign Relationally: Engaging Plática to Center Student Experiences, Desires, and Imaginations of an English Teaching Preparation Program”
Jillian Miley, P.K. Yonge Developmental Research School at the University of Florida, “Curricular Moves as Catalysts for Celebration: An ELA Classroom Experience in Embracing and Enacting Muhammad’s New Practices for *Unearthing Joy*.”

Rachael Shah, “Moving Students beyond ‘I Want to Teach English because I Like to Read’: Using Program Coherence to Foster a Political Vision”

Theresa Burruel Stone, Sonoma State University, “Creating Curricular Redesign Relationally: Engaging Plática to Center Student Experiences, Desires, and Imaginations of an English Teaching Preparation Program”

9:45–10:45 A.M.

SATURDAY GENERAL SESSION

EXPO HALL C (GCCC, MAIN LEVEL)



TOM HANKS

TOM HANKS is an actor, director, writer, and producer. He has starred in over 40 films, including *Philadelphia*, *Forrest Gump*, *Big*, *Sleepless in Seattle*, *Apollo 13*, *Saving Private Ryan*, *A Beautiful Day in the Neighborhood*, and many more. Most recently, he was seen in Wes Anderson's *Asteroid City* and Baz Luhrmann's *Elvis*. His writing has appeared in *The New York Times*, *Vanity Fair*, and *The New Yorker*, and he is the author of a best-selling collection of stories, *Uncommon Type*. *The Making of Another Major Motion Picture Masterpiece* is his debut novel.

SATURDAY

K.02 Asian/Asian American Caucus Open Forum**G** ROOM: EDNA BOIES HOPKINS (HILTON 401, LOBBY LEVEL)

This is an open forum for all interested in the NCTE Asian/Asian American Caucus.

Committee Chairs: Betina Hsieh, California State University Long Beach
Jung Kim, Lewis University

K.03 Black Caucus Business Meeting**G** ROOM: DIANE POWELL DAX (HILTON 402, LEVEL 5)

This business meeting is open to all interested in the NCTE Black Caucus.

Committee Chairs: Alexis McGee, University of British Columbia
Ersula Ore, Arizona State University

K.04 Latinx Caucus Open Forum**G** ROOM: ROBERT KING (HILTON 401, LOBBY LEVEL)

This is an open forum for all interested in the NCTE Latinx Caucus.

Committee Chair: Tracey T. Flores, The University of Texas at Austin

K.05 The Art and Science of Reading: Using Partner Poems to Teach the Five Pillars of Literacy**E**
TE ROOM: B-240-242 (GCCC, UPPER LEVEL)

Two veteran educators, one award winning children's poet, and five students from grades 4 to 8 show the art and science of reading using partner poems. Learn to create poems and word ladders. Join in as our student presenters read multiple voice poems, play with word ladders, and extend literacy learning into whole/small group or one-on-one lessons that develop important reading skills.

Presenters: Mary Jo Fresch, The Ohio State University
Timothy Rasinski, "Using Word Ladders to Develop Phonics and Spelling Knowledge"

Tradebook Author/Illustrator: David L. Harrison, Holiday House, "Engaging Students in Reading with Partner Poems"

K.06 Science of Reading and Middle School: The Other End of Scarborough's Rope**M**

ROOM: B-140-142 (GCCC, MAIN LEVEL)

Exhibitor Sponsored Session from Amplify

Join Amplify VP of ELA Deb Sabin to explore how the strands of Scarborough's Rope—a framework for understanding the elements of fluent reading—remain critical for supporting secondary readers. We'll explore how teachers can strategically strengthen these elements within their classrooms and allow students to succeed with grade level content.

Presenter: Deborah Sabin, Amplify

K.07 An Intentional and Scaffolded Approach to Writing Instruction**M****S**

ROOM: B-143-145 (GCCC, MAIN LEVEL)

Exhibitor Sponsored Session from Quill.org

Join us as we explore the power of an intentional and scaffolded approach to writing instruction! We'll give an overview of this approach and why it is so needed, look at examples of the approach in action, and how it can support students with ever-more complex writing demands.

Presenters: Christina Collins-Berry, Quill.org
Scarlet Melo, Quill.org

K.08 Innovative Assessments in English Education**TE**

ROOM D-182/183 (GCCC, MAIN LEVEL)

English teacher educators share theories and practices for helping new teachers gain rich assessment knowledge and innovative assessment methods, including exhibitions and digital videos.

Session Chair: Ginette Rossi, Arizona State University/Arizona School for the Arts

Presenters: Meghan Barnes, University of North Carolina, Charlotte, "Supporting Prospective ELA Teachers as They Recognize and Navigate the Interconnections of Assessment"
David Bruce, University at Buffalo Learning Foundations, "Digital Video Composing: Multimodal Connections with Learning, Teaching, and Assessment"
Katie Hackett-Hill, University of Arkansas, "Exhibition Design in ELA: Trailblazing New Pathways to New Literacies"
Hung Pham, University of Arkansas, "Exhibition Design in ELA: Trailblazing New Pathways to New Literacies"
Sunshine Sullivan, Houghton University, "Digital Video Composing: Multimodal Connections with Learning, Teaching, and Assessment"

K.09 Using Podcasting to Elevate Student Voice

S
ROOM: B-243-245 (GCCC, UPPER LEVEL)



This session will showcase two schools that have students identifying an issue, researching it, and creating a podcast as a cumulative project to showcase their findings.

Presenters: Jennifer Bradbury, “Podcasting: ELA and Content Creation”

Emily Genser, Conard High School, “Mapping Our Connections: Shrinking the World by Using Technology to Build Human Partnerships across Space and Time”

K.10 Teaching Autonomy in the “Science of Reading” Era: Teachers Driving Instruction, Rethinking Reading Fluency, and Leveling

E
ROOM: A-214/215 (GCCC, UPPER LEVEL)



In this session, presenters will engage participants in discussion around teacher decision making that drives curriculum and instruction.

Session Chair: Jeff Allyn, LION Charter School

Presenters: Meagan Lee, “To Level or Not to Level: That Is the Inquiry Question”

Paul Thomas, Furman University, “Connecting Teachers with their Professional Autonomy in the ‘Science of Reading’ Era”

Elizabeth Wilson, “To Level or Not to Level: That Is the Inquiry Question”

K.11 Infusing Art into Teacher Education

TE
ROOM: D-180/181 (GCCC, MAIN LEVEL)



Learn how arts integration in teacher education helps preservice and early career teachers develop criticality, design effective and culturally relevant instruction, and realize the power of art to connect with their students.

Session Chair: Michelle Waters, The University of Oklahoma

Presenters: Kathryn Struthers Ahmed, CUNY Hunter College, “Curricular Conexiones with Urban Street Art: Preservice Teachers’ Literacy Units Inspired by Public Artwork”

Johnny Allred, Brigham Young University, “Critiquing the Creators: Preservice Teachers Building Conexiones with Media Literacy”

Katherine Boyd, “Curricular Conexiones with Urban Street Art: Preservice Teachers’ Literacy Units Inspired by Public Artwork”

Abigail Cook-Mack, “Curricular Conexiones with Urban Street Art: Preservice Teachers’ Literacy Units Inspired by Public Artwork”

Lauren McClanahan, Western Washington University, Bellingham, “Critiquing the Creators: Preservice Teachers Building Conexiones with Media Literacy”

Melissa Wells, University of Mary Washington, “Scaffolding Multimodal Conexiones: Supporting Early-Career Elementary Teachers with Arts Integration”

K.12 Book Bans and Anti-LGBTQ+ Educational Policy

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LGBTQIA+ ROOM: C-171/172 (GCCC, MAIN LEVEL)

This panel historicizes book banning practices across the United States, and it details the impact of anti-LGBTQ+ education policy on the inclusion of LGBTQ+ youth literature in libraries and schools. Panelists advance action-oriented approaches through which teachers and students might challenge book bans in their communities, even when those communities are polarized in their valuing of LGBTQ+ youth texts.

Session Chair: Katherine Cordes

Presenters: Sara Hoeve, Hope College, “Critical Literacy and Classroom Censorship in a Deeply Divided Community”

Henry Cody Miller, SUNY Brockport, “Our Futures Are Bound Together: Winning the Fight against Book Bans”

Stephanie Svarz, “Here for Queers! Essentials in Supporting LGBTQIA+ Students in Schools”

K.13 “Vistas of Infinity”: Creating Infinite Connections between STEM and English Courses

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ROOM: A-226 (GCCC, UPPER LEVEL)



Participants will gain competence in understanding the connections between STEM skills and English skills through direct instruction, modeling, and graphic organizers. Participants will practice these techniques in small-group settings.

Presenters: Dee Dee Messer, William Mason High School, “Creating Connections in STEM Courses”

Blake Taylor, Walnut Hills High School, “Creating Metaphorical Connections between Disciplines”

Nichole Wilson, William Mason High School

K.14 #HackYourStack: Teaching Critical Media Literacies with Multimodal Texts

G

ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)

While NCTE's #BuildYourStack presentations focus on developing physical classroom libraries, this session's #HackYourStack presentations will support teachers in developing multimodal and networked "libraries" as well as accompanying critical media literacy strategies to use in our classrooms.

Presenter: Nicole Mirra, Rutgers University

Roundtable Leaders: Trevor Aleo, Greenwich Country Day School, "Crossing Thresholds: Critical Media Literacies in the Secondary English Classroom"

Rabini Garg, University of Pennsylvania, "Designing Pedagogical Possibilities Using Digital Storytelling"

Megan Jenny, "Motivating Elementary Students through Puppet Pals and Seesaw Apps"

Sarah Jerasa, University of Houston/Clemson University, "Readers' Use of Dual-Coding Supporting Early Readers' Meaning Construction Using Culturally Relevant Contexts and Schema"

Karis Jones, SUNY Empire State College, "Integrating Webcomics into Classroom Instruction"

Kyley Pulphus, "Motivating Elementary Students through Puppet Pals and Seesaw Apps"

Caroline B. Rabalais, Georgia State University, "Supporting Student Voice through Fanfiction"

Dianne Wellington, Indiana University, "Augmenting Agency, Emancipation, and Power through Music in Secondary Classrooms"

K.15 #TeachLivingPoets Live and In Person with Hanif Abdurraqib: Connecting Our Students to His Poetry, Nonfiction, and Criticism

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ROOM: PHEORIS WEST A (HILTON 402, LEVEL 3)

Award-winning poet and essayist Hanif Abdurraqib will be in attendance as we highlight and celebrate his work. Abdurraqib will give a reading, provide insight into his writing process and experiences as an author, and answer questions. A panel of educators who teach his texts will share ideas for teaching his work to inspire and empower students.

Presenters: Scott Bayer, MCPS

Joel Garza, Greenhill School

Melissa Smith, Lake Norman Charter High School

Tradebook Author/Illustrator: Hanif Abdurraqib

K.16 (Pre)Scripted Curricula: (Dis)Connections and (Side) Effects in the ELA Classroom

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ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

Presenters will share their research on a widely used scripted ELA curriculum. Utilizing critical content analysis and case study methodology, the study provides critical understandings of the curriculum and its impact on students' lived experiences, and insights into the disconnections for ELA teachers. Participants will collaborate with presenters to create a network of support and resources.

Session Chair: Janel Miller, North Carolina State University

Presenters: Laura Jacobs, Towson University, "Research Methodology 1 and Findings: Critical Content Analysis"
Sarah Montello, North Carolina State University, "Research Methodology 2 and Findings: Case Study Analysis"

Carl Young, North Carolina State University, "Research Implications for ELA Teachers and Teacher Educators"

Respondent: Christine Walton, Wake County Public Schools

K.17 "I'm Not Doing It to Be Annoying": Understanding and Supporting Students with Compulsive and Sensory-Seeking Behaviors

G

ROOM: A-122/123 (GCCC, MAIN LEVEL)

Sensory processing disorders, body-focused repetitive behaviors, stimming, and physical compulsions are common, yet underdiagnosed and hard to treat. Students' attempts to meet sensory needs can seem "weird" to classmates and disruptive to teachers. In this panel, educators and trade authors discuss how to use books and other tools to make classrooms more welcoming for neurodivergent students.

Presenters: Brian Wyzlic, Brandon School Division

Tradebook Authors/Illustrators: Meg Eden Kuyatt, Scholastic
Kelis Rowe, Penguin Random House
Leila Sales, Abrams

K.18 "Silence Is Worst of All": Teaching Climate Change in Contested Spaces

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ELATE

ROOM: C-151 (GCCC, MAIN LEVEL)

Sponsored by the ELATE Commission on Climate Justice, Inquiry, and Action

In this panel, three educators and teacher educators who work in contexts where the science of climate change is contested will share how they address this topic within their literacy teaching. Attendees will leave with practical tips for centering climate justice.

Presenters: Kristie Camp, Cherokee County School District
Julianna Kershen, The University of Oklahoma
Catherine Lammert, Texas Tech University

K.19 Authors Are Real People: Connecting Students to Children’s Book Creators



ROOM: B-130-132 (GCCC, MAIN LEVEL)

Meet teachers who have found creative ways to bring authors and illustrators into their classrooms using a post-pandemic panoply of options for connecting. Find out why working authors and illustrators WANT to connect with students, and how to make these interactions pay off for everyone involved!

Session Chair: Margaret Simon, Iberia Parish Gifted Program

Presenters: Sally Donnelly, Arlington Public School
Mary Lee Hahn, Children’s Literature Assembly of NCTE
Heidi Mordhorst, Poet/Montgomery County Public Schools
Mandy Robek, Olentangy Local School District

Tradebook Authors/Illustrators: Matt de la Pena
David Elliott
Dan Gemeinhart
Amy Ludwig VanDerwater
Laura Purdie Salas
Laura Shovan
Andrea Wang, Kokila Books/Neal Porter Books
Allan Wolf, Candlewick Press

K.20 Community Connections: Leveraging Shared Experiences to Coach Beginning Teachers



ROOM: A-222/223 (GCCC, UPPER LEVEL)

This session highlights collaborative community-grounded coaching tools to foster critical connection and transformation in teacher education. Teacher educators share their iterative process of development and their experiences using these practices with preservice teachers. Participants will learn how to implement similar tools to critically connect and reflect with beginning teachers.

Presenters: Kerry Alexander, The University of Texas at Austin
Kelsie Burnett, The University of Texas at Austin
Heather Dunham, Clemson University
Katie Trautman, The University of Texas at Austin

K.21 Conexiones across Religion and Spirituality



ROOM: C-162 A/B (GCCC, MAIN LEVEL)

In this session, antibias and antiracist practitioners who identify across various religious backgrounds will explore texts, pedagogies, and more for the effective teaching we need in our nation’s schools. Attendees will analyze how religious identity plays a role in praxis, strategies for dispelling stereotypes in our classrooms, and ideas for building conexiones across differences.

Presenters: Lorena Germán, Multicultural Classroom
Liz Kleinrock, Teach & Transform
Nawal Qarooni, NQC Literacy
Ace Schwarz

K.22 Connecting Digital and Print Writing: Building Bridges across Modes of Writing to Support Student Writers



ROOM: B-230-232 (GCCC, UPPER LEVEL)

This session focuses on ELA preservice and inservice teachers and secondary students composing in digital media offering strategies for and examples of compositions, including digital poems, videos, and multimodal memoirs. Panelists will share how learning to compose in digital multimodal environments translates across modes and media to improve print writing skills.

Presenters: Melanie Hundley, Vanderbilt University
Emily Pendergrass, Vanderbilt University
Rebecca Peterson, Vanderbilt University
Blaine Smith, Vanderbilt University

K.23 Connecting What Is Disconnected: The Role of Inclusive, Representative Professional Development on Classroom Teaching



ROOM: MILTON CANIFF 3 (HILTON 402, LEVEL 3)

Something regularly discussed among teachers, but rarely in public forums: professional development can be disconnected from the lived experiences and identities of teachers and students it aims to serve. This panel will discuss characteristics of connected professional development and the effects it has on teaching as well as ways to find, create, and plan for learning that does not alienate.

Presenters: Sonja Cherry-Paul, Red Clay Educators
M. Colleen Cruz, M.C.C. LLC
Jess Lifshitz, Meadowbrook Elementary School
Tiana Silvas-Brunetti, East Side Community/6th Grade ELA/
New York City Department of Education

K.24 Connecting with Play: Multimodal Composing across the Curriculum



ROOM: C-150 (GCCC, MAIN LEVEL)

This panel demonstrates that teachers and students at all levels can enhance their learning through multimodal play. As we share how our own elementary, secondary, and higher education classrooms use multimodality to promote deep, conceptual learning, participants will gain practical insight that will enable them to engage their students in multimodal play for the purpose of critical thinking.

Presenters: Abigail Lund, Ohio Writing Project
J. Palmeri, Miami University
Stacey Reeder, Forest Hills School District/Ohio Writing Project
Angela Stockman, Daemen University

K.25 Context, Compassion, and Conexiones: Helping Students Explore and Form Networks around Their Stories

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Rainbow

ROOM: C-170 (GCCC, MAIN LEVEL)

Context, compassion, and connections influence our readers. How we foster these principles within diverse populations can boost the confidence and self-awareness of maturing readers. In this session, three educators bring together stories and teaching examples from regular and special ed., and intermediate and middle classrooms that form networks for students to benefit from their reading engagement.

Presenters: Kara DiBartolo, Bethel Public Schools
Cheryl Mizerny, Cranbrook Schools, MI
Justin Stygles, Portland Public Schools/Corwin Literacy

K.26 Creating Authentic Writing Engagements through Collaboration

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NWP
NATIONAL WRITING PROJECT

ROOM: MARY FRANCES MERRILL (HILTON 402, LEVEL 5)

This panel presentation invites attendees to explore collaborations with families, authors, illustrators, colleges, and community organizations as pathways to create authentic writing engagements for K–12 students. Presenters will share their experiences building partnerships through pen pals, young author conferences/festivals, family write-ins, and writing clinics to increase student motivation.

Presenters: Danielle DeFauw, University of Michigan, Dearborn
Katherine Higgs-Coulthard, Saint Mary's College
Mary Muzzy, School City Mishawaka

K.27 Creating Connections to Create Change: From Ripples to Waves, Disrupting the Curriculum from within through Vulnerability and Outside Connections

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LGBTQIA+
Rainbow

ROOM: PHEORIS WEST ROOM B (HILTON 402, LEVEL 3)

How do we, as educators, change the system from the inside out? As teachers, we often find ourselves in the position of standing up for our students when they are underrepresented or misrepresented in our schools. Participants in this session will be provided with tangible strategies, lessons, and resources for challenging the status quo.

Presenters: Emily Genser, Conard High School
Tien Pham, Erie's Public Schools
Ramona Puchalski-Piretti, Conard High School

K.28 Critical Issues in English Education: Research by ELATE Research Grant and Award Winners

TE

ELATE

ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

Sponsored by English Language Arts Teacher Educators (ELATE)

In this roundtable session, the recipients of the annual Research Initiative Grant, Graduate Student Research Award, Janet Emig Award, James N. Britton Award, and James Moffett Memorial Award, sponsored by English Language Arts Teacher Educators (ELATE), present their award-winning works on current issues in the fields of literacy and English teacher education.

Session Chair: Nadia Behizadeh, Georgia State University

Presenters: Mollie Blackburn, The Ohio State University, "Moving across Differences: How Students Engage LGBTQ+ Themes in a High School Literature Class"

Rachel Donegan, Northern Illinois University, "Teacher Knowledge and Perceptions of Intensive Reading Interventions: Initial Findings"

Alison Dover, California State University, Fullerton, "Amplifying Newcomer and Emergent Plurilingual Students' Voices within and beyond the Classroom"

Elizabeth Jach, SUNY Albany, "Fostering Preservice Teachers' Sense of Belonging to a Justice-Oriented English Education Program"

Cori McKenzie, SUNY Cortland, "Fostering Preservice Teachers' Sense of Belonging to a Justice-Oriented English Education Program"

Mike Metz, University of Missouri, "Helping Teachers Learn to Teach about Language and Race in an Anti-CRT Climate"

Kristen Ritchie, NCTE

Stephanie Anne Shelton, The University of Alabama, Tuscaloosa, "Queering Discomfort to Empower LGBTQIA+ Teacher Ally Work in Rural Schools"

Whitney Sorensen, Kwajalein Junior/Senior High School

Ankhi Thakurta, University of Pennsylvania, "Navigating Precarious Terrains: A Practitioner Study of Youth and Facilitator Engagement in a Girl-Centered Asian American Civic Education Collective"

Neisha Terry Young, Drexel University, Philadelphia, PA, "Black Immigrant Youth: Crafting Identity Via Critical Multiliteracies"

Shelley Yu, Fairfax County Public Schools, "SEL: Reader's Theater/ Bedtime Stories"

K.29 Curating Curricular Connections: When Intertextuality Makes Us More Literate



ROOM: B-246 (GCCC, UPPER LEVEL)

Adam Wolfsdorf and two dynamic English teachers, Brianne Rosa and Brian Artabane, explore the concept of intertextuality, demonstrating how curricula prioritizing intertextual connections helps to enhance literacy in the English classroom. We will model high school English curricula and provide tips for English teachers seeking to curate intertextual curricula centered around a central text.

Presenters: Brian Artabane, Bay Ridge Preparatory High School
 Brianne Rosa, Bay Ridge Preparatory High School
 Adam Wolfsdorf, New York University

K.30 Everybody Talks about Ways of Reading, but What about Ways of Knowing and Being?



ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

In this dialogic panel presentation, four coauthors (three classroom teachers and one teacher educator) put historical and contemporary reading models in conversation. We share a new cultural model of “ways of knowing, being, and reading” that we developed based on our six-year collaboration. We ground the model in elementary classroom examples.

Presenters: Alicia Arce-Boardman
 Kerry Elson
 Kindel Nash, Appalachian State University
 Roderick Peele

K.31 Unleashing the Power of Collaboration: Revolutionizing English Education One Team at a Time



ROOM: A-216 (GCCC, UPPER LEVEL)

Panelists will share the structures and benefits of the multiple collaborative teaching models implemented at their school over seven years. These models yielded connected, inclusive communities and allowed for differentiated instruction. Audience members will engage in dialogue and acquire tangible tools, structures, and strategies for fostering connected co-teaching environments at their schools.

Presenters: Maggie Howes, Tabor Academy
 Todd McGuire, Mercersburg Academy
 Alexandra Patterson, Mercersburg Academy
 Michele Poacelli, Mercersburg Academy
 Rebecca Rose, Mercersburg Academy
 Leela Woody, Choate Rosemary Hall

K.32 From Visual Literacy to Community Literacy: Reflections from College Faculty as Teacher-Scholars of Color



ROOM: GINA KNEE (HILTON 402, LEVEL 4)

Sponsored by the Early Career Educator of Color Leadership Award Program

By connecting scholarship, the college classroom, and the community, our 2022 Early Career Educator of Color Award winners develop new approaches to racial literacies to enable students and teachers to appreciate multiple forms of racial difference as well as to develop a critical understanding of the function of race (as social construct) and systemic racism within our society.

Session Chair: Jeffrey Cabusao, Early Career Educator of Color (EC-EOC) Leadership Program Co-Director

Presenters: Adedoyin Ogunfeyimi, University of Pittsburgh at Bradford, “New Species of Black Photographs: Toward a Decolonial Visual Literacy Practice”
 Karen Tellez-Trujillo, Cal Poly Pomona, “Literacy, Language, and Cultural Practices: Broncos Learning Literacy by Doing Literacy”
Respondents: Andy Chen, John Burroughs School
 Tiffany Flowers, Georgia State University Perimeter College

K.33 Multimodality as Progressive Potential: Using Young Adult Visual Narratives to Create Diverse Conexiones



ROOM: A-212/213 (GCCC, UPPER LEVEL)

This session examines diverse representations in YA through a number of modalities including prose, graphic novels, and TV. The four presentations analyze how these stories create connections to neurodivergent, Latinx, LGBTQ+, and fat characters. This session focuses on explaining current literary research of diverse people and advocates for incorporating these stories in classrooms.

Presenters: Jordan Alves-Foss, The Ohio State University, “Owl House: Portals as Moments of Agency and Identity”
 Jace Brown, The Ohio State University
 Kristen Foos, The Ohio State University, “Creating Fat Community: How Storytelling Turned Connections into Community”
 Tara West, The Ohio State University

SATURDAY

K.34 **Not *The Kite Runner*: Creating Accurate Mirrors, Windows, and Sliding Glass Doors for Arab and Muslim Students**

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ELATE



ROOM: D-281/282 (GCCC, UPPER LEVEL)

Every student in the classroom should feel empowered and their stories should be reflected accurately in curriculum. Narratives of Arabs and Muslims are often portrayed as monoliths, which makes room for the strict centering of harmful narratives. Presenters will provide participants with resources for instruction and ways of integrating Arab and Muslim narratives, histories, and culture.

Presenters: Kefah Ayes, Al Ghazaly High School
Zainab Jabak, Alief Taylor High School
Sawsan Jaber, Education Unfiltered Consulting/East Leyden High School

K.35 **NWP Site Development: Building Network Connections**

TE

NWP

ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)

Are you looking for ideas to develop your National Writing Project site? This session provides an opportunity for NWP Site Leaders to connect in person and to share best practices across sites. All educators interested in learning more about the NWP are welcome, regardless of whether they are currently affiliated with an NWP site.

Session Chair: Kristen Turner, Drew University/Drew Writing Project

Respondents: Tanya Baker, National Writing Project
Elyse Eidman-Aadahl, National Writing Project

Roundtable Leaders: Donna Atwood, Central West Virginia Writing Project

Robin Atwood, South Mississippi Writing Project
Susanna Benko, Indiana Writing Project
Stephanie Buelow, University of Hawaii at Manoa/Hawaii Writing Project

Jonathan Bush, Western Michigan University
Heather Caswell, Flint Hills Writing Project
Amy Clark, Appalachian Writing Project
Jason Courtmanche, Connecticut Writing Project-Storrs
Bryan Ripley Crandall, Connecticut Writing Project-Fairfield
Tim Dewar, South Coast Writing Project/California Writing Project/ University of California, Santa Barbara
Candance Doerr-Stevens, University of Wisconsin-Milwaukee Writing Project

Stephanie Furuta, Hawaii Writing Project
Thor Gibbins, Leatherstocking Writing Project/SUNY Oneonta
Rebecca Harper, Augusta University Writing Project
Hilary Hughes, Red Clay Writing Project
Susan James, Emerald Coast National Writing Project

Amber Jensen, Central Utah Writing Project
Janet Johnson, Rhode Island Writing Project
Stephanie Jones, University of Georgia/Red Clay Writing Project
Deb Kelt, The University of Texas at Austin/Heart of Texas WP
Charlotte Frambaugh Kritzer, University of Hawaii at Manoa/Hawaii Writing Project

Tom Meyer
Clarice Moran, Appalachian State University
Sharon Murchie, Chippewa River Writing Project/Okemos High School

Mary Napoli, Penn State Harrisburg
Barbara O'Byrne, Marshall University/Central West Virginia Writing Project

Cindy O'Donnell-Allen, Colorado State University
Allison Wynhoff Olsen, Montana State University/Yellowstone Writing Project

Lisa Parker, PennLake NWP
Denise Patmon, University of Massachusetts, Boston/Boston Writing Project

Margaret Perrow, Southern Oregon University
Sharon Pollack, Bay Area Writing Project
Beth Rimer, Ohio Writing Project/Miami University, OH
Pauline Schmidt, West Chester University
Katie Schrod, Middle Tennessee Writing Project
Katy Smith, Northeastern Illinois University
Trixie Smith, Michigan State University
Rebecca Stortz, The University of Texas at San Antonio
Dorothy Suskind, Longwood University/Southside Virginia Writing Project

Diane Waff, Philadelphia Writing Project
Hillary Walker, Berkeley/Bay Area Writing Project
Lori Wilfong, NWP at Kent State University

K.36 **Partnership Possibilities: Protocols to Promote Connections among Writers**

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ELATE

ROOM: A-124/125 (GCCC, MAIN LEVEL)

Writing partnerships are the “ace up your writing teacher’s sleeve” to catapult writing instruction into a new level of engagement. When part of self-directed writing partners, students exchange feedback, develop skills, and elevate the quality of writing. It’s a win-win. Spoiler: no peer editing here! Come learn the ins and outs of partnerships including the benefits, scaffolds, and routines.

Presenters: Lisa Helsel, Greenville County Schools
Katie Kelly, Furman University
Brian Kissel, Vanderbilt University
Patty McGee

K.37 **Poetry to Connect and Guide Us: Presenting the NCTE 2023 Notable Poetry Books and Verse Novels**

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ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)

Sponsored by the Outstanding Poetry for Children Committee and the Elementary Section

The NCTE Children’s Poetry and Verse Novels Committee will present the 2023 Notables lists, share selected poems, and suggest ways these books can connect classroom communities. Hands-on activities will be modeled to encourage and explore new ways of writing, reading, and sharing poetry to enrich and expand their literacy networks.

Chair and Speaker: Mary-Kate Sableski, University of Dayton

Presenters: Ryan Colwell, Fairfield University

Deanna Day, Washington State University

Gabrielle Halko, West Chester University

Joseph Pizzo, Black River Middle School

Junko Sakoi, Tucson Unified School District

Tradebook Author/Illustrator: Rebecca Kai Dotlich, Astra Books for Young Readers

K.38 **Powerful Connections between Real Life History, Life Circumstances, and the Environment: Presenting Authors Whose Books Create Impactful Connections for Readers**

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Rainbow

ROOM: A-210/211 (GCCC, UPPER LEVEL)

Award-winning authors, a debut author, and an educator will discuss ways that books can be used effectively to engage readers and improve literacy learning. Authors will share compelling stories and will show how their books create powerful connections with the world around us. Strategies for using trade books to enrich instruction will be shared, as well as cross-curricular connections.

Presenter: Donna Knoell, Educational Consultant and Literacy Trainer, “Strategies to Enrich Literacy Learning and to Engage Readers”

Tradebook Authors/Illustrators: Steve Bramucci, Bloomsbury, “Connections to the World around Us”

Katherine Marsh, Macmillan

Matt Tavares, Candlewick Press

Ari Tison, Macmillan

K.39 **Powerful Protagonists and Compelling Characters: Emotional Narrative Involvement of Readers**

M

ROOM: CHARLIE OWEN ROOM (HILTON 402, LEVEL 3)

Adolescence is a confusing, frustrating, and revealing time. Identity, friendships, and forgiveness play a huge role in growing up. These diverse panel members, who write for a middle grade audience, explore these topics through relatable, compelling, and sometimes disarming characters. Response strategies for assisting readers in demonstrating personal connections to characters will be shared.

Presenters: Cyndi Giorgis, Arizona State University
Marie LeJeune, Western Oregon University

Tradebook Authors/Illustrators: Kimberly Willis Holt, Little

Brown Books for Young Readers, *The Hurricane Girls*

Sheree Miller, Little Brown Books for Young Readers, *Curlfriends*

Lin Thompson, Little Brown Books for Young Readers, *The Best*

Liars in Riverview

K.40 **Rainbow Connection: The Power and Purpose of Affinity Groups for BIPOC Educators**

G

Rainbow

ROOM: A-114/115 (GCCC, MAIN LEVEL)

The world of social media and educational organizations has empowered like-minded educators to connect across cities, states, and nations and band together to demand change for the communities that they serve. This session will explore the power of those connections and tools to develop them to enhance growth and development as a professional.

Presenters: Vaneé Matsalia, Curtis Middle School, SBCUSD
Islah Tauheed

Sophie Teitelbau

K.41 **Reflecting in the Backyard Pond: Time to Turn the Porch Light on Representations of Rural Life in Contemporary Realistic Picture Books**

E

R

ROOM: D-283/284 (GCCC, UPPER LEVEL)

Got diversity? What about rural spaces? This session calls for more diverse books that do justice to the complexity and diversity of rural American life. Presenters will share selected realistic fiction picture books with rural settings, demonstrate analytical frameworks for visual and ideological understanding, and share comprehension strategies for rural narratives.

Presenters: Ellen Clark, Altitude Elementary
James Erekson, University of Northern Colorado
Christine Kyser, University of Northern Colorado
Suzette Youngs, University of Northern Colorado

K.42 Show Me a Literacy Collaborative! Worthwhile Partnerships to Support Literacy Planning

G

ELATE

NWP
NATIONAL WRITING PROJECT**ROOM: ROMAN JOHNSON (HILTON 402, LEVEL 3)**

Sustainable partnerships with state departments of education can positively impact teachers and students. This session will show how legislation and state models, rather than being viewed as punitive or restrictive, can serve as guidance and support for teams interested in school-wide improvement. Through effective communication, educators at local and state levels can work toward lasting change.

Session Chair: Amy Lannin, University of Missouri, Columbia**Presenters:** Bryan Gaskill, Marshall Public Schools

April Georgetti, DESE

Laura Obubo, University of Missouri, Columbia

Julie Sheerman, University of Missouri, Columbia

K.43 Teamwork on the Page: Using Authors' Models to Harness the Creative Superpower of Collaboration in the Writing Classroom

G

TE

ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Two heads are better than one, right? In this session, authors and educators share the stories of their collaborative projects, from tag-team picture books to nonfiction and solo projects that evolve through the power of peer critique. We'll explore models for bringing these authors' strategies into the classroom, inspiring students to create dynamic, supportive writing teams of their own.

Presenter: Donalyn Miller, The Book Whisperer, Inc.**Tradebook Authors/Illustrators:** José Barreiro, Penguin Random House

Tracey Baptiste

Grace Lin, Little, Brown & Company

Kate Messner, Bloomsbury

K.44 The Writer as Teacher: How Taking Your Own Writing Seriously Can Benefit Your Students

G

Rainbow

ROOM: A-120/121 (GCCC, MAIN LEVEL)

As educators, we offer an array of benefits to our students, colleagues, and wider community when we cultivate our own writing practice, then carry that inspiration and new learning with us into the classroom. Join this conversation featuring a panel of award-winning authors and experienced educators whose professional journeys have embraced both the call to teach and the call to write.

Presenter: Melanie Crowder**Tradebook Authors/Illustrators:** Veera Hiranandani, Penguin Random House/Kokila Books

Kekla Magoon, Macmillan Children's Publishing Group

Jennifer Ziegler, Holiday House/Margaret Ferguson Books

K.45 Translanguaging and Identity Conexiones: Uncovering How Bi-/Multilingual Children Make and Remake Their Literacies through Language and Text

K.45

E

E

ELATE

R

ROOM: B-233-235 (GCCC, UPPER LEVEL)

In this session we draw from our individual and collective research to disrupt the monolingual perspectives and highlight pedagogies that advance bi-/multilingual students' translanguaging and identity in literacy classrooms. We workshop ways that educators can incorporate translanguaging pedagogies across the literacy block to honor children's identities, languages, and sociocultural resources.

Presenters: Laura Ascenzi-Moreno

Renata Love Jones, Georgia State University

Rebecca Quiñones, New York City Department of Education

Cori Salméron, Georgia State University

K.46 What We Learned, How We Practice: Iowa ELA Teachers Speak to Challenges of Classroom Censorship

S

ELATE

ROOM: ALFRED TIBOR (HILTON 402, LEVEL 3)

Statewide research illustrates that Iowa ELA teachers continue to navigate significant challenges to literature. In this session, presenters discuss statewide data that illustrate teachers' rationales to shift or eliminate curriculum, share teaching insights about their approaches to reading classroom literature, and offer strategies for responding to parent or community censorship demands.

Presenters: JoAnn Gage, Mt. Vernon Community School District

Stacy Haynes-Moore, Coe College

Emily House, Southeast Polk Community School District, Altoona, IA

Nikki Smith, Urbandale Community School District, IA

K.47 Who's Afraid of ChatGPT? Humanizing Practices That Beat the Bot



ROOM: A-110/111 (GCCC, MAIN LEVEL)

If a computer can eerily respond to your prompt in ten seconds... don't panic. In this interactive session, we will offer plans for middle school through college courses that stand up to this challenge. Don't ban AI; plan for AI! You will leave with clear options for classroom practices, a positive vision for what student work can look like in the age of ChatGPT, and access to presenters' slides.

Session Chair: Judith Benchimol, Marymount Manhattan College
Presenters: Eric Abrams, Manhattan Early College School for Advertising
 Claudia Chung, New York Film Academy
 Audra Robb, United Nations International School

K.48 WNDB Presents: How to Fight Book Bans: Authors on Speaking Up and Fighting Back



ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

As book bans continue to rise nationwide, teachers find themselves facing increased hostilities and demands from their communities. These authoritarian censorship attempts are reflective of a political movement to censor books specifically targeting LGBTQ+ and racial content. Authors and teachers must work together to fight back and protect the rights of all children to read widely and diversely.

Presenter: Cornelius Minor, The Minor Collective
Tradebook Authors/Illustrators: Samira Ahmed, Little Brown Books for Young Readers
 Phil Bildner
 Ellen Oh, We Need Diverse Books
 Ashley Hope Perez, Holiday House
 Eliot Schrefer, HarperCollins

K.49 Centering Black Voices and Supporting Black Teachers in Teacher Education



ROOM: A-224/225 (GCCC, UPPER LEVEL)

This session honors and celebrates the voices, experiences, and scholarship of a range of Black educators including Black preservice teachers, Black feminist teacher-researchers, and Black theorists. Additionally, this session explores complex factors related to the lack of Black educators in the teaching workforce. Strategies for bringing Black voices into preservice teacher education curricula will be discussed.

Session Chair: Rebecca E.F. Barone
Presenters: Shamaine Bertrand, The College of New Jersey, "Honoring the OG's: Centering Black Scholars and Theorists in ELA Secondary and Elementary Teacher Education for Liberation"
 Dawnavyn James, University at Buffalo

Shaylyn Marks, California State University, Bakersfield, "Empowering Black Preservice Teachers and Educators"
 Kisha Porcher, University of Delaware, "Honoring the OG's: Centering Black Scholars and Theorists in ELA Secondary and Elementary Teacher Education for Liberation"

K.50 Innovative Strategies for Supporting Postsecondary Writing Development



ROOM: EMA SPENCER (HILTON 402, LEVEL 5)

In this interactive session, attendees will explore teaching practices that help writers develop flexible literacy strategies.

Session Chair: Catherine Gallagher
Presenters: Cedric Burden, Lawson State Community College, "Feedback: The Magical Space where Students and Teachers Connect in the Writing Classroom"
 Olga Garcia, California State University, "How to Turn an Essay into Cardboard"

K.51 Raising Environmental Agency through Eco-Justice Stories



ROOM: A-220/221 (GCCC, UPPER LEVEL)

Panelists share curricular frameworks for promoting eco-justice and student agency through Carl Hiassen's books *Flush* and *Hoot*.

Session Chair: Helen Kreamer, University of Louisiana at Lafayette
Presenters: Tracy Daughtry, Heroes Elementary School, "Power of Young Adult Literature for Leadership Development: An Undergraduate and Elementary Classroom Partnership"
 Amy Garrett Dikkers, University of North Carolina, Wilmington, "Power of Young Adult Literature for Leadership Development: An Undergraduate and Elementary Classroom Partnership"
 Kristin Geren, University of South Florida, "De-mapable Texts: Analytical Adaptations for Understanding Place in Eco-justice Stories-to-Live-By"
 Katharine Hull, University of South Florida, "De-mapable Texts: Analytical Adaptations for Understanding Place in Eco-justice Stories-to-Live-By"
 Alexandra Panos, University of South Florida, "De-mapable Texts: Analytical Adaptations for Understanding Place in Eco-justice Stories-to-Live-By"
 Jenifer Schneider, University of South Florida, "De-mapable Texts: Analytical Adaptations for Understanding Place in Eco-justice Stories-to-Live-By"

K.52 **More Than Meets the Eye: Connecting Students to Graphic Novels to Support Identity Negotiation**

S

ELATE

Rainbow

ROOM: C-160 A/B (GCCC, MAIN LEVEL)

The dynamic relationship between visual representations and written languages in graphic novels can help to represent the interconnecting identities of student readers. This project will draw from recent research on identity-themed graphic novels to provide strategies and resources for teachers to support students experiencing identity negotiation.

Session Chair: Jeff Spanke, Ball State University

Presenters: Christian Hines, The Ohio State University, “Creating Our Own Connections: Exploring the Visual Representations of Black Girls in Comics and Graphic Novels”
Chen Su, Penn State University, “More Than Meets the Eye: Connecting Students to Graphic Novels to Support Identity Negotiation”

Dorothy Sutton, Upper Arlington City Schools, “Choice AAPI Graphic Novels in a High School ELA Classroom”

K.53 **Reimagining Shakespeare through Primary Sources and Inquiry-Based Poetry Units**

S

ROOM: A-112/113 (GCCC, MAIN LEVEL)

An NCTE author shares strategies for making Shakespeare relevant in today’s classroom. The purpose of this presentation is to find relevance in Shakespeare’s sonnets and plays by simultaneously exploring early modern artifacts and sources and today’s pop culture.

Session Chair: Chelsey Barber, Teachers College, Columbia University

Presenter: Sheridan Steelman, Northview High School, “Follow the Yellow Brick Road through Shakespeare’s Sonnets: Alternatives to Teaching the Bard’s Plays” and “Walking in Shakespeare’s Shoes: Connecting His World and Ours Using Primary Sources”

Poster presentations will be held in the Exhibit Hall (GCCC, Expo Hall B, main level).

Presenters will discuss their work during their session time and have the opportunity to leave their posters up throughout the Convention.

Classical to Contemporary: Promoting Intertextuality and Thematic Connect in the 21st-Century Classroom

S This presentation will focus on the thematic relevance of Ovid’s “Metamorphoses” and Vergil’s “Aeneid” in the English secondary classroom. By examining these first-century epics, selected scholarship, and thematically related contemporary texts and authors, students explore the relationship between bodily autonomy and identity among other thematic connections across time and space.

Presenter: Amanda Levit, St. Paul’s School for Boys

Connecting the P.I.E.C.E.S: How “Preservice In-School Educational Collaborative Experiences with Students” Can Build Stronger Teachers/Help At-Risk Students

S Preparing our next generation of teachers is important. In a joint partnership with an underserved school district, the University of Akron ELA Education students are getting hands on experiences helping them prepare and succeed in their future careers. See how your university or high school might connect these pieces to benefit students on both sides while better preparing successful educators.

Presenters: Brittany Lacroix, Barberton High School
William Visco, The University of Akron

Cooperative Critiquing: Training Students to Collaborate Effectively in Peer Critiques

M Teachers use peer critiquing to help students become better writers; however, developing peer groups that work collaboratively to consistently provide useful feedback for each other is challenging. This poster argues for the use of comparative mentor texts and procedural strategies to train students to work collaboratively as they become skilled in providing high quality feedback.

Presenter: Suzanne Kail, Sandy Valley High School

Creating Artifacts of Learning with Thinking Routines

G Project Zero’s Thinking Routines promote students’ thinking by taking what students have learned about and having them synthesize their thoughts to make their thinking visible. Discover when and how using technology tools can amplify these routines and promote equity in your classroom.

Presenter: Debbie Tannenbaum, Fairfax County Public Schools, VA

There Is No Right Answer

M In order to get students to think critically, we have to expose them to complex and nuanced essential questions. Choosing materials that serve as a jumping off point to engage students in these perplexing ideas can open the door to rich learning. Students (and teachers) must become comfortable with the idea that the best question to ask does not have a single right answer.

Presenter: Juliana Neves, Katherine Delmar Burkes School

What Do You Teach in Pre-K? A PLC’s Journey in Creating Early Literacy Common Assessments

E This poster will detail the collaborative process that a Pre-K Professional Learning Community engaged in to create an authentic, meaningful, and developmentally appropriate early literacy assessment plan. Participants will learn about the teacher decision-making process that allowed them to create and implement common assessments.

Presenters: Erynn Mathews-Davis, City Schools of Decatur, GA
Karla Zisook, City Schools of Decatur, GA

Explaining Racially Motivated Killings: The Case of Buffalo



How can we explicitly teach children that the “copycat” syndrome of racially motivated killings is not only illegal and immoral but also ineffective at accomplishing its goal. In this session, you will learn about the key findings, implications, and recommendations of this examination. A new social justice curriculum is offered as a solution to offset these heinous acts of terror.

Presenter: Silvia Lloyd, Poughkeepsie Public Schools

Interactive Read Alouds as Scientific Investigations



A discussion of the parallels found between interactive read aloud techniques and contemporary frameworks of early childhood science education. Using a picture book as an exemplar, this presentation will demonstrate how exploration of a narrative and scientific investigation can be mutually constitutive and supportive of each other.

Presenter: Joseph Spurlock, The Ohio State University

Learning to Be Literate: More than a Single Story



Current media attention reigniting what is known as the “reading wars” has a heavy influence on popular discourse, including legislation. This poster presents a framework for active literacy learning that argues against a forced binary and for productive attention to early literacy attention based on an expanded investigation into systematic research on early literacy across learning perspectives.

Presenters: Deborah MacPhee, Illinois State University
Patricia Paugh, University of Massachusetts, Boston

Leveraging ChatGPT as a Node of Opportunity: Productive Collaboration with AI in YA Literature



ChatGPT challenges educators to reconsider traditional responses to literature. With AI at the forefront of conversations in English education, this poster shares multiple approaches to embrace ChatGPT as a collaborative partner in young adult literature. We demonstrate how this metacognitive approach can be leveraged to build ethical connections between students, technology, and YA literature.

Presenters: Laura Lemanski, Minneapolis College of Art and Design
Megan McDonald Van Deventer, Weber State University
Emily Midkiff, University of North Dakota
Sara Sterner, Cal Poly Humboldt

Do Core Thinking Routines Increase the Multilingual Learners’ Engagement in English Language Learning? A Preliminary Study



This poster presentation will provide initial insights on the effectiveness of TRs as a tool to cultivate MLs’ thinking skills and deepen content learning. Significantly, this is a preliminary result of the observations of whether core thinking routines (TRs) increase the multilingual learners’ (ML) engagement in English language learning. The data include students’ classroom-level participation and formative assessment scores of a group of MLs (grades 1–3) in a public school in North Carolina.

Presenter: Philippe John Sipacio, Public School of Robeson County

Texts in Conversation: The Power of Connection



This session will provide a variety of classroom-ready ways to teach texts in conversation with each other. Pairing texts provides classic canonical works with a fresh relevance for our students, while at the same time promoting diversity and representation in what we teach. We will focus on conventional and unconventional pairings of texts, as well as the practical techniques and tools necessary to make these pairings work in a classroom. Learning is connection; creative pairing makes it happen!

Presenters: Joshua Cabat
Kerry Cowan

A Model for Professional Growth Sustaining Teachers and Empowering Students: A Case Study of the National Writing Project (NWP) within the Boundaries of Expressive Writing Pedagogy



In what ways have experiences with the NWP sustained the professional growth of NWP teacher consultants (TCs)? This case study focuses on seven participants from diverse sites/contexts who have served as TCs, each utilizing elements of Expressive Writing Pedagogy. Data from interviews, artifacts, and video provide insight into conditions and practices essential for sound writing pedagogy and professional growth.

Presenter: Shelly K. Unsicker-Durham, University of Oklahoma

Traversing Multilingual Borderlands as Monolingual Educators: An Initial Implementation of Translanguaging Pedagogy



This study explores the implementation of translanguaging pedagogy in a language arts classroom led by a monolingual white teacher. Using Anzaldúa's borderlands theory, the study explores moments in the implementation that help us understand the shift into a translanguaging classroom. These moments uncover the importance of collegiality, asset-based beliefs and trust in students, and flexibility.

Presenter: Laurie Hahn Ganser, University of Minnesota-Twin Cities

Student Inquiry Projects: Single Stories in Society



How do we frame inquiry projects to engage students in meaningful and sustained research that is important to them and their communities? This poster presents a step-by-step process for leading students through the research process using self inquiry projects. This work centers on the TED Talk by Chimamanda Ngozi Adichie entitled, "The Danger of a Single Story."

Presenters: Melissa Pugliese, Pawling High School
Kasey Stecher, Pawling High School

Chinese ITAs' Teaching Experiences at a US College Campus



Guided by social-cultural constructivist theory (Vygotsky 1978), cultural dimension theory (Hofstede 2011), and community of practice theory (Lave and Wenger 1991), this poster demonstrates a qualitative multiple case study about three Chinese ITAs' teaching experiences in a research-intensive university.

Presenter: Fnu Dawayangzong

Conversations about Climate: Incorporating Eco-Literature in English Classrooms



Currently, conversations about climate are absent from classrooms. And yet, including eco-literature in English classrooms is a simple introduction to conversations about climate for students. This poster will provide a collection of resources for teachers of all experience levels to incorporate eco-literature and climate conversations into the classroom.

Presenter: McKenzie Mann-Wood, Teachers College, Columbia University

Professional Development Boxes to Go



This poster session will show how Professional Development Boxes served up support for teachers, takeout style.

Presenters: Ona Gabriel, State College Area School District
Jodi Kamin, State College Area School District
April Rizzo, State College Area School District
Jennifer Tranell, State College Area School District copresenter
Respondent: Anne Whitney, Pennsylvania State University

Teaching Critical Literacies in an Age of Backlash



This poster session presents my findings from a four-week science-based study of implementing a critical literacy routine. I found that removing points entirely and focusing on the mastery of standards benefits students' creativity and critical thinking. When I remove the pressures of performing, creativity centers itself in the students' minds, allowing them to critically think about puzzles that interest them.

Presenter: Stefanie Guffey

LUNCHEONS—12:30–2:30 P.M.

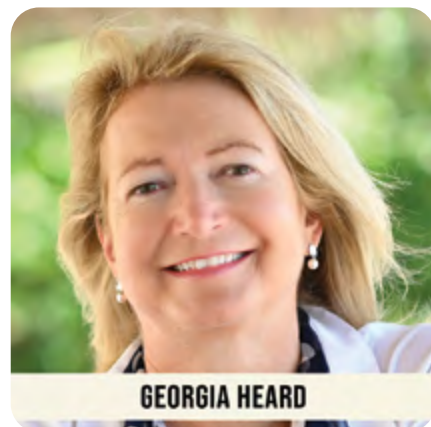
CHILDREN'S BOOK AWARDS LUNCHEON

ROOM: SHORT NORTH B (GCCC, UPPER LEVEL)



Speakers: Nana Ekua Brew-Hammond, Georgia Heard, Dayna Lorentz

NANA EKUA BREW-HAMMOND is the author of *Powder Necklace*, which *Publishers Weekly* called “a winning debut.” She was a 2019 Edward Albee Foundation Fellow, a 2018 Pa Gya! Literary Festival guest author, a 2018 Ake Arts and Book Festival guest author, a 2018 Hobart Festival of Women Writers guest author, a 2017 Aspen Ideas Festival scholar, a 2016 Hedgebrook writer-in-residence, a 2015 Rhode Island Writers Colony writer-in-residence, and in both 2015 and 2014 she was shortlisted for a Miles Morland Foundation Writing Scholarship. In April 2015 she was the opening speaker at TEDxAccra. Every month, Brew-Hammond co-leads a monthly writing fellowship at Manhattan’s Center for Faith and Work.



GEORGIA HEARD holds an MFA in writing from Columbia University and is the founder of The Poet’s Studio, an online platform that offers writing workshops. She taught writing in the New York City schools for over a decade and currently works as a consultant, visiting author, and keynote speaker in school districts and conferences in the US and internationally.

Heard received the 2023 NCTE Excellence in Poetry for Children Award and has written numerous children’s books, including *Welcome to the Wonder House* (co-authored with Rebecca Kai Dotlich) and *My Thoughts Are Clouds: Poems for Mindfulness*. She has also authored many books on teaching writing and poetry, including the forthcoming second edition of *Awakening the Heart: Exploring Poetry in Elementary and Middle School*. For more information about Heard, you can visit her website at www.georgiaheard.com.



DAYNA LORENTZ is the author of *Of a Feather*, the *Dogs of the Drowned City* trilogy, and the *No Safety in Numbers* trilogy. She has worked in and around the foster care system, most recently as a law clerk in the Vermont family courts, and has just started exploring the sport of falconry. Lorentz lives in Vermont with her husband and two children.

2023 AWARD RECOGNITION

ORBIS PICTUS AWARD FOR OUTSTANDING NONFICTION FOR CHILDREN

Presenter: Julia López-Robertson, University of South Carolina, Columbia

Recipient: *Blue: A History of the Color as Deep as the Sea and as Wide as the Sky* by Nana Ekua Brew-Hammond, Illustrated by Daniel Minter (Alfred A. Knopf Books for Young Readers)

CHARLOTTE HUCK AWARD FOR OUTSTANDING FICTION FOR CHILDREN

Presenter: Cecilia Espinosa, Lehman College, CUNY, Bronx, NY

Recipient: *Wayward Creatures* by Dayna Lorentz (Clarion Books)

AWARD FOR EXCELLENCE IN POETRY FOR CHILDREN

Presenter: Mary-Kate Sableski, University of Dayton, OH

Recipient: Georgia Heard

Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

LUNCHEONS—12:30–2:30 P.M.

SECONDARY SECTION LUNCHEON

ROOM: SHORT NORTH A (GCCC, UPPER LEVEL)

Presiding: Josh Thompson, Blacksburg, VA

Speaker: Renée Watson

RENÉE WATSON is a #1 *New York Times* bestselling author, educator, and community activist. Her books have sold over one million copies. Her young adult novel *Piecing Me Together*, received a Coretta Scott King Award and a Newbery Honor. Her children's picture books and novels for teens have received several awards and international recognition. She has given readings and lectures at many places, including the United Nations, the Library of Congress, and the US embassies in Japan and New Zealand. Her poetry and fiction center the experiences of Black girls and women and explore themes of home, identity, and the intersections of race, class, and gender.

A book signing will follow the session.

Secondary Section Steering Committee Members:

Layla Aldousany, North Carolina School of Science and Mathematics, Durham
Susan Barber, Midtown High School, Atlanta, GA
Jacquay Durant, San Bernardino City Unified School District, CA
Angela Moore, Richmond, VA
Rex Ovalle, Cristo Rey Jesuit High School, Chicago, IL
Larry Reiff, Commack, NY
Lisa Scherff, Naples, FL

AWARD RECOGNITION

HIGH SCHOOL TEACHERS OF EXCELLENCE AWARD

Andrea Box, Westwood High School, AZ; Susan Barber, Midtown High School, GA; Megan Twietmeyer, John Adams High School, IN; Natalie Popadich, Grand Blanc Community School, Grand Blanc, MI; Jarod Ockander, David City Public Schools-David City High School, NE; Tiffany Thomas, Hilliard Bradley High School, OH; Jennifer Wells, North Myrtle Beach High School, SC; Laura O'Connor, Phillip High School, SD; Chelsea Curtis, Magna Vista High School, VA; Amber Tilley, Northland Pines School District, WI

PAUL AND KATE FARMER ENGLISH JOURNAL WRITING AWARD

Recipient: Holly Spinelli, "Writing beyond Borders: Latinx Voices in World Literature" (March 2023)

Honorable Mention: Tiffany Bagley, Zachary Dotzler, Julie Husband, Alexis Noring, Clement Peneueta, and Lindsey Sinnwell, "Care-full Conversations in Iowa Schools after House File 802" (May 2023)

ENGLISH JOURNAL EDWIN M. HOPKINS AWARD

Recipients: Renée Gokey and Wendi Sierra, "Conversation Pathways to Stronger Indigenous Representation in English Classrooms" (May 2023)

Honorable Mention: Ryan Schey, Dean Bavisotto, Mollie Blackburn, Katherine Mason Cramer, Ellie Desprez, Danielle Lee, and Heather Mcentarfer, "Affirming Gender Diversity through English Education: Integration, Inquiry, and Inclusion" (June 2023)
Zander Nowell and Alexandria Smith, "Excavating Erased Histories as Culturally Sustaining Instruction" (March 2023)



Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

SATURDAY

L.01

True Events from History That Connect with Life Today: Presenting Authors Whose Books Make History Come Alive in Impactful Ways for Readers

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M
S

ELATE



ROOM: A-210/211 (GCCC, UPPER LEVEL)

Award-winning authors will share their research, writing techniques, and ways they have chosen to inform, inspire, and engage readers. They will share compelling stories that connect the past with current world realities and will discuss how past events have impacted life in today's world, making contemporary issues more understandable for students. Cross-curricular strategies will also be shared.

Presenter: Donna Knoell, Educational Consultant and Literacy Trainer, "Creating Impactful Connections for Students with Compelling Nonfiction Books"

Tradebook Authors/Illustrators: Candace Fleming, Neal Porter Books/Holiday House, "People, Events, and Intrigue—Fascinating Connections That Engage and Bring History and Reading to Life for Students"

P. O'Connell Pearson, Simon & Schuster, "The Reality and Impact of History: We Are Your Children, Too!"

Steve Sheinkin, Macmillan Children's Books, "The Amazing Impact of an Author Who Connects in Person with History and Makes an Impossible Escape Come to Life"

L.02

Researching Gender and Sexuality in the Cis-Heteronormative ELA Classroom

E



ELATE

LGBTQIA+

R

ROOM: A-112/113 (GCCC, MAIN LEVEL)

This panel integrates a plurality of methodological approaches to research gender and sexuality in ELA classrooms. Panelists will share findings from three studies, including an ethnography, quality interview analysis, and content analysis of LGBTQ+ picture books. Findings from these presentations challenge the continued presences of cis-heteronormativity in ELA classrooms.

Session Chair: Wendy Tronrud, Queens College/Bard College

Presenters: Wendy Keyser, Fitchburg State University, "Plot, Characters, and Representation: Patterns and Gaps in LGBTQ+ Children's Books"

Christopher Parsons, Keene State College, "I have things to contribute': Gender Ideologies as Performative Resources for Resistance in ELA Classrooms"

Ryan Schey, University of Georgia, "Youths' Experiences of LGBTQ+ Inclusive Curriculum in a High School ELA Classroom at the Intersections of Sexuality, Gender, Race, and Class"

Alyssa Whitford, Hope College, Holland, MI, "Plot, Characters, and Representation: Patterns and Gaps in LGBTQ+ Children's Books"

L.03

ELATE

Maker Space and ELA: Making the Figurative Literal

ROOM: C-170 (GCCC, MAIN LEVEL)

Does your school have a maker space? Do you want to incorporate technology like 3D printers, laser cutters, etc. into your ELA classroom? This presentation will feature an overview of materials as well as practical application. Participants will leave with ideas for creating interdisciplinary units connecting maker space to informational texts and symbolic literary analysis.

Session Chair: Ina Artzt, Gulliver Preparatory

Presenter: Jennifer Bruesewitz, Bay Middle School, Bay Village City Schools

L.04

E

TE



Learning through Teaching and Inquiry in Writing: A Story of Collaboration and Reflection

ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

Teachers in UNH's professional development community, Learning through Teaching, will share collaborative strategies to teach writing as inquiry including plans, execution, and assessments. We will discuss the forging of writing identities through purposeful and joyful bookmaking, while highlighting the untold moments, reflections that shift thinking, and the community we all need to thrive.

Presenters: Tomasen Carey, University of New Hampshire Whitney Forbes

Ashley Healey, Stratham Memorial School

Thomas Newkirk, University of New Hampshire

Isabelle O'Kane, Stratham Memorial School

L.05

E

M

An Otter, a Camel, a Beaver, a Three-legged Dog, and a Saucy Cat Walk Into a Book...

ROOM: A-110/111 (GCCC, MAIN LEVEL)

Children are constantly looking for ways to connect with others and make sense of their world, but life's challenges can make it tough to develop the relationships needed to mature into empathetic adults. Five children's authors of books with animal characters open the conversation about how animal stories allow readers to embody the perspective of others and connect the dots to their own world.

Tradebook Authors/Illustrators: Katherine Applegate, Feiwel & Friends/Macmillan

Jessixa Bagley, Chronicle Books

H.M. Bouwman, University of St. Thomas/Atheneum/Simon & Schuster

Bruce Cameron

Nanci Turner Steveson, Quill Tree

L.06 **Becoming an Interrupter: Embracing Teaching Standards while Centering Black and Brown Students' Voices as a Measure of Effective ELA Instruction**

G

TE

ELATE

Rainbow

ROOM: B-243-245 (GCCC, UPPER LEVEL)

To showcase the power of teachers and text in countering racial disparities, we share our research working with ELA teachers to incorporate student-centered strategy with King's "I Have a Dream" speech and interviews with youth who name teachers as potential dismantlers of racism. We share our strategy using King's speech and invite participants to reflect on their antiracist practices and identities.

Presenter: Dianne Wellington, Indiana University

L.07 **Building Connections across Silenced Communities: Elevating Voices of Women from the Arab Diaspora**

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ROOM: CHARLIE OWEN (HILTON 402, LEVEL 3)

By highlighting their extraordinary literary skill of turning blank pages into beacons of light and hope, this session emphasizes the importance of reclaiming Arab women's voices and asserting them among the literary greats. Participants will see examples of the works of published Arab writers as well as the publications of the speakers themselves.

Presenters: Kefah Ayesh, Al Ghazaly High School
Zainab Jabak, Alief Taylor High School
Sawsan Jaber, Education Unfiltered Consulting, East Leyden High School
Mona Mustafa, Paterson Charter School for Science and Technology

L.08 **Challenging Perspectives with Multimodal Text Sets**

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ROOM: MARY FRANCES MERRILL (HILTON 402, LEVEL 5)

The use of multimodal text sets help students see connections across new ideas. The use of art, media, graphic novels, and picture books all introduce students to diverse forms and perspectives. We will explore text sets that motivate students to read new books, watch new media, and engage with new ideas. Tools and resources to incorporate multimodal text sets in classrooms will be shared.

Presenters: Ashley Dallacqua, University of New Mexico
Sara Kersten-Parrish, John Carroll University

L.09 **Changing the Narrative: Connecting Indigenous Literature and Community Knowledge to Classrooms**

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ROOM: C-171/172 (GCCC, MAIN LEVEL)

This panel shares insights from a professional learning symposium designed for educators who serve Indigenous students to build their capacity to respectfully and appropriately use Indigenous literature and knowledge in the classroom. We share examples, tips, and strategies to analyze literary representations, recognize local and regional community knowledge, and integrate Indigenous literature.

Presenters: Brooke Curleyhair, Arizona Department of Education
Lauren Spenceley, Arizona Department of Education
Helen Thomas, Arizona Department of Education

L.10 **Connecting Students to Literature through Social-Emotional Learning**

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ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

In this session, participants will learn strategies for engaging students at all grade levels with a wide variety of texts—from picture books to novels and poetry—by helping them connect with the emotions and ideas in what they read.

Presenters: Carol Jago, University of California, Los Angeles
Jori Krulder, Paradise Unified School District
Frank Mata, Eleanor Roosevelt High School Equity, "Focused SEL"

L.11 **Connecting through a Play Exploration: An Educator Think Tank's Study of Play as a Pathway toward Developing a Child's Sense of Self, Community, and Skills**

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ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

Sponsored by the Early Childhood Education Assembly

This session will feature a collaborative network of school-based educators who will share their learnings from an exploration of play in preK–2 classrooms. Participants will leave with practical ways to apply play-based learning to support social-emotional skills, social justice learning, community-building, and literacy development.

Session Chair: Alison Porcelli, Katonah-Lewisboro School District

Presenters: Jackie Kovatch, Katonah-Lewisboro School District
Alexander Long, The Spruce Street School
Lindsay Mann, University of Michigan
Fanny Naula, New Bridges Elementary School
Aida Sanchez-Lobashov, New York City Department of Education/Grant Avenue Elementary School
Shan White, New Bridges Elementary School

L.12 Connecting with Marginalized Scholars: From *The Odyssey* to *Long Way Down*

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Rainbow

ROOM: C-151 (GCCC, MAIN LEVEL)

Six high school English teachers will share how we join classics with YA and modern nonfiction to connect with marginalized students. We will share how to expand traditional units, such as *The Odyssey*, with YA, such as *Long Way Down*, and with modern nonfiction, such as *Enrique's Journey*. Participants will receive units we use to connect to our high poverty, high minority, and multilingual students.

Session Chair: Niniverh Williams, R.B. Stall High School, "Identity within American Literature"

Presenters: Meghan Budde, R.B. Stall High School, "A Hero's Journey: *The Odyssey*, *Long Way Down*, and *Enrique's Journey*"
Saeeda Hugie, R.B. Stall High School, "Connecting Texts with Multilingual Learners"
Karalynn Myers, R.B. Stall High School, "*The Odyssey* and *Long Way Down*"
Adele Scott, R.B. Stall High School, "Pairing *To Kill A Mockingbird* and *Just Mercy*"

L.13 Fostering Connections: Centering South Asian Identity and Culture in the Classroom

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ROOM: D-283/284 (GCCC, UPPER LEVEL)

When students from the Indian diaspora don't see themselves in stories, they can feel left out, misunderstood, or invisible. This panel of authors, educators, and literacy advocates will highlight nuanced stories and personal, relatable experiences encompassing universal emotions, and go beyond cultural tokenism and monolithic culture. Attendees will leave with classroom resources and activities.

Presenters: Jyoti Gopal, Author/Educator
Tradebook Authors/Illustrators: Nadia Salomon, Penguin Young Readers/Viking Books
Sheetal Sheth, Penguin Random House
Meera Sriram, Knopf

L.14 Global Citizenship Viewed through Multicultural Experiences

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ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)

Sponsored by the Standing Committee on Global Citizenship

NCTE's Standing Committee on Global Citizenship has played a leadership role for many years in defining, discussing, and encouraging global citizenship at the academic level, in the classroom, and at the popular level. This forum provides an opportunity for literary, academic, and educational leaders from multicultural backgrounds to discuss how they view global citizenship in the year 2023.

Presenter: Heerak Kim, District of Columbia Public Schools

L.15 Growing Readers: Linking Texts, Talk, and Teaching Strategies

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ROOM: C-150 (GCCC, MAIN LEVEL)

Sponsored by the Early Childhood Education Assembly

Join three enthusiastic and passionate educators to discover how merging rebellious read alouds, short bursts of shared reading, and strategies for growing independent readers will engage and motivate your learners. Leave this session with actionable ideas tied to picture books that accurately represent and are created by people with varied voices. We look forward to connecting with you!

Presenters: Vera Ahiyya, The Tutu Teacher, "Rebellious Read Alouds"
Juan Edgar Gonzalez Jr., Lobit Elementary, Dickinson, TX, "Growing Independent Readers"
Maria Walther, Maria P. Walther LLC, Aurora, IL

L.16 How Are the Children?: Using a Podcast as a Text and Leveraging Conexiones to Engage Students in Social Emotional Practices

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ROOM: A-120/121 (MAIN LEVEL)

This session shares practices to leverage conexiones when there is a cultural mismatch between students and teachers. It demonstrates how to use podcasts as texts to engage students in critical discussions. Finally, the session illustrates how to impact a student's socioemotional needs, in the midst of a society that values production and conformity over students' mental health.

Presenters: Shamaine Bertrand, The College of New Jersey
Heidi Fliegelman
Kisha Porcher, University of Delaware

L.17 How Do You Meme? Connecting Critical Memetics and English Education**ROOM: B-130-132 (GCCC, MAIN LEVEL)**

Memes, memetic videos, and graphica are units of cultural transmission that use multimodal designs to be composed (Jiménez et al. 2017), digital mediums to be disseminated (Dynel 2021), and critical and civic literacies to be interpreted (Morrell 2010; Mirra & Garcia 2020). Participants will explore various dimensions of memetic texts from critical angles with practical classroom applications.

Session Chairs: Darren Crovitz, Kennesaw State University
Leah Panther, Mercer University

Roundtable Leaders: Katherine Batchelor, Miami University
Noah Brewer, "Critical Media Analysis through Memes:
Considerations and Applications for ELA Classrooms"

Jennifer Dail, Kennesaw State University
Michelle Devereaux, Kennesaw State University

Caitlin M. Donovan, North Carolina State University
Marsha Hook, "Critical Media Analysis through Memes:
Considerations and Applications for ELA Classrooms"

Karis Jones, SUNY Empire State College, "Integrating Webcomics
into Classroom Instruction"

Beth Krone, "Repurposing Problematic Memes in a Middle School
Superhero Storytelling Project"

Dominique McDaniel, Kennesaw State University

Matt Osborn, "Critical Media Analysis through Memes:
Considerations and Applications for ELA Classrooms"

Chris Palmer, "Using Memes to Teach Linguistic Concepts in the
ELA Classroom"

D.J. Ralston, "Young People Reading and Writing the World through
Meme Curation, Creation, and Critical Conversation"

Paul Siegel, "We're Not Joking Anymore: Context, Audiences, and
Memetics"

Amber Stacho, Miami University, "The Meme Museum: Depictions
and Analysis of COVID-19 with High School Students"

Scott Storm, Bowdoin College

Sandra Vanderbilt, "Young People Reading and Writing the World
through Meme Curation, Creation, and Critical Conversation"

Rachael VanDonkelaar, "We're Not Joking Anymore: Context,
Audiences, and Memetics"

L.18 In Search of Authenticity: Connecting Students to the World through Place-Based Writing**ROOM: DIANE POWELL DAX (HILTON 402, LEVEL 5)**

Looking for ways to help students make meaningful connections with the world beyond school? Place-based writing is one promising way to do just that. In this session, four teachers explore ways to facilitate experiences wherein students are asked to make connections with nature, their local community, and the virtual world, and in the process engage in a range of authentic writing activities.

Presenters: Merrilynne Lundahl, Southern Oregon University
Amanda Montgomery, Park Street Elementary
Rob Montgomery, Kennesaw State University
Clarice Moran, Appalachian State University

L.19 Life-Affirming Schools³ Cipher: Schoolwide People, Practices, and Policies for Culturally Sustaining Literacy Praxis**ROOM: A-216 (GCCC, UPPER LEVEL)**

In this presentation, we invite dialogue in the format of a cipher about life-affirmation to the third power, engaging the locations, actions, and impacts of schoolwide practices and policies grounded in culturally sustaining principles. We offer examples of agency, contending with oppression, and critically centering communities of Color through culturally sustaining literacy praxis.

Presenters: Alicia Arce-Boardman
Kindel Nash, Appalachian State University
Roderick Peele
Bilal Polson, Northern Parkway School
Erik Sumner

L.20 Lifelong Literacy for All: I ke i ke au nui, me ke au iki (Know the Big Currents and the Little Currents)**ROOM: B-233-235 (GCCC, UPPER LEVEL)**

This session will explore how a diverse group of stakeholders from our island home of Hawai'i came together to create a statewide literacy plan that honored a variety of perspectives and networks, and the resulting deep work of one particular network of eleven schools in Leeward Oahu that worked collectively to improve literacy for their students in a way that honored their unique voices.

Presenters: Jessica Kato, Literacy Coach
Petra Schatz, Hawaii Department of Education
Jen Slotter, James Campbell High School

L.21 Looking Back to Look Forward: The Power of Historical Fiction and Fantasy to Process Contemporary Events**ROOM: A-212/213 (GCCC, UPPER LEVEL)**

Historical fiction can serve as a doorway for students to understand events in the present. This panel of authors and educators will discuss ways to use historical fiction and fantasy in the classroom to facilitate comprehension of contemporary world events across the spectrum of human experience, from war and social justice to inspiring stories of resilience and ingenuity.

Moderator: Linda Oehler-Marx, New Paltz Central School District

Presenters: Ellen Oh, We Need Diverse Books
Anne Ursu, HarperCollins

Tradebook Authors/Illustrators: Kate Albus, Margaret Ferguson
Books at Holiday House
Jewell Parker Rhodes, HarperCollins
Alysa Wishingrad, HarperCollins

L.22 Making Connections and Building Bridges for Diverse Learners through Math-Related Books



ROOM: ALFRED TIBOR ROOM (HILTON 402, LEVEL 3)

Sponsored by Mathical

This session is related to the Mathical Prize, “which is an annual award for fiction and nonfiction books that inspire children to see math in the world around them.”

Presenters: Gabriella DeHaan, San Bernardino City USD, “Conexiones: Communicate, Collaborate, Create to Support Multilingual Learners and Their Families”
Terrell Young, Brigham Young University, “Using Biography Breaks to Help Math-Loving Learners Connect with Literacy”

L.23 Making Room for Writing: Joyful and Collaborative Writing Practices as the Anti-AI



ROOM: AMINAH ROBINSON GRAND BALLROOM B (GCCU, LEVEL 5)

Sponsored by the Middle Level Section Steering Committee



Rainbow

In this interactive roundtable session, you are invited to learn with fellow scholars and practitioners about best writing practices that require live, active engagement—something no AI can reproduce. Join this session to see how teachers are able to have it all by leveraging joy in classroom writing communities where you don’t have to choose between authentic writing, rigor, and creativity.

Presenters: Alexander Corbitt, The Bronx School of Young Leaders
Alethea Maldonado
Sonam Shahani, Middle Level Educator
Vane Smith-Matsalia, San Bernardino City Schools

L.24 Multicultural Book Clubs in Three Classroom Communities: Fostering Critical Inquiry through Student-Led Discussion and Culturally Conscious Texts



ROOM: D-281-282 (GCCC, UPPER LEVEL)

Explore three unique models for implementing multicultural book clubs in a middle school classroom, college literature course, and methods course for preservice teachers. Presenters share their strategies to foster critical, reflective inquiry in each context as they aim to bridge cultural gaps, promote multicultural understandings, and provide a springboard for culturally relevant conversations.

Presenters: Sara Hoeve, Hope College
Steffany Comfort Maher, Indiana University Southeast, New Albany
Katie Sluiter, Wyoming Public Schools

L.25 Networking in Classrooms: Finding Readers’ Self in Common with Peers



ROOM: B-240-242 (GCCC, UPPER LEVEL)

Which classroom networks inspire deeper engagement with text and positive self-perception? In this session, a trio of educators will share how to identify and create networks that help readers name their own strengths and use them to contribute in shared experiences. Participants will view videos, study student work, and affective assessments that show shifts in perception over time.

Presenters: Gravity Goldberg, Gravity Goldberg, LLC/Corwin
Molly Ness, Learning Ally
Justin Stygles, Portland Public Schools/Corwin Literacy

L.26 Now the Hard Work Begins: Inviting Writers to Use AI Tools



ROOM: GINA KNEE (HILTON 402, LEVEL 4)

AI offers a new set of generative complications for students and teachers, pushing us all to begin the hard work of collaborating with robot writers. Rather than seeing AI as a tool for cheating, we will share activities and ideas for guiding students as they engage, ethically, with AI writing generators to play with ideas, leading them to then plan, draft, and revise their writing.

Chairs and Speakers: Troy Hicks, Central Michigan University
Kristen Turner, Drew University/Drew Writing Project
Presenters: Amanda Cornwell, Central Michigan University
Sharon Murchie, Chippewa River Writing Project/Okemos High School
Andy Schoenborn, Chippewa River Writing Project

L.27 Quintessential Literary Connections: Centering Black Community in the Classroom



ROOM: PHEORIS WEST ROOM A (HILTON 402, LEVEL 3)

Four award-winning Black children’s book authors, including two educators, will share experiences and strategies for building community in classroom environments. This session will incorporate inclusive literature from the African Diaspora as a tool to foster connection across regions, cultures, and generations. A curated book list will be provided to attendees.

Presenters and Tradebook Authors/Illustrators: Tameka Fryer Brown, Society of Children’s Book Writers and Illustrators
Sharon Langley, Society of Children’s Book Writers and Illustrators
Kelly Starling Lyons, Society of Children’s Book Writers and Illustrators
Torrey Maldonado, Penguin Random House, “Connecting through Short Stories: Empowering Students to Analyze and Create Stories That Honor Their Cultural Identities”

L.28 Reimagining Humanities: Connecting Novels and Research Projects to Culturally Sustaining Text Sets



ROOM: C-162 A/B (GCCC, MAIN LEVEL)

Explore ways that text sets create new pathways between students' lives and the curriculum. We present novel units with text sets created by the Reimagining Humanities Education Project. Research based tasks, primary source analysis, and visual thinking strategy activities accompany each unit. Teachers receive an introduction to a website that provides access to materials and free curricula.

Presenters: Leo Gordon, Brown University, "Connecting Young Adult Literature to Complex Text Sets"
Sarah Hoxha, Brown University, "Connecting Young Adult Literature to Complex Text Sets"
Laura Snyder, Brown University
Theresa Siemer Thanos, St. Cecilia's School, "Connecting Text Sets to Spark Middle School Student Writing and Research"

L.29 Relational Poetic Practice: How Poetic Thinking Empowers Teachers to Author Their Own PD



What, dear teacher, do you need? Poetry has a lot to teach us about healing and agency. We share a groundbreaking study of teachers' poetry to unapologetically amplify teacher voices, centering a practice that values a teacher's whole self—the margins, stanzas, words, and silences. Join us. Be. Listen. Write. Witness. Heal. We will offer ideas to launch your self-authored poetic PD path.

Presenters: Maureen Daley, Homewood School District (retired)
Sarah Donovan, Oklahoma State University
Jennifer Jowett, St. Gerard School
Denise Krebs, Al Raja School (retired educator)

L.30 Teacher-Action-Researchers Come Together for Social Action: Illuminating Pathways for Championing Curricular and Instructional Change in Challenging Times



ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)

Join the conversation! Connect with teacher-researchers whose action research in classrooms, schools, and learning communities propels them to advocate for meaningful shifts in instruction and, in turn, student learning and agency. Participants and presenters co-examine how action research for social change sustains teachers' powerful advocacy for equitable literacy instruction in local contexts.

Presenters: Raquel Armas, Hamlin Upper Grade Center, District 125/Illinois State University, "Teaching Diverse Texts:

How Students Foster a Brave and Safe Space to Use Lived Experiences as Meaning Making Assets"
Robin Atwood, South Mississippi Writing Project
Leah Barnett, Oakland-Flint Writing Project/Royal Oak Schools, "Service Learning to Build Student Agency and Civic Engagement"
Kaitlyn Blake, Clinton High School/Illinois State University, "Teaching for Growth"
Rachel DeLeon, Bolingbrook High School/Illinois State University, "Using Authentic Audience to Engage Students in the Work of English Language Arts"
Linda Denstaedt, Oakland-Flint Writing Project, "Writing Future Me: Writing That Develops Identities for a Future Self"
Mark Dziedzic, Greater Madison Writing Project/University of Wisconsin-Madison, "Thinking Partners: The Power of Retired Educators as Thinking Partners in Action Research"
Shonterrius Lawson Fountain, Birmingham Public Schools
Nicole Hackney, Heyworth High School/Illinois State University, "Writing Conferences: Incorporating Dialogic Teaching to Support All Learners"
Terrelle Jackson, Lanphier High School/Illinois State University, "Using an Urban Literacy Framework to Improve Urban Literacy Learning"
Richard Koch, Adrian College/Western Pennsylvania Writing Project, "Trauma-Informed Teaching Plus Mindfulness—Achieving Quality Writing and Healing: Our Students Need Both"
Danielle Lillge, Illinois State University
Jennifer Magee, Greater Madison Writing Project. Northside Elementary School, Middleton, WI
Laura Mahler, Clarkston Community Schools/Oakland-Flint Writing Project, "Using Text-Sets to Build Student Agency and Civic Engagement"
Shannon Maney-Magnuson, Illinois State University
Bryn Orum, Greater Madison Writing Project/University of Wisconsin-Madison, "Thinking Partners: The Power of Retired Educators as Thinking Partners in Action Research"
Colleen Paul, Quincy Senior High School/Illinois State University, "From Global to Local and Back: An Examination of Critical Global Literacies in the English I Classroom"
Laura Roop, Western Pennsylvania Writing Project, "Writing Future Me: Writing That Develops Identities for a Future Self"
Cassy Wicks, Tremont High School/Illinois State University, "The Effects of Formative Assessment and Feedback on High School Students' Writing Process"
Catherine Williams, South Mississippi Writing Project

L.31 Teachers as Readers: Creating Time for a Joyful Reading Life

ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

This session invites teachers to reflect on their reading lives and discuss reading joy with others. Through a series of turn-and-talks followed by share-outs, participants will discuss reading rituals, share book recommendations, and identify implications for classroom practice. Participants will also hear six award-winning authors discuss their reading lives and books currently on their stack.

Presenters: Jennifer Buehler, Saint Louis University
Donalyn Miller, The Book Whisperer, Inc.

Tradebook Authors/Illustrators: Daniel Nayeri, Levine Querido
Dawn Quigley, Author/Educator, Fond du Lac Tribal and
Community College

Jewell Parker Rhodes, HarperCollins

Dashka Slater, Macmillan Children's

Cynthia Leitich Smith, HarperCollins

Matt Tavares, Candlewick Press

L.33 The New Writers' Workshop: Creating Social Spaces to Promote Antiracism and Activism



ROOM: A-114/115 (GCCC, MAIN LEVEL)

This session highlights the work of elementary teachers and teacher educators who engage in antiracist advocacy work through elementary writers' workshops. It provides teachers with theoretical constructs, resources, and ideas for engagement to establish classrooms where children explore and celebrate diverse identities while advancing positive social change through writing and publishing.

Presenters: Douglas Kaufman, University of Connecticut
Tracey Lafayette
Michelle McKnight

L.34 The Texts, the Tasks, and the Talk: Navigating the Decisions We Make When Using Children's Literature




ROOM: PHEORIS WEST ROOM B (HILTON 402, LEVEL 3)

This session expands on what it means to communicate and collaborate on topics related to children's literature and literacy education. The three presentations focus on exploring children's literature, learning specific graphical literacy skills, and creating text sets to support curriculum integration and the needs of students.

Presenters: Georgia Bunnell, Utah State University, "Addressing Graphical Literacy Skills Instruction and Complex Graphics"
Jenette De Oliveira, Utah State University, "Creating Text Sets for Multiple Purposes in the Early Childhood Classroom"
Amanda Deliman, Utah State University
Marla Robertson, Utah State University, "Addressing Graphical Literacy Skills and Complex Graphics"
Jennifer Smith, Texas Christian University, "Reading, Discussing, and Exploring Children's Literature"

L.35 The Voices Singing from beyond the Bars: Learning from Previously Incarcerated Black Males to Create Restorative ELA Education




ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

This study explores the relationship between literacy and incarceration. Using narratives of previously incarcerated Black men, I argue for culturally expansive definitions of literacy and assessment to account for cultural and social differences in how young Black males engage in literacy. I recommend a reconceptualization of literacy instruction and evaluation that accepts diverse literacies.

Presenter: Mario Worlds

L.37 Tomás Rivera Award Books: Teaching Transformative Conexiones with Border Narratives

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ROOM: A-226 (GCCC, UPPER LEVEL)

Members of the Tomás Rivera Awards National Committee, elementary teachers and authors, will present award-winning books that follow a story pattern of “break, repair, transform.” We extend critical reading pedagogy by highlighting the connections between artistic metaphors and their potential for representing and activating social justice.

Presenters: Denise Davila, The University of Texas at Austin
Patricia Enciso, The Ohio State University
Jesse Gainer, Texas State University-San Marcos, “Conexiones con Escuelas y Fronteras: Connections with Schools and Borders”
Sergio Martinez, Texas State University-San Marcos
Janie Serna, Columbus Spanish Immersion Academy, Columbus City Schools, “Repairing and Transforming Reading with Tómas Rivera”
Nancy Valdez-Gainer, Texas State University
Patricia Vazquez, Columbus Spanish Immersion Academy, Columbus City Schools, “Repairing and Transforming Reading with Tómas Rivera”

Tradebook Authors/Illustrators: Xelena Gonzalez, “Authors Creating Reparations and Transformations in Border Narratives”
Yuyi Morales, Simon & Schuster, “Authors Creating Reparations and Transformations in Border Narratives”

L.38 Two Years in the Lives of Two Teachers: Doing and Becoming through Connections

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ROOM: A-122/123 (GCCC, MAIN LEVEL)

Two teachers and three teacher educators reflect on wobble moments in their first years as secondary teachers. We focus on the ways various professional connections and relationships supported and, at times, hindered our becoming teachers. The stories were generated through a multi-year study of thirteen novice teachers at four sites across the US.

Session Chair: Bob Fecho, Teachers College, Columbia University
Presenters: Dawan Coombs, Brigham Young University
Emelio DiSabato, Seattle Girls’ School
Rachel Knecht Scott, University of Nevada, Reno
Trevor Stewart, Virginia Tech

L.39 We’re All in This Together: Using Co-Writing as a Classroom Exercise

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NATIONAL WRITING PROJECT

ROOM: D-180/181 (GCCC, MAIN LEVEL)

A group of co-writing authors will discuss writing craft and how working together can be replicated in a classroom setting, providing students the opportunity not only to brainstorm ideas, plus draft and revise assignments together, but to foster excitement about writing collaboratively. Educators will return home with strategies for how to integrate collaborative writing into their curricula.

Tradebook Authors/Illustrators: Chris Baron, Feiwel & Friends/Macmillan
Rajani LaRocca, HarperCollins/Abrams/Penguin Random House/Candlewick
Anna-Marie McLemore, Macmillan
Elliott McLemore, Macmillan
Nicole Melleby, Algonquin Young Readers
Andrew Sass, Little, Brown Books for Young Readers

L.40 Working within and beyond Curricular Limits: Teachers Designing Equity-Focused Quad Text Sets

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ROOM: A-220/221 (GCCC, UPPER LEVEL)

How can educators exercise their own professional agency while following prescribed curriculum—and help work for justice? This panel will (1) share the experiences of secondary English teachers, an instructional leader, and professors as they implemented the equity-focused quad text set approach within mandated materials, and (2) invite participants to use free resources to begin their own work.

Presenters: Lisa Ali-Turner, Appoquinimink School District, “Addressing Shortfalls with HQIM”
Jennifer Fox, Cantwell’s Bridge Middle School
Jill Flynn, University of Delaware
Anthony Greenstine
Drew Keohane, Odessa High School
Kaitlin Jordan-Jakin, Louis L. Redding Middle School
William Lewis, University of Delaware, “The Equity-Focused Quad Text Set Framework”

L.41 Reconnecting Students to Reading and Writing**S** ROOM: B-246 (GCCC, UPPER LEVEL)

This session offers practical strategies to help engage difficult-to-reach students in order to help them reconnect with reading and writing. Participants will be invigorated with ideas and resources.

Presenters: Vivett Dukes, Teachers College, Columbia University, “When Older Students Struggle to Read: Keys to Effective, Respectful, and Accelerative Foundational Skills Instruction”
 Matthew Johnson, Ann Arbor Public Schools, MI, “Purposeful and Pleasurable: Practical Steps to (Re)Connect Adolescent Males with Reading and Writing”
 Jennifer McMahon, “When Older Students Struggle to Read: Keys to Effective, Respectful, and Accelerative Foundational Skills Instruction”
 Kari Roan, Rushing Middle School, Prosper ISD/Corwin Lit, “Purposeful and Pleasurable: Practical Steps to (Re)Connect Adolescent Males with Reading and Writing”

L.42 Write Here and Now: Finding the Zen in Their Pen**S** ROOM: MILTON CANIFF (HILTON 402, LEVEL 3)

This presentation emphasizes the “conexiones” between teachers and students during the important feedback process for various writing activities in the literacy classroom. Participants will not only learn how to reduce stress, tension, and anxiety in their reluctant student writers by applying mindfulness and Zen-inspired techniques.

Session Chair: Jillian Kneeland, University of Colorado, Boulder
Presenters: Dan Tricarico, West Hills High School, “Write Here and Now: Finding the Zen in Their Pen”
 Karen Wink, US Coast Guard Academy, “Response or Reaction? Connecting with Emotions in the Feedback Process for Student Writing”

L.43 Diverse and Digital Picture Books in Preservice Teacher Education**TE** ROOM: A-224/225 (GCCC, UPPER LEVEL)

These presentations take three different approaches to bringing picture books into preservice teacher education: creating digital picture books, integrating diverse picture books in rural schools, and integrating Middle Eastern picture books. Challenges and successes of these approaches will be shared.

Session Chair: Amanda Materre
Presenters: Meral Kaya, CUNY Brooklyn College, “Middle Eastern Children’s Literature through ‘Mirrors, Windows and Sliding Doors’ in Preservice Teacher Education”
 Kathrina O’Connell, Bemidji State University, “Connecting Preservice and Classroom Teachers with Diverse Picture Books in Rural Schools”

Eileen Shanahan, Northern Kentucky University, Highland Heights, “Thinking Like a Reader, Thinking Like a Writer: Shifting Stances in Digital Picture Book Creating”
 Emily Zuccaro, Eastern Kentucky University, “Thinking Like a Reader, Thinking Like a Writer: Shifting Stances in Digital Picture Book Creating”

L.44 Multilingual Learners, Multilingual Connections**S** ROOM: C-160 A/B (GCCC, MAIN LEVEL)

This session provides participants with concrete strategies and pedagogy for supporting multilingual learners in their growth as readers and writers in ways that honor students’ linguistic and cultural repertoires and center their voices and agency.

Session Chair: Rosemary Oliphant-Ingham, University of Mississippi
Presenters: Xiaochen Du, Jump Emerging Dual Language School, “Making Sense of Transnational Schooling Experiences through Multilingual Writing: A Letter from a Transnational Youth to His Teachers”
 Tairan Qiu, “Making Sense of Transnational Schooling Experiences through Multilingual Writing: A Letter from a Transnational Youth to His Teachers”
 Michelle Wagner, Phoenix Union High School District, “Teachers’ Collaboration Ignites Learning among ELL and Regular English Students”

L.45 Queer Conexiones in the Teaching of LGBTQIA+ Young Adult Literature**S** LGBTQIA+ ROOM: A-222/223 (GCCC, UPPER LEVEL)

This panel explores the queerness of teaching LGBTQIA+ young adult literature (YAL) today. Panelists explore the value of podcasts, curricular design, and queer theory for engaging young people in exploring their LGBTQIA+ identities. Audience members will walk away with practical approaches for challenging tropes in LGBTQIA+ YAL through the use of technology and curricular design, including podcasts.

Session Chair: Nicole Ryan
Presenters: Gabriel Acevedo, Arizona State University, “‘Putting yourself out there’: Podcasting about Queer Young Adult Literature and Identity in the English Classroom”
 Jill Ceneskie, Olentangy High School, Lewis Center, OH, “Out at 40: Why Inclusive Representation Matters for LGBTQIA+ Students (and Staff!)”
 Kristen Srsen Kenney, Bay Village Schools, “Giving LGBTQIA+ Students Opportunities to ‘See’ Their Journeys in the Classroom”

L.46 Stories and Pictures: Approaches to the Intersection of Text and Image

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NWP
NATIONAL WRITING PROJECT

ROOM: D-182/183 (GCCC, MAIN LEVEL)

ELA educators understand the powerful connection between stories and images. This panel features sessions on a collaborative project using storyboards as an instructional practice, a framework for selecting picture books for the secondary classroom, and methods of using children's stories to foster intercultural connection and understanding.

Session Chair: Jackie Mercer, Youngstown State University
Presenters: Lauren Davenport, "Insight on Sight: An Intercultural and Interschool Literacy Project"
 Sarah Honore, Houston ISD, "Picture This! A Framework for Selecting Picture Books for the Secondary Classroom"
 Rabiah Khalil, McDonogh School, Owings Mills, MD, "Insight on Sight: An Intercultural and Interschool Literacy Project"
 Ramona Puchalski-Piretti, Conard High School, "Storybooks Are for Everyone: Using Children's Storybooks to Make Connections across Cultures and Create Pathways to Complexity"

L.47 Expanding Critical Lenses on Children's and Young Adult Literacies

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ROOM: A-214/215 (GCCC, UPPER LEVEL)

This panel highlights critical lenses on literacies and communities that are currently underexamined. Paper 1 explores how multiple frames about dis/ability might support analysis of characters in YA fiction. Paper 2 highlights literacies of place in rural midwestern and Appalachian communities. Paper 3 examines representation of diverse religious identities, practices, and communities in YA novels.

Session Chair: Nadine Bravo, University of Southern Maine
Presenters: Amy Azano, Virginia Tech, "Reading and Writing Place: Connecting Rural Schools and Communities"
 Erika Bass, University of Northern Iowa, "Reading and Writing Place: Connecting Rural Schools and Communities"
 Heidi Hadley, Missouri State University, "Religious Literacy Is Equity Literacy: The Representation of Religious Identities and Communities in Award-Winning YA Novels"
 Christopher Olshefski, Winchester Thurston, "Religious Literacy Is Equity Literacy: The Representation of Religious Identities and Communities in Award-Winning YA Novels"
 Melissa Schieble, Hunter College, "Disentangling the Discourses of 'Disability' in Young Adult Fiction: Depicting Tourette Syndrome"
 Kate Soules, Religion and Education Collaboration, "Religious Literacy Is Equity Literacy: The Representation of Religious Identities and Communities in Award-Winning YA Novels"

L.48 Students Making Connections with Their Languages and Communities

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Rainbow

ROOM: EMA SPENCER (HILTON 402, LEVEL 5)

This session shares ideas for multilingual students' autobiographical writing; discusses Asian American students' agency in negotiating their bilingual and biliterate identities; and presents ways to highlight unknown collective histories between Asian and Latine/x communities in the ELA classroom.

Session Chair: Melinda Butler, University of Southern Maine
Presenters: Christine Feliciano-Barrett, Teachers College, Columbia University/New York City Department of Education, "Through Thick and Thin: Latine/x and Asian Critical Connections in the Secondary ELA Classroom"
 Diana Liu, New York City Department of Education/Teachers College, Columbia University, "Through Thick and Thin: Latine/x and Asian Critical Connections in the Secondary ELA Classroom"
 Qinchun Li, "Asian American Children's Bilingual Practices as Counterstories of 'Forever Foreigner' and 'Model Minority' Stereotypes"
 Sarah Campbell, "Autobiographical Narrative Writing with Multilingual Learners: Conexiones and Opportunities for Understanding"

L.49 A Renaissance of Revolutionary Love in Teaching and Learning

G

ROOM: B-140-142 (GCCC, MAIN LEVEL)

Sponsored Exhibitor Session from Scholastic

Join the authors of *Revolutionary Love* and *Revolutionary Love for Early Childhood Classrooms* for a dynamic session filled with practical strategies for rejuvenating teaching and learning in classrooms. Authors will engage participants in thinking about what they Believe; Know; and Do in classrooms. Don't miss this opportunity to transform your teaching approach and foster a deeper sense of inclusivity and connection in your classroom.

Presenters: Gloria Boutte, University of South Carolina
 Eliza Braden, University of South Carolina
 Nathaniel Bryan, Miami University
 Michele Myers, Wake Forest University
 Sanjuana Rodriguez, Kennesaw State University
 Natasha Thornton, Thornton Educational Consulting
 Kamania Wynter-Hoyte, University of South Carolina

L SESSIONS — 1:15–2:30 P.M.

L.50 Your Guide to Reimagining Peer Review in Your Classroom**M**
S**ROOM: B-143-145 (GCCC, MAIN LEVEL)****Sponsored Exhibitor Session from Write the World**

Peer review not only gets students writing and editing; it can also help you embed SEL, cultural competency, and AI discernment into your curriculum! Hear from Universal Design for Learning expert Billie Fitzpatrick, who will share instructional strategies (from 10+ years of research) that you can implement right away. Attendees will receive a published journal of mentor texts and resources.

Presenter: Billie Fitzpatrick, CAST Publishing/Write the World Board of Advisors

L.51 Trailblazing the Taboo: Pairing Texts to Trouble Canonical Themes in Literature**M**
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ELATE**ROOM: ROMAN JOHNSON ROOM (HILTON 402, LEVEL 3)**

Beginning with an exploration of toxic masculinity and critical pedagogy, this session will offer educators authentic practice as questioners of the status quo. Engaging in hands-on collaborative work, participants will deconstruct paired chapters that explore toxic masculinity. Following this, participants will share ideas for traditional and alternative assessments for their own classrooms.

Presenters: Natalie Chase, Fitchburg State University
Annamary Consalvo, The University of Texas at Tyler
Katharine Covino-Poutasse, Fitchburg State University

L SESSIONS — 1:25–2:30 P.M.

L.52 TYCA Member Gathering**G****ROOM: WINDOWS (GCCC, HYATT ACCESS)**

The Two-Year College English Association (TYCA) member gathering is for literacy educators who teach first-year and second-year college courses, including dual credit high school teachers and part-time adjuncts. Learn about professional opportunities, exchange ideas, and explore resources for equitable and effective teaching.

Session Chair: Joanne Baird Giordano, Salt Lake Community College

Presenters: Anne Canavan, Salt Lake Community College, UT
Robert Derr, Clark State College, Springfield, OH
Kris Fink, Portland Community College, WA
Thomas Geary, Tidewater Community College
Darin Jensen, Salt Lake Community College, UT
Sarah Z. Johnson, Madison Area Technical College, WI
Leigh Jonaitis, Bergen Community College
Mary Jo Keiter, Holyoke Community College, MA
Suzanne Labadie, Oakland Community College, Auburn Hills, MI
Rob Lively, Truckee Meadows Community College, Reno, NV
Teresa Lopez, Pellissippi State Community College, Knoxville, TN
Stephanie Maenhardt, Salt Lake Community College, UT
Bruce Martin, Lone Star College-North Harris
Jackie Scott, Community College of Baltimore County, MD
Kiera Squires, Columbia Basin College, Pasco, WA
Stacy Wilson, Mesa Community College, AZ
Allison Laubach Wright, Lone Star College, Houston, TX

Poster presentations will be held in the Exhibit Hall (GCCC, Expo Hall B, main level).

Presenters will discuss their work during their session time and have the opportunity to leave their posters up throughout the Convention.

“Can I say it?” Elementary Preservice Teachers Examine Lived Linguistic Experiences to Create Linguistically Safe Spaces for Students

E This session focuses on activities elementary preservice teachers engaged in to examine their lived linguistic experiences, and to begin pushing against unintentional language bias/de-prioritization. Through open dialogue and exploration, they identified specific shifts they would make in their reading and writing practices to create a linguistically safe space for all students.

Presenter: Jen McCreight, Hiram College

Building Culturally Sustaining Classroom Communities through Practical Literacy Strategies

G This poster presentation will share literacy strategies to build culturally sustaining K–12+ classroom communities. These research-based activities promote connection and intercultural communication. Learning about students’ cultural diversity while engaging in literacy development is an effective way to integrate literacy content and culturally sustaining classroom communities.

Presenter: Luz Bersh, Minnesota State University-Mankato

Connecting Standards to Reading Workshop

M In this poster, I offer suggestions for how to fulfill our commitments to both the state and our students through reading workshop. A few simple structures allow us to cover standards and develop reading lives at the same time.

Presenter: Andrew Filler, Howard Gardner, MI, Charter School

Finding Conexiones in Latinx YAL

S This poster presentation presents a study that focuses on Latinx students and the use of Latinx YAL in the secondary classroom. The researcher discusses the data collected from student participants and how they respond to the implementation of literature circles using culturally representative YA that centers Latinx voices. The researcher will share preliminary findings and methodology.

Presenter: Sandra Saco, Arizona State University

Productive Pathways to Immersive Experiences with Multimodal Texts

S Come learn about strategies to help support students not only consume, but also produce multimodal texts that include digital video and virtual reality. We will share a research-based interpretive strategy we created that will help participants engage with multimodal texts. This poster session will encourage visitors to experience and create as we explore the full range of multimodal literacies.

Presenters: Matthew Kruger-Ross, West Chester University
Pauline Schmidt, West Chester University

Examining Gender and Video Games in the Elementary Classroom

E This poster presentation shares findings from a unit on video game literacies in an elementary classroom in which students played video games and then engaged in common text analysis activities, such as discussion and artifact creation. Numerous students focused on gender in their experiences with games. This presentation illustrates how children can critically engage with video games as texts by examining issues related to gender.

Presenters: Rachel LaMear, University of Missouri
Sam von Gillern, University of Missouri

How Ida B. Wells, Ethel Payne, and Gwen Ifill Gave Voice to Those Most Journalists Left Out

M Explore the work and lives of three Black women journalists—Ida B. Wells, Ethel Payne and Gwen Ifill—using “PBS NewsHour’s” Journalism in Action website.

Presenters: Victoria Pasquantonio

Bridging the Gap with Writing Center Pedagogies: Empowering Student Writers in Secondary School Writing Centers

S Implementation of a writing center serves as a site for interrogating how writing center pedagogies impact student writing. A former secondary ELA teacher and current writing center consultant will offer insights into how the writing center protocols can be implemented in a high school setting to support and encourage teacher, peer consultant, and writer collaboration as students hone their skills.

Presenter: Michelle Waters, University of Oklahoma

Literacy on the Field: Academic Practices in Athletics



Making literacy connections from the classroom to the real world is an absolute necessity in today's world. This poster will highlight research conducted with high school and club athletic coaches that revealed a number of literacy and academic skills prevalent in athletics. See how athletes are compiling textual evidence, conducting close reads, and inferencing all while taking part in sports programs.

Presenter: Rebecca Harper, Augusta University Writing Project

Literacy Practices of Experts in Literature



Experts in literature confront ill-defined problems, probe characters' psychologies, and debate their peers. In order to excel in ELA, students must learn these practices of literary experts. This presentation offers a review of the research literature on disciplinary literacy in ELA and distills expert practices that can be incorporated into teacher training in English education.

Presenter: Geoffrey Kellogg, University of Florida

Place-Based Learning and the Complexity of Connection



How do connected networks of place inform students' lives? This poster session demonstrates how place-based visual thinking protocols can reinforce foundational English analysis skills. Inspired by Project Zero Thinking Routines and Visual Thinking Skills, these protocols facilitate transfer of site-specific learning to local contexts. Included is a peer observation application for teachers.

Presenter: Amanda Hughes, Colchester High School

SEL through S.T.R.E.A.M.S.



Visit this poster to learn about combining the Collaborative for Academic Social and Emotional Learning (CASEL) Social and Emotional Learning (SEL) frameworks with Science, Technology, Reading, Engineering, Art, Math, and Social Studies (S.T.R.E.A.M.S.). View examples that can be utilized at any level and collect digital resources to assist in planning your own SEL through S.T.R.E.A.M.S. lessons.

Presenters: Tracy Andrews, New Wilmington Area School District
Jennifer Toney, Sharpsville Area School District

Taking a Peek through Windows and Mirrors in Literature



This poster session will include actual lessons and student work. Michelle will be able to show educators how to tackle tough topics that embrace identity and empathy. Each lesson covered has been taught in an ELA 11 or ELA 12 classroom, and students have responded positively to each assignment.

Presenter: Michelle Carn, Springfield Clark Career Technology Center/Ohio State University

Finding Community: Podcasting, True Crime, and Crafting a Compelling Story



True crime provides rich examples of the many ways to craft a compelling story. This project investigated the instructional methods that were most effective for teaching storytelling in the context of a true crime course, and what methods students found most engaging, and why. The presenter will share findings, reflections, and implications relevant to other teachers of storytelling.

Presenter: Janine Davis, University of Mary Washington

Communicating across Cultural and Linguistic Divides through Virtue Education for Multilingual Learners: A Comparative Case Study of Two High School Teachers' Classroom Practices



This comparative case study investigates the practices of two high school English teachers, who utilized multiliteracies pedagogy to help multilingual students learn about virtue education through the use of literature and multimedia. Our findings show how the two teachers attended to language, drew upon students' interests and lived experiences, and elicited student participation.

Presenters: Yi Lai, University of Florida
Jared McKee, University of Florida

Young Adults' Perspectives on Censorship and Students' Right to Read



A recent surge in book challenges has brought the issue of censorship to the forefront. Though adults' views of what is appropriate for young people to read (or not) shape students' access to books, the voices of students themselves have rarely been included in scholarship. This presentation shares findings from a survey that invited first-year college students to 1) rate their awareness of censorship attempts in the US and their local communities, and 2) share their opinions about what kinds of books students should be allowed to access in public high schools.

Presenters: Denise Johnson, The College of William & Mary
Sue Kimmel, Old Dominion University
Shana Pribesh, Old Dominion University
Danielle Sachdeva, University of North Georgia

Inspiration, Joy, and Interconnectivity in Grades 7–12 ELA Teacher and Student Collaborations



Through the power of anecdotes and interconnectivity, two teachers ally over independent reading challenges and navigating a new workplace. This bond is supported by structure both in inter-grade level classroom activities and an unlikely teacher partnership. Both the teachers and the students involved found friendship, inspiration, and joy in sharing collaborative tasks.

Presenters: Lindsey Franklin, P.K. Yonge Developmental Research School at the University of Florida
Jillian Miley, P.K. Yonge Developmental Research School at the University of Florida

Conexiones: Unleashing Student Creativity, Communication, and Collaboration in a YA Horror Unit!



This compelling infographic reflects an engaging unit comprised of data-driven best practices and some of the most contemporary and award-winning young adult horror. Extensive handouts of recommended readings, teaching activities—especially those centered around technological use following the SAMR Model, and Internet resources are provided so colleagues can immediately utilize/apply upon return.

Presenter: Meagan Chapin, Ithaca City School District/Dewitt Middle School, “Oh! The Horror of It!”

Post-Fascism in US Schools and Why We Should All Care



Fascist ideology has been rapidly spreading across America in recent years. In the face of this spread, Fascist messages in the media make school children vulnerable to indoctrination or radicalization. With this rise, the need for anti-Fascist education is at an all time high. There are three phases that any educator can work through to help combat the spread of Fascism in their classroom.

Presenters: Eric White

Still Teaching Reading: Academic Support for Adolescents That Accelerates!



Literacy supports must continue well into adolescence. Many students are still learning to read well beyond the third grade level. We've created a system that does exactly that with tremendous success! This session will highlight ways to accelerate adolescent learners' literacy abilities while motivating them to success! Join this session to find out how to change your teens' lives!

Presenters: Jay Hillman, Elmira City School District
Bryan Hilton, Elmira City School District
Jessica Talada, Elmira City School District
Colin Werfelman, Elmira City School District

Trauma and Isolation: Reestablishing Connections



Trauma of any kind creates barriers to meaningful connections. As instructors, we have the ability to generate spaces in which these barriers are considered. Doing so facilitates the improvement of student learning outcomes.

Presenter: Matthew Kimball, Columbia University/Montgomery Bell Academy

We Seen Some Mistakes, but That's Alright: Teaching Grammar as an Evolving Discipline



In this poster presentation, I will display examples of unconventional grammar choices from local sign boards, advertisements, and menus. I will demonstrate how coaching students to write “positive” analyses of these documents helps them attain a deeper understanding of the English language than that attained by past students who took a more critical approach to a similar project.

Presenter: Debra Knutson, Shawnee State University

M.01 Connecting Students to Community and Art through Poetry**S****ELATE****ROOM: B-240-242 (GCCC, UPPER LEVEL)**

This session offers participants strategies, lessons, and activities for teaching poetry. Presenters demonstrate the power of connecting poetry to students' communities and through art.

Session Chair: Danelle Adeniji**Presenters:** Scott Honeycutt, "America's Poetic Tapestry: Resources for Teaching Regionally Specific Poetry in Secondary Schools"

Megan Krupa, East Tennessee State University, "America's Poetic Tapestry: Resources for Teaching Regionally Specific Poetry in Secondary Schools"

Teresa Layden, Arizona School for the Arts, "Transformative Learning: Expanding the Connections between Student as Reader and Writer through Art and Poetry"

M.02 Cultivating Connections/Conexiones as Healing-Centered Practice**S****C****TE****ELATE****R**

This panel will explore trauma-informed, healing-centered support for students. Lakisha Odlum will discuss support for students dealing with racial trauma through social media. Vivett Dukes will discuss youth impacted by incarceration. Sarah Richard will examine ways to cultivate healing when encountering trauma in the lives and literacies of students in the English classroom.

Presenters: Vivett Dukes, Teachers College, Columbia University

Lakisha Odlum, CUNY Queens College

Sarah Richard, New York City Department of Education

M.03 Innovative Writing Instruction: AI, Microtexts, and a Revision Game Changer**S****ELATE****ROOM: A-210/211 (GCCC, UPPER LEVEL)**

This hands-on session explores ways to innovate writing instruction. Participants will learn practices for using AI and microtexts in the classroom as well as anticipatory revision strategies. Additionally, participants will leave with ideas and resources to implement in their classrooms.

Session Chair: Maria Clinton, Northglenn High School**Presenters:** Sarah Honore, Houston Independent School District, "Micro but Mighty: Using Microtexts to Explore, Connect, and Analyze"

David Rivas, Antelope Valley Union High School District, "Don't Fear the AI: Strategies to Adapt to the Prevalence of AI Writing Tools"

Jennifer Stumphy, Cornwall-Lebanon School District, "Connecting the Dots: How Anticipatory Pre-planning Is a Game-Changer for Revision"

M.04 Using Literature to Draw Connections between Cultures and the World**TE****ELATE****Rainbow****ROOM: D-182/183 (GCCC, MAIN LEVEL)**

In this session, the presenters will look at the use of diverse books and multicultural literature to learn about themselves as individuals, cultures, and people within the larger world. What types of books might we use as educators? How do language and diverse expressions of language impact literacy learning?

Session Chair: Catherine Gallagher**Presenters:** Doricka Menefee, The Ohio State University, "Cultivating Community: Establishing a Black Girl Community through Science, Speculative, and Fantasy YA Lit in the Classroom"

Joaquin Munoz, University of British Columbia, "Indigenous Young Adult Literature and the 'English We Know': Troubling Settler Colonial Logics of English Language Use"

M.05 #MakersInTheMiddle—Making Connections with Middle Grade Literature: The Middle Level Mosaic**M****ROOM: B-130-132 (GCCC, MAIN LEVEL)****Sponsored by the Middle Level Section Steering Committee**

Middle level educators, don't miss the capstone to our #MakersInTheMiddle sessions! This year's Mosaic features conversations with middle grade authors as they explore how middle grade literature helps students create inclusive communities and more equitable worlds. Share questions, play with ideas, and discuss books with more than fifteen authors!

Session Chairs: Alex Corbitt, Boston College
Sonam Shahani, Middle Level Educator**Tradebook Authors/Illustrators:** Andrea Beatriz Arango, Random House Children's Books

Jaha Nailah Avery, Levine Querido

Lorraine Avila, Levine Querido

Keah Brown, Levine Querido

Adrianna Cuevas, Macmillan Children's

Sharon G. Flake, Penguin Random House

Alex Gino, Scholastic

Alan Gratz, Scholastic

Donna Barba Higuera, Levine Querido

Jessica Kim, Kokila/Penguin Young Readers

Daniel Nayeri, Levine Querido

Katherine Marsh, Macmillan Children's

Lilliam Rivera, Penguin Young Readers

Traci Sorell, Penguin Young Readers

Ash Van Otterloo, Scholastic

Jasmine Walls, Levine Querido

M.06 “I’ll Never Go Back”: Navigating Universal Access to De-track and Desegregate Secondary English

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Rainbow

ROOM: B-233-235 (GCCC, UPPER LEVEL)

It is widely understood that academic tracking perpetuates inequitable outcomes. How can school leaders dismantle that system and disrupt the predictable patterns it creates? In this session, presenters discuss their efforts to replace their district’s tracked ELA courses with a UDL-centered, universal access model. Presenters share work that is key to their success and challenges faced along the way.

Presenters: Miranda Jue
Allison Quijano, Santa Barbara Unified School District
Mercy Rudolph

M.07 “The Past and the Future Merge to Meet Us Here”: Connections between Contemporary Popular Music and Literature

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ROOM: A-112/113 (GCCC, MAIN LEVEL)

How are Beyoncé and Toni Morrison connected? How can Taylor Swift help students understand *Jane Eyre*? This session explores how the connections between contemporary music and literature can promote students’ engagement, critical thinking skills, and creativity. Participants will walk away with ideas for incorporating popular music into their literature studies.

Presenters: Regine Darius, Broward College, “At the Intersection of Music and Story”
Cindy Dixon, Richmond Hill High School, “Navigating New Pathways: When Taylor Swift Talks to Charlotte Brontë”
Dana Huff, Worcester Academy, “Becky with the Silky Copper-Colored Hair: Connections between Toni Morrison’s *Song of Solomon* and Beyoncé’s ‘Lemonade’”

Respondent: Stacy Haynes-Moore, Coe College

M.08 2023 Notable Books for a Global Society: Stories That Connect Readers

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Rainbow

ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

The Notable Books for a Global Society Committee selects twenty-five books that demonstrate diverse genres, voices, and topics to enhance student understanding of people and cultures throughout the world. With multiple table discussions occurring concurrently, participants will be able to choose themes and books that are professionally and personally relevant.

Presenters: Brenda Dales, Miami University
Jeanne Fain, Lipscomb University
Tracey Hodges, The Empowering Advocate, LLC
Anne Katz, University of Houston
Jane Kelley, Washington State University
Mary Ellen Oslick, Stetson University
Bethany Scullin
Sharryn Walker, Central Washington University

M.09 Advancing Equity through the Creation of Identity-Affirming Spaces

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Rainbow

ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

This session will draw concepts from one of Routledge’s bestselling books, *Identity-Affirming Classrooms: Spaces that Center Humanity* (2022). Author Erica Buchanan-Rivera will present with a panel of educators to unpack the importance of mirror work and systems work, which is needed to create and sustain classroom environments that draw a strong sense of connection and belonging.

Presenters: Erica Buchanan-Rivera, Butler University
Katrice Quitter, Miami University
Jennifer Torres, Hamilton Southeastern High School
Marc Williams, Butler University/Assistant Principal in HSE Schools

M.10 Authentic Voices in Early Readers: Authors and Teachers Speak Up

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ROOM: C-161 A/B (GCCC, MAIN LEVEL)

Early readers are a mainstay of the elementary school classroom, but even passing scrutiny reveals a glaring lack of diversity. In this panel, authors who are shaking up early readers with new and authentic characters talk about how early readers can trailblaze new literary pathways. Teachers Vera Ahiyya and Julia Guthrie share practical strategies for using early readers in the classroom.

Presenters: Julia Guthrie
Vera Ahiyya, The Tutu Teacher
Tradebook Authors/Illustrators: Kelly Starling Lyons, Society of Children’s Book Writers and Illustrators
Emma Otheguy

M.11 Beyond Land Acknowledgments: Centering Indigenous Presence (and Absence) at NCTE

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Rainbow

ROOM: A-114/115 (GCCC, MAIN LEVEL)

Sponsored by the Standing Committee on Diversity and Inclusivity

This “listening-building” session brings together Indigenous students, teachers, and university educators to share thoughts as we engage in actively addressing the need for NCTE and K–12 and university education to (re)build an Indigenous presence that guides us in going beyond land acknowledgments to transform the assimilationist nature of pedagogies, practices, and policies.

Presenters: Joaquin Munoz, University of British Columbia
Timothy San Pedro, The Ohio State University

SATURDAY

M.12 Black Teacher Educators Centering Black Intellectualism and Humanity in Their Theory, Pedagogy, and Praxis



ROOM: C-162 A/B (GCCC, MAIN LEVEL)

Sponsored by the Standing Committee on Research

Black history and contemporary life are undervalued in teacher education program curricula. Four US-based Black teacher educators will explore how they make Black intellectual thought prominent in their teaching. Attendees will engage in critical inquiry about Black literature and the importance of viewing Blackness as a paradigmatic emphasis in teacher education and language arts classrooms.

Presenters: Justin A. Coles, University of Massachusetts, Amherst

Brooke Harris Garad, Butler University

Davena Jackson, Boston University

Wintre Johnson, University of Virginia

Respondent: Gholdy Muhammad, University of Illinois at Chicago

M.13 Challenging Rape Culture in Canonical Texts with Contemporary Adaptations in the Secondary Classroom



ROOM: B-243-245 (GCCC, UPPER LEVEL)

This presentation draws on scholarship that positions young adult literature as a vehicle for addressing rape culture and sexual violence, and on scholarship that illustrates critical canonical teaching to demonstrate how both genres of books can work together to push against ideologies that normalize sexual violence.

Presenters: Brittany Adams

Shelby Boehm, Illinois State University

Gillian Mertens, SUNY Cortland

Henry Cody Miller, SUNY Brockport

Kathleen Yurko, SUNY Brockport

M.14 Committing to Inclusive ELA Instruction and Classroom Spaces Using Felicia Rose Chavez's Antiracist Writing Workshop



ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Adhering to Chavez's model for antiracist writing workshops, ELA teachers and teacher educators will share insights from a learning community experience in which they collaborated as "critical friends" to self-assess and redesign writing instruction with the intention to create inclusive and equitable classroom communities for all learners. Resources will be shared with participants.

Presenter: Elizabeth Lewis

M.15 Conexiones in Teaching Young Adult Literature



ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)

Sponsored by the ELATE Commission on the Study and Teaching of Adolescent Literature

This session will feature young adult authors Amber McBride and Mariama J. Lockington, and roundtable presentations that address teaching YA literature to form pathways and connections that empower us to communicate, collaborate, convalesce, and create.

Tradebook Authors/Illustrators: Mariama J. Lockington, Macmillan Publishing

Amber McBride, Macmillan Publishing

Presenters: Tiffany Doerr, Louisiana State University

Anita Dubroc, East Baton Rouge Parish School System

Respondents: Caitlin M. Donovan, North Carolina State University

Victor Malo-Juvera, University of North Carolina Wilmington

Roundtable Leaders: Arianna Banack, University of South Florida, "Connecting Story and History through *All My Rage*"

Melissa Bedford, Eastern Washington University, "Where Do I

Belong? Applying Multi-Crit Theory to Young Adult Literature"

Steven Bickmore, University of Nevada, Las Vegas, "Writing Our

History in Verse with Kwame Alexander's *The Door of No Return*"

Ashley Boyd, Washington State University, "Building Connections

through Intersections: Teaching for Justice with *King and the*

Dragonflies"

Kristina ByBee, Arizona State University, "For Love of Place: *In the*

Wild Light"

Janine Darragh, University of Idaho, "Building Connections through

Intersections: Teaching for Justice with *King and the Dragonflies*"

Michelle Falter, North Carolina State University, "Connecting

to Plants: Incorporating Indigenous Stories and Knowledges

through Reading *Braiding Sweetgrass* in ELA Classrooms"

Sarah Fleming, SUNY Oswego, "Representations of Gender

Identity in Speculative Fiction with *The Sunbearer Trials*"

Ricki Ginsberg, Colorado State University, "Connecting Story and

History through *All My Rage*"

Andrea Glaws, University of Colorado, Boulder, "Connecting to the

Self through the Reading of *For Everyone* by Jason Reynolds"

Wendy Glenn, University of Colorado, Boulder, "Loving the Self,

Loving the Sport: Devotion and Defiance in *Furia*"

Alice Hays, California State University, Bakersfeld, "Activism,

Anxiety, and Forever Is Now"

Lisa Hazlett, University of South Dakota, "Creating Conexiones

through Graphic Novels: Considering Non-Verbal Forms of

Communication through the YA Novel *Speak*"

Sara Hoeve, Hope College, "Exploring New Literacy Pathways with

Social Media Platforms in the Literature Classroom"

John Istel, "Breaking Down Boundaries, Barriers, and Beliefs:

Comparing Stereotypes of Inner City and Appalachia Using *The*

Glass Castle"

Chelsea Kent, University of Colorado, Boulder, "Seeing Ourselves

through our Ancestral Pasts: Connecting and Reconnecting to

Our Roots in *Clap When You Land*"

Cindi Koudelka, Fieldcrest CUSD 6/Aurora University, "Making

Connections and Healing through Horror with Ryan La Sala's *The*

Honeys"

Mandy Luszeck, Utah Valley University, "For Love of Place: *In the*

Wild Light"

Steffany Comfort Maher, Indiana University Southeast, New Albany, “Writing Our History in Verse with Kwame Alexander’s *The Door of No Return*”

Shaylyn Marks, California State University, Bakersfield, “Exploring Black Experience and Identity with YA Literature”

Mary McConnaha, Michigan State University, “Cross-curricular Opportunities with *They Called Us Enemy*”

Daniel Moore, Metropolitan State University of Denver, “Understanding Intersectionality in *Addiction*”

Elizabeth Thackeray Nelson, Utah Valley University, “Teaching Issues of Text Complexity with *Barefoot Dreams of Petra Luna*”

Ashley Nolette, Anderson University, “Bringing the Divide between the University and the High School: YAL as Community Making Tool”

Zander Nowell, University of Colorado, Boulder, “Using Abdi Nazemian’s *Like a Love Story* to Examine and Expand Definitions of Family”

Elsie Lindy Olan, University of Central Florida, “Wandering into the Woods, Digging Deep Into Our Minds: Understanding Mental Illness and Trauma in *We Are All So Good at Smiling*”

Melinda McBee Orzulak, Bradley University, “I’ll Take Everything You Have: Making Powerful Connections with YA Literature”

Leilya Pitre, Southeastern Louisiana University, “When Truth Is a Vital Link: Perks of Knowing a Full Story with *Attack of the Black Rectangles* by A. S. King”

Kia Jane Richmond, Northern Michigan University, “Wandering into the Woods, Digging Deep Into Our Minds: Understanding Mental Illness and Trauma in *We Are All So Good at Smiling*”

Holly Riesco, University of Arkansas, “An Ethnographic Approach to Teaching YA Fantasy Lit”

Gretchen Rumohr, Aquinas College, “Finding Community for Mental Wellness”

Shelly Shaffer, Eastern Washington University, “Where Do I Belong? Applying Multi-Crit Theory to Young Adult Literature”

Melanie Shoffner, James Madison University, “One of these things is not like the other: Creating Connections with *Red, White, and Whole; Drama; and Free Lunch*”

Ann Marie Smith, “Creating Conexiones through Graphic Novels: Considering Non-Verbal Forms of Communication through the YA Novel *Speak*”

Elisabeth Spinner, Alma College, “Connection between Generations: *Call Me Athena* and the Power of Family History”

T. Hunter Strickland, Georgia College & State University, “Bringing the Divide between the University and the High School: YAL as Community Making Tool”

Terri Suico, Saint Mary’s College, “Connecting Past and Present Literature with *Self-Made Boys*”

William Williams, Concord University, “Breaking Down Boundaries, Barriers, and Beliefs: Comparing Stereotypes of Inner City and Appalachia Using *The Glass Castle*”

M.16 Connecting Intention to Action: A Comprehensive #DisruptTexts Approach

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ROOM: GINA KNEE (HILTON 402, LEVEL 4)

Led by #DisruptTexts co-founders, this session will take a comprehensive approach in connecting instructional practices to outcomes in teaching about and for antiracism. Roundtable activities will focus on how to examine biases that inform teaching, select and curate texts, apply a critical literacy lens in instruction, and build networks that sustain antiracism work in this particular moment.

Presenters: Tricia Ebarvia, Greene Street Friends School
Lorena Germán, Multicultural Classroom
Kim Parker, Harvard University

M.17 Connecting the Discourse: The Abolitionist Continuum and Walking the Underground Railroad of Educational Justice

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ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)

Abolitionists are fighters and dreamers who actively disrupt the status quo and seek freedom for themselves and others, but there are others who seek to impede this work. This session provides actionable steps for educators to work toward abolition in education and disrupt those who would try to stop them. The session will include research, reflection, collaborative groups, and freedom journaling.

Presenters: Jacquay Durant, San Bernardino City Unified School District
Asifa Geerlings, San Bernardino City Unified School District
Vanee Smith-Matsalia, San Bernardino City Unified School District

M.18 Connecting the Processes in Academia: A Conversation on Navigating the Ranks of Academia in English Teacher Education

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ROOM: ROMAN JOHNSON ROOM (HILTON 402, LEVEL 3)

In this interactive session, full professors share their perspectives on the journey to academic rank promotion. We explore the difficulties in advancing in the professoriate. We listen to attendees’ stories, teasing out common threads and problems. We also share advice and develop an ongoing community aimed at assisting associate professors who seek to move to full professor.

Presenters: Jennifer Dail, Kennesaw State University
Tonya B. Perry, Miles College
Shelbie Witte, The Oklahoma State University

M.19 **Connections across Modes and Readers: Collaboratively Reading a Multimodal, Interactive Narrative in 10th Grade English Language Arts**



ROOM: C-151 (GCCC, MAIN LEVEL)

In this presentation, we share how tenth graders connect to, make meaning from, and experience *Chopsticks*, a novel told exclusively through images. We describe the critical connections students made while collaboratively reading this text aloud during class, how students connected with their bodies when reading a multimodal text, and the benefits of students reading together in community.

Presenters: Katherine Batchelor, Miami University
Kaitlin Gleason, Middletown High School
Brady Nash, Miami University
Kelli Rushek, Miami University

M.20 **Cultivating the Social Imagination through Literacy and the Arts: Creating Humane and Liberating Classrooms through Aesthetic Education Workshops**



ROOM: ALFRED TIBOR ROOM (HILTON 402, LEVEL 3)

Two teachers and a teacher educator share examples from visual arts workshops in two contexts—a teacher education course on literacies in the disciplines and two primary-grade classrooms with preschool and second-grade students—to explore pedagogical approaches that cultivate wide-awakeness, empathy, and social imagination.

Presenters: Nadine Bryce, CUNY Hunter College
Cali Leeds, CUNY Hunter College
Kyle Zhen, CUNY Hunter College

M.21 **Curating Freedom: Girl of Color Artspace as Locations of Liberation**



ROOM: C-171/172 (GCCC, MAIN LEVEL)

This panel explores artspaces collaboratively created for and by Girls of Color (GOC) as locations where intellectual, creative, and relational connections flourish. The authors will discuss three projects that inquire into how GOC mobilize multiple literacies in artspaces to re-narrativizing their lived realities and challenge dominant notions of GOC and their literacies.

Presenters: Citlalli Garcia, University of Illinois at Urbana-Champaign
Autumn Griffin, University of Pennsylvania
Idalia Nuñez, University of Illinois at Urbana-Champaign
Grace Player, University of Connecticut
Catherin Dornfeld Tissenbaum, University of Illinois at Urbana-Champaign
Jennifer Turner, University of Maryland
Monica Gonzalez Ybarra, University of Illinois at Urbana-Champaign
Jady Zhang, University of Illinois at Urbana-Champaign
Respondent: Ruth Nicole Brown, Michigan State University

M.22 **Engaging Students in Critical Inquiry about Climate Justice through Systems Thinking**



ROOM: D-281/282 (GCCC, UPPER LEVEL)

Sponsored by the ELATE Commission on Climate Justice, Inquiry, and Action

This session describes the use of critical inquiry using systems thinking to critique status quo energy, transportation, food production, media, economic, and political systems impacting climate justice and leading to collective action to transform these systems.

Presenters: Kathryn Allen, University of Wisconsin-Oshkosh
Richard Beach, University of Minnesota, “Supporting Students’ Framing of Video Productions about Climate Change to Achieve Positive Audience Uptake”
Kathryn Fleury-Eldridge, Jordan-Elbridge Central School District, “Addressing Climate Change via Shakespeare”
Nick Kleese, University of Minnesota, “Exploring Climate Justice and Systems Thinking with Young People’s Literature and Media”
Marek Oziewicz, University of Minnesota, “Exploring Climate Justice and Systems Thinking with Young People’s Literature and Media”

M.23 **Good, It’s Not Just Me: Finding Connections through Our Shared Secondary Writing Center Journey**



ROOM: D-180/181 (GCCC, MAIN LEVEL)

Sponsored by the International Writing Centers Association

Secondary school writing center directors will discuss how to leverage connections that build the skill of writing while amplifying student voice within schools and communities by sharing strategies to develop more equitable tutor recruitment and training methods, increasingly actionable social justice pedagogies, and exceptionally meaningful practices that celebrate and raise student voices.

Presenters: Heather Barton, Etowah High School/Cherokee County Schools
Laura Peterson, Cherokee County Schools
Rebecca Shields, Stanford High School
Lisa Silverman, Woodland Hills Senior High School
Christy Toledano, Riverwood International Charter Schools

M.24 **Green New DEAL (Detroit Ecological Arts Leaders): Ecological Arts Literacy for Detroit Youth**



ROOM: A-226 (GCCC, UPPER LEVEL)

In the proposed project, Detroit's Green New DEAL (Detroit Ecological and Arts Leaders), MSU's Residential College of the Arts and Humanities, and the Department of Forestry collaborated with Detroit's University Prep Science and Math High School to incorporate the arts and humanities into UPSM's Urban Ecology Pathway Program, resulting in YPAR projects focused on local water concerns.

Presenters: Asia Downtin, Michigan State University
Heidi Quick
Estrella Torrez

M.25 **Human/Nature: Exploring Climate Change Fiction through Interdisciplinary, Experiential, and Field-Based Education**



ROOM: A-124/125 (GCCC, MAIN LEVEL)

Exploring climate futurism through an interdisciplinary study of climate fiction, media literacy, and field-based science, this participatory session demonstrates our approach from an NEH-sponsored summer institute for K–2 teachers. Presenters will invite participants into a dramatic, experiential reading of Octavia Butler's "Parable of the Sower" and share additional teaching strategies.

Presenters: Trelasa Baratta, Redbud Resource Group, "California Gold Rush: Ecocide and Native American Genocide"
Fawn Canady, Sonoma State University
Erick Gordon, Teachers College, Columbia University, "Climate Futurism: Reading/Writing for Alternative Futures"
Troy Hicks, Central Michigan University
Theresa Burruel Stone, Sonoma State University

M.26 **Illuminating Our Community Connections: Inviting Local Luminaries as Writers and Artists in Residence in Our Schools**



ROOM: A-212/213 (GCCC, UPPER LEVEL)

Sponsored by the National Writing Project



Student engagement with luminaries in shared classroom spaces creates vibrant and meaningful experiences for students, teachers, and our communities. In this interactive and participatory session, teachers will share classroom practices and approaches to establishing and developing annual Writer + Artist in Residence programming and share student work inspired by artists, authors, and activists.

Session Chairs: Christina Pepe
Leah Werther, Guilderland Central School District
Tradebook Author/Illustrator: H.D. Hunter, Random House
Presenters: Amber DeSimony, Niskayuna High School
Annemarie Ihnatolya, Niskayuna High School
Heather Porter, Shenendehowa High School
Jordan White, Shenendehowa High School
Jacquelyn Woods, Niskayuna High School

M.27 **Learning about Trauma through the Characters We Read**



ROOM: A-216 (GCCC, UPPER LEVEL)

The authors of *Navigating Trauma in the English Classroom* (NCTE) will explore how we can learn about trauma through the literary characters we read. By examining trauma (impact, relational, and trauma of everyday life) in the literary characters we read, we help our students to deepen their growing awareness of their personal identities and augment their literary engagement in the classroom.

Presenters: Jill Edwards, Masters student at Teachers College
Kristen Park-Wedlock, Georgian Court University
Adam Wolfsdorf, New York University

M.28 **Leer, Celebrar, y Descubrir: Celebrating Stories of Strong Latinas in Literature**



ROOM: B-230-232 (GCCC, UPPER LEVEL)



Join us as we share the importance of books that center and celebrate strong Latinas in literature. We will highlight the importance of having strong Latinas represented in literature and share ways to amplify students' voices and identities. Latina authors will also share real and fictional stories that depict strong Latinas in their books.

Presenters: Sandra L. Osorio, Erikson Institute
Sanjuana Rodriguez, Kennesaw State University
Tracey T. Flores, The University of Texas at Austin
Tradebook Authors/Illustrators: Guadalupe García McCall, Bloomsbury Children's Books
Yamile Saied Méndez
Juliet Menéndez
Aida Salazar

M.29 **Making Connections: Book Clubs, Book Chats, and Read Alouds Inspire and Sustain Community**



ROOM: PHEORIS WEST B (HILTON 402, LEVEL 3)



This panel provides a variety of experiences to build connections through a shared body of literature. Panelists discuss approaches to illuminate our reading identities and incorporate new experiences into the lives of students and teachers. Through a network of connections, panelists explore relationships with writing and reading as pathways to wonder, question, critique, and engage with others.

Presenters: Lynne Dorfman, West Chester Writing Project
Brenda Krupp, Souderton Area School District/West Chester Writing Project, "Book Clubs, Anyone?"

M.30 One Thing: Nurturing Community and Connections through the Circle of Teaching**ROOM: C-170 (GCCC, MAIN LEVEL)**

Three English educators reconnected with former students now teaching in their own classrooms and asked each of them for their “one thing.” What is the one thing they learned in teacher preparation programs that helped them find success? What is the one thing they wish they had known before they began teaching? This presentation guides participants toward discussing their own one thing.

Presenters: Kristi Amatucci, Georgia Gwinnett College
Ruth Caillouet, Louisiana Department of Education
Amy Sanford, Clayton State University

M.31 Paying Attention to the Pictures: Helping Young Readers Form Thoughtful and Critical Connections with the Images in Books, Films, and the World**ROOM: CHARLIE OWEN (HILTON 402, LEVEL 3)**

Learning to analyze images critically and deeply is an important skill for young readers. Join this panel of authors and educators as we use examples drawn from picture books, middle grade books, and films to develop practical classroom strategies for working with the images that surround us.

Presenters/Tradebook Authors and Illustrators: Janet Fox, Neal Porter Books
Darshana Khiani, Society of Children’s Book Writers and Illustrators, “Reading Pictures: Cultural Sensitivities and the Picture Book, *I’m an American*
Anne Nesbet, Candlewick Press/University of California, Berkeley
Nadia Salomon, PYR/Viking Books

M.32 Pedagogies of Love and Conexiones**ROOM: DIANE POWELL DAX (HILTON 402, LEVEL 5)**

In this session we center love as a political and pedagogical praxis and framework—not just an emotion or feeling—to understand the connections between our methods and practices as literacy scholars and educators and how we impact young people’s loving relationships to self and others. Through qualitative analysis, these studies highlight the strong connection between literacy practices and love.

Presenters: Stephanie Cariaga
Autumn Griffin, University of Pennsylvania
Sharim Hannegan-Martinez
Shamari Reid, New York University-Steinhardt

M.33 Picture Books for All Ages: Connecting through Text and Illustration**ROOM: D-283/284 (GCCC, UPPER LEVEL)**

Picture books, accessible to even the most reluctant middle and high schoolers, are exemplary, engaging models for students to examine and emulate. In this session, picture book creators along with a middle school teacher and librarian will provide ideas for using picture books to teach reading strategies, writing craft, and social emotional learning in creative and meaningful ways.

Presenters: Beth Shaum, St. Francis of Assisi Catholic School
Cheryl Mizerny, Cranbrook Schools, MI

Tradebook Authors/Illustrators: Anika Aldamuy Denise, HarperCollins
Josh Funk, Penguin Young Readers
Minh Le, Random House Children’s Books
Frank Morrison, Random House Children’s Books

M.34 Planning with Purpose: Nuts and Bolts for New College Classroom Teachers**ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)**

Come hear position statements by keynote speakers. Meet in two small group conversations led by opening speakers and others with experience teaching students in high school dual enrollment classes, community colleges, and four-year institutions of higher learning. Gain information about methods, materials, and management strategies that provide learning opportunities for post-secondary students.

Session Chair: Anna J. Small Roseboro

Presenters: Glenda Funk, S.D. #25 Pocatello/Chubbuck, ID
Esther M. Gabay
Sarah Z. Johnson, Madison Area Technical College, WI
Alfredo Celedón Luján, Monte del Sol Charter School, Santa Fe, NM (retired)
Roz Roseboro
Cheryl Hogue Smith, CUNY Kingsborough Community College
Tara Thompson, San Jacinto College, TX

M.35 Read-Alouds with Heart: Using Text to Circle Back to Classroom Community and Comprehension**ROOM: MARY FRANCES MERRILL (HILTON 402, LEVEL 5)**

Developing interdependence is a critical aspect of social learning that supports literacy. Join us in exploring how circle practices cultivate connection so students understand themselves deeply and grow from diverse perspectives that inform their inquiries and expand their critical literacy. Participants engage in circles and explore social-emotional portions of our book, *Read-Alouds with Heart!*

Presenters: Dana Clark, Gravity Goldberg, LLC
Keisha Smith-Carrington
Jigisha Vyas, Wyckoff Public Schools

M.36 Reading, Writing, and Raising Voices: The Centrality of Literacy to Civic Education



ROOM: A-122/123 (GCCC, MAIN LEVEL)



ELA is a foundational source of civic learning, never more so than today as young people navigate overwhelmingly complex media landscapes, battles over the social issues they are permitted to discuss in class, and an increasing range of opportunities available to them to take action. This session features ELA teachers from across the US discussing how they integrate civics into their teaching.

Presenters: Kimberly Eckert
Seth French, Bentonville High School
LaMar Timmons-Long

Respondent: Nicole Mirra, Rutgers University

M.37 Reimagining Antiracist Curriculum and Praxis with Preservice Teachers: Critical Conversations in Book Clubs for Educators



ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

Presenters in this presentation follow Muhammad's (2023) pursuits of unearthing genius and joy in the courses we teach by collaboratively reading and engaging in conversations that enabled us to participate in pedagogical reflection, counterstorytelling, and question-posing to enhance our racial literacies (Sealey-Ruiz, 2020).

Presenters: Nicole Amato
Naitnaphit Limlamai, Colorado State University
Tasha Lindo, University of Iowa

M.38 Respect through Poetry: The Spoken Word Community from a Chicagoland High School



ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

We will show how to use "Respect the Mic: Celebrating 20 Years of Poetry from a Chicagoland High School" and its free website to provide entryways to writing poetry. The anthology shows the connectedness of an extended family through the life-changing, sometimes life-saving, power of student voice. We will celebrate how to build a more empathetic, inclusive, and supportive classroom.

Session Chair: Penny Kittle, Plymouth State University/Book Love Foundation

Presenters: Hanif Abdurraqib
Asia Calcagno, Young Chicago Authors
Peter Kahn, Poet-Educator, LLC
Natalie Rose Richardson, New York University
Dan Sullivan, Indiana University

M.39 Teaching Asian America in Elementary Classrooms



ROOM: A-110/111 (GCCC, MAIN LEVEL)



This session will provide educators with a framework for teaching Asian American stories critically and through the deep integration of literacy and social studies. We will focus specifically on stories that uplift Asian American identities, disrupt common Asian American stereotypes, and share text sets to critically examine complex narratives of war in the Philippines, Vietnam, and Korea.

Presenters: Sohyun An
Amy Okimoto
Ying Ong
Noreen Rodriguez, Michigan State University

M.40 They Inspired: Women in STEM Who Ignite Curiosity and Connect Students to the World



ROOM: A-120/121 (GCCC, MAIN LEVEL)



Interactive presentation with four award-winning STEM authors highlighting women scientists and engineers to connect students to the topic by engaging their curiosity and exposing them to different ways of learning. A multi-layered media approach depicting women in STEM in the past, present, and future to inspire students to engage in critical thinking and experience new connections to the world.

Presenters and Tradebook Authors/Illustrators: Teresa Ho Robeson, Union Square
Jennifer Sniadecki, Reading Teacher Writes/SBCSC
Jennifer Swanson, Reycraft Books
Patricia Valdez
Laurie Wallmark, Creston Books

M.41 Unlocking Emotions: Poetry as a Social Emotional Learning Practice



ROOM: B-246 (GCCC, UPPER LEVEL)

Reading and writing poetry grows more than verbal literacy. It lays down roots for social-emotional learning in the classroom, providing a contact point for connecting with self, peers, and the humanity we each possess. A panel of poet-educators will offer insights into how poetry serves as a vessel, unlocking emotions through the books we share with students and in their own creative writing.

Presenters: Meg Eden Kuyatt
Rajani LaRocca, HarperCollins/Abrams/Penguin Random House/
Candlewick
Darius Phelps, Teachers College, Columbia University
Hannah V. Sawyerr, Abrams
Laura Shovan

M.42 Using Authentic Stories about People with Disabilities to Advocate and Be Inclusive of All Students



ROOM: PHEORIS WEST A (HILTON 402, LEVEL 3)

Disabled authors write from their own lived experiences. This panel explores ways that teachers at all levels can use fiction and nonfiction to create a more inclusive classroom. It will show teachers how to affirm and empower disabled and neurodiverse students while modeling supportive communities that advocate for all students.

Presenters: Michele Bacon, Society of Children's Book Writers and Illustrators
 Tammy Brown, Society of Children's Book Writers and Illustrators
 Halli Gomez, Society of Children's Book Writers and Illustrators
 Jen Malia, Norfolk State University/Beaming Books/Society of Children's Book Writers and Illustrators
 Katie Mazeika, Simon & Schuster/Society of Children's Book Writers and Illustrators
 Lyn Miller-Lachmann, Society of Children's Book Writers and Illustrators
 Zainab Khan, Society of Children's Book Writers and Illustrators

M.43 Multimodal Connections through Photography and Digital Projects



ROOM: C-160 A/B (GCCC, MAIN LEVEL)

This session pushes us beyond traditional essays and explores the impact of multimodal composition. Participants will receive hands-on lessons and resources for engaging students in writing about photography and other digital projects.

Session Chair: Brittany Kester, University of Florida, Gainesville
Presenters: Michele Haiken, The Teaching Factor, "Five Ways to Inspire Students to Create and Communicate Literary Analysis with Engaging Digital Formats"
 Heather O'Loughlin, Horizon High School, "Now You See It! Multimodal Writing with Photo Essays: A Way to Link Traditional Classroom Writing to the 21st Century by Using Images and Words"

M.44 Supporting Black Students' Literacies, Stories, and Joy



ROOM: EMA SPENCER ROOM (HILTON 402, LEVEL 5)

This session will focus on showcasing ways of supporting Black students' literacies, stories, and joy in the literacy classrooms. Presenters will share literacy practices that can tap into, uplift, and celebrate Black excellence and demonstrate models for affirming students' identities.

Session Chair: Brendan Lee, Oak Park & River Forest High School
Presenters: Bianca Nightengale-Lee, Florida Atlantic University, "Tapping In, Holding On, and Lifting Up Black Literacies: Literacy Curriculum for Black Heritage and Liberation"
 Brandon J. Watkins, University of North Carolina, Charlotte, "Literacy and Care as Practices of Visibility: Raising Black Boys' Voices through a Literacy-Based Culture of Care"

M.45 Critical Topics and Approaches to Preparing English Teachers



ROOM: A-214/215 (GCCC, UPPER LEVEL)

This session brings together critical topics and approaches to preparing English teachers, including incorporating queer young adult literature, developing racial identity through deep identity work, and utilizing critical literacy storytelling. Join this session to rethink what English language arts methods courses could look like in teacher preparation programs!

Presenters: Jace Brown, The Ohio State University, "Complicating Coming Out: Connecting Queer YA Literature with Theory in the Classroom"
 Jennifer Ervin, University of Georgia, "'Critical Literacy Storytelling' in an English Methods Classroom"
 Keith Newwine, SUNY Cortland, "(Re)Calling for Critical Race English Education: Developing Racial Literacy to Make Connections"
 Lamar Johnson, "(Re)Calling for Critical Race English Education: Developing Racial Literacy to Make Connections"
 Madison Gannon, University of Georgia, "'Critical Literacy Storytelling' in an English Methods Classroom"

M.46 I'm with the Banned: Strategies for Bringing Banned Books into the Classroom



ROOM: A-224/225 (GCCC, UPPER LEVEL)

This session will provide teachers with advice and inspiration for resisting book banning in their classrooms through interactive and engaging learning experiences. The goal of this presentation will also be to provide teachers with tools, materials, and modeling strategies that can be immediately applied to any Secondary ELA classroom.

Session Chair: Michele Castleman, Heidelberg University
Presenters: Eric Abrams, Manhattan Early College School for Advertising, "Responding to Literary Censorship in Schools: How to [Not] Teach a Banned Book"
 Ashley Dallacqua, University of New Mexico, "This Session Is Banned: Taking on Book Challenges in the High School Classroom"
 Sarah Honore, Houston Independent School District, "I'm with the Banned: Planning for and Engaging in Conversations about Book Bans"
 Amanda Manning, "This Session Is Banned: Taking on Book Challenges in the High School Classroom"

M SESSIONS — 2:45–4:00 P.M.

M.47 Transforming ELA Practices: Using Design Thinking to Push Traditional Texts in New Directions

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ROOM: A-220/221 (GCCC, UPPER LEVEL)

Presenters in this session will discuss the principles of Design Thinking and how this framework can intricately work in the ELA classroom as students have the ability to identify a need and design a potential solution for literary characters. Through this framework, it can push students to think critically about characters, context, and setting while boosting learning, collaboration, and creativity.

Session Chair: Suzanne Kail, Sandy Valley High School

Presenters: Bridget Colabello, Morgan Road Middle School, “Master of the Macabre: Teaching Edgar Allan Poe in Middle Level Humanities”

Kristi Carroll, Morgan Road Middle School, “Master of the Macabre: Teaching Edgar Allan Poe in Middle Level Humanities”

Wendi Moss, Collegiate School, “Design Thinking in ELA Classrooms? How a Human-Centered Approach to Problem Solving Can Connect Readers to Characters”

M.48 Humanizing Research: Critical Reciprocal Mentoring and Reconstructive Discourse Analysis

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ROOM: A-222/223 (GCCC, UPPER LEVEL)

Featuring different approaches to humanizing research, Paper 1 explores reconstructive discourse analysis as an analytical approach to examining disruptive moments in teachers’ experiences that “make space for new, equity-oriented understandings that displace

dominant, oppressive notions.” Paper 2 explores critical reciprocal mentoring “as a needed extension of humanizing research where researchers become more humanizing to each other.”

Session Chair: Christopher Kingsland, University of Michigan, Ann Arbor

Presenters: Gabriel Acevedo, Arizona State University, “A Tale of Two Teachers: Reconstructive Discourse Analysis and Their Journeys toward Social Justice”

Anthony Celaya, Western Washington University, “Becoming More Humanizing: Critical Reciprocal Mentoring through Caring Collaboration”

Joseph Sweet, University of North Carolina at Pembroke, “Becoming More Humanizing: Critical Reciprocal Mentoring through Caring Collaboration”

M.49 Supercharging Intervention Plans with a Relentless Focus on Reading Volume

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ROOM: B-140-142 (GCCC, MAIN LEVEL)

Sponsored Exhibitor Session from Scholastic

Traditional reading intervention plans focus primarily on teaching discrete skills and strategies. In this session, learn how an additional, relentless focus on increasing students’ reading volume—how much high-success reading they actually do—fuels reading success.

Presenters: Stephanie Harvey, Stephanie Harvey Consulting
Maggie Hoddinott Konrad, Harrison NY Schools
Annie Ward, Mamaroneck NY Schools

SATURDAY

MN SESSIONS — 2:45–5:30 P.M.

MN.01 College Section Event/Workshop

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ROOM: EDNA BOIES HOPKINS (HILTON 402, LOBBY LEVEL)

Sponsored by the College Section

Join leaders of the NCTE College Section for discussion and collaboration on topics of interest to Convention attendees who teach at the college level.

Chair: Renee Moreno, California State University, Northridge

Presenters: Jonathan Bush, Western Michigan University
Angela Clark-Oates, Sacramento State University
Joanne Baird Giordano, Salt Lake Community College
LaVie Leasure, Winston-Salem State University, NC
Kelly Medina-Lopez, California State University, Monterey Bay
Siskanna Naynaha, California State University, Dominguez Hills
Reshma Ramkellawan-Arteaga, Teaching Matters Incorporated

N.01 Rethinking the Spoken Word: Infusing Hip Hop and Multiculturalism through Poetry in the ELA Classroom



ROOM: D-182/183 (GCCC, MAIN LEVEL)

Participants in this session will understand the use of hip-hop music videos to teach critical literacy skills to middle school students in our respective contexts. Participants will walk away with guidance on how to curate hip-hop-based learning activities that help students develop “mad skills” and make new connections. Additionally, audiences will discover ways to engage students as readers and writers.

Session Chair: Olivia Mulcahy, Illinois Resource Center

Presenters: Beverly Ann Chin, University of Montana, “Using Our Voices to Connect with—and Celebrate—the Lessons of Our Elders”

Michele DeVirgilio, Herricks School District, New Hyde Park, NY, “Yo, You Got Mad Skills!': Using Hip-Hop to Cultivate Connections and Critical Literacy Skills in Middle Schoolers”

H. Bernard Hall, Drexel University, “Yo, You Got Mad Skills!': Using Hip-Hop to Cultivate Connections and Critical Literacy Skills in Middle Schoolers”

Joseph Pizzo, Black River Middle School, “Using Poetry and Music to Make Conexiones in My Classroom”

N.02 Using Theater to Explore Social Justice in the Classroom



ROOM: A-110/111 (GCCC, MAIN LEVEL)

This session will showcase how theater can be used to raise social awareness, advance antiracist values, and teach difficult subjects. *Romeo and Juliet* based on Shakespeare Center of Los Angeles's *Will Power to Youth* program will be used to appeal to students with multiple literacy levels and ways of learning.

Session Chair: Danielle Sullivan, Bemidji State University

Presenters: Laura Turchi, Arizona State University/Shakespeare Center of Los Angeles, “Connecting *Romeo and Juliet* to Social Justice through Student Voice: Lesson Plans for Community Building within Literature, Literacy, and Drama”

Kimiko Warner-Turner, LA County School of the Arts, “Connecting *Romeo and Juliet* to Social Justice through Student Voice: Lesson Plans for Community Building within Literature, Literacy, and Drama”

N.03 Addressing the Tensions of Literacy Assessment: Reframing and Remixing Our Assessment Practices



ROOM: C-150 (GCCC, MAIN LEVEL)

Literacy assessments are a necessary tool for learning about our students and teaching in responsive ways, but they can also lead to unintended consequences and do harm. Teacher educators will share resources and activities created to help the teachers we learn with to reframe and revise assessment practices in ethical, asset-based ways. We can challenge dominant assessment practices together.

Presenters: Tess Dussling, Saint John's University

Wendy Gardiner, Pacific Lutheran University

Tierney Hinman, Auburn University

Elizabeth Stevens, Roberts Wesleyan College

Amy Tondreau, University of Maryland, Baltimore County

Kristen White, Northern Michigan University

Nance Wilson, SUNY Cortland

N.04 Ain't No Stopping Us Now: Connecting Dreams, Joy, and Endarkened Futures to the Literacy Block through Speculative Fiction



ROOM: CHARLES MASSEY (HILTON 402, LEVEL 3)

In this panel, we invite the audience to join us in exploring ways to incorporate speculative fiction into curriculum for propelling youth of color into fantastic futures. Participants will leave our session with literacy block resources and confidence for breathing new life and hope into endarkened futures through the use of speculative, fantastic, and afrofuturistic texts across modalities.

Presenters: Tiffeni Fonto, Vanderbilt University

Renata Love Jones, Georgia State University

Nicholl Montgomery, Boston College

N.05 Attending to Children: Literacy Assessment That Cultivates Joy and Genius



ROOM: ALFRED TIBOR (HILTON 402, LEVEL 3)

This presentation focuses on attending to children through elementary literacy assessment. Three classroom teachers and one teacher educator showcase examples of literacy assessments that assess children in authentic, contextualized, culturally sustaining ways, focusing on in-the-moment observations and adjustment.

Presenters: Alicia Arce-Boardman

Kerry Elson

Kindel Nash, Appalachian State University

Roderick Peele

N.06 Bejeweled: Make the Whole Class *Shimmer* (with Podcasts)



ROOM: A-124/125 (GCCC, MAIN LEVEL)

Amid a sea of assessments, lessons, and trainings that bring classroom connections to life, podcasting creates a connective learning space for students and educators. Attendees will learn from a high school teacher, a college professor, and professional tech coach to help learners joyfully find their voices, create collaborative content, and authentically share in the classroom and beyond.

Presenters: Michael Bundalo, Lake Park High School
Emily Coklan, Barrington High School
Stephanie Fleck, College of Lake County

N.07 Collaborating to Support Student Writers: Connecting Writing Project Sites with University and High School Writing Centers



ROOM: PHEORIS WEST B (HILTON 402, LEVEL 3)

In this roundtable session, presenters from National Writing Project sites will share their collaborations with both university and local high school writing centers. These models of partnership reinforce the concept that the responsibility for teaching writing falls not on any one group of teachers or one institution but on the larger writing community.

Roundtable Leaders: Heather Abernathy
Heather Barton, Etowah High School/Cherokee County
Susanna Benko, Indiana Writing Project
Leah Chandler
Amber Jensen, Central Utah Writing Project
Beth Rimer, Ohio Writing Project, Miami University, OH
Ellen Shelton, The University of Mississippi
Betsy Woods, Milford High School, OH

N.08 Community Is a Verb: Connecting Theory and Practice with Literature in the ELA Classroom



ROOM: A-224/225 (GCCC, UPPER LEVEL)

Join us in exploring how centering intersectional social justice in literacy instruction creates space for students to respond to texts, debate authors' points of view, and challenge patterns that marginalize some voices. We will interrogate pedagogical practices from our varied roles in elementary literacy and examine how to reframe the negative ideologies systemically woven into curriculums.

Presenters: Laura Jimenez, Boston University
Clare Landrigan, Landrigan Literacy LLC/Stenhouse
Tradebook Authors/Illustrators: Grace Lin, Little, Brown & Co
Katie Yamasaki, "Shapes, Lines, and Light"

N.09 Community Is the Center: Reclaiming Storytelling within and without the Classroom



ROOM: D-283/284 (GCCC, UPPER LEVEL)

How do community-based projects disrupt a society built on individualism and assumed hierarchies of knowledge? This panel includes four teachers who will explore how gathering stories from lived experiences fosters and celebrates community within and without the classroom. Teachers will recount their journeys through several community-based units as well as share strategies for implementation.

Presenters: Emily Brannan
Odaly Chavez
Chyann Hector
Kinsey Rubio, Gwinnett County Public Schools

N.10 Connecting First-Year Writers to the Campus Community: The Showcase of Student Writing at the University of Toledo



ROOM: MARY FRANCES MERRILL (HILTON 402, LEVEL 5)

This session will discuss the objectives and benefits of the Showcase of Student Writing, a two-day "celebration of writing," where first-year students share their research projects with the campus community in visual and new media genres. A significant portion of the presentation will focus on the benefits to faculty, students, and the first-year writing program.

Presenters: Tyler Branson, University of Toledo
Michelle Davidson, University of Toledo
Anthony Edgington, University of Toledo

N.11 Connecting Linguistic Justice and Teacher Practices in the Writing Classroom: Examining the Impact of Language Ideologies



ROOM: B-243-245 (GCCC, UPPER LEVEL)

Teachers often encounter and perpetuate harmful language ideologies within the writing classroom. Presenters will highlight examples of teachers and students navigating multiple language ideologies and identify specific pedagogical practices that are grounded in linguistic justice.

Presenters: Alyse Campbell, University of Michigan, Ann Arbor, "The Language Ideologies of Digital Learning Tools: A Systematic Review"
Andrew Moos, University of Michigan, Ann Arbor, "What to Do about White Language Supremacy?: Classroom Practices for Resisting White Supremacist Language Ideologies"
Stephanie Renteria, University of Michigan, Ann Arbor, "Critical Language Awareness in the Writing Classroom: Exploring Students' Language Ideologies and Language Myths"
Melissa Valerie, University of Michigan, Ann Arbor

N.12 **Connecting the Science of Teaching Reading with Cultural Responsive Approaches to Support Preservice Teachers' Practice in Future Classrooms**



ROOM: A-112/113 (GCCC, MAIN LEVEL)

The Science of Teaching Reading (SoTR) has highlighted a need to prepare preservice teachers for reading instruction that reflects the current research while also weaving culturally and linguistically relevant pedagogies into practice. This roundtable session will present actionable approaches for supporting preservice teachers to teach using SoTR through a culturally responsive framework.

Session Chair/Roundtable Leader: Laveria Hutchison, University of Houston

Roundtable Leaders: Jordan Anagnostopoulos, University of Houston, "Oral Language Development for Diverse Language Users"

Laydia Collahan, Clemson University

Nicole Ferguson, Clemson University

Elisa Holcomb, University of Houston, "Phonetic Awareness Word-Building Routines Supporting Diverse Cultural and Linguistic Perspectives"

Sarah Jerasa, University of Houston/Clemson University, "Readers Use of Dual-Coding Supporting Early Readers' Meaning Construction Using Culturally Relevant Contexts and Schema"

Tory Pennington, Clemson University

N.13 **Construyendo relaciones familiares más fuertes: The Power of Family Dialogue Journals**



ROOM: C-160 A/B (GCCC, MAIN LEVEL)

The university professors will present preservice teacher experiences and endeavors in promoting bi/multilingual literacy opportunities by using family dialogue journals with Dual Language Learners, focusing on valuing students' home language, culture, and identity.

Presenters: Kelly Hill, The University of Alabama at Birmingham
Julie Paul, The University of Alabama at Birmingham

N.14 **Creating a Space Where Our Voice Is Known: Black Women Educators Reading, Writing, and Listening in Safe Spaces**



ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

Formed during the pandemic, a synchronous circle of nine Black women educators pursued connection to create a sense of community and equity. Join the journey as multidimensional women discuss issues of equity, justice, and antiracist teaching in their respective educational environments coupled with their own personal stories, struggles, and experiences navigating relationships, parenting, and life.

Presenters: Fredeisha Darrington

Kimberly Green

Sonjanika Henderson-Green, Red Mountain Writing Project

Shonterrius Lawson-Fountain, Birmingham Public Schools

Shawnta Owens

Veronica Rhodes-Simmons

Daphney Shade

Jameka Thomas

Nikkia White

N.15 **Creating New Literacy Pathways: Supporting Latinx Students through Retablos, Digital Meaning-Making, and Collaborative Writing in the US/México Borderlands**



ROOM: MILTON CANIFF (GCCC, LEVEL 3)

Drawing inspiration from the NCTE Position Statement on Writing Instruction in Schools, panelists share strategies to foster culturally sustaining writing instruction and broaden definitions of what "counts" as writing in schools. Audience members will engage in three interactive mini-lessons supporting learner identities, digital literacies, and collaborative knowledge-making.

Presenters: Brad Jacobson, The University of Texas at El Paso
Ana Muñoz, "Retablos: Establishing the Lines between the Past and the Present"

Jake Pineda, "Using Video Creation to Challenge Traditional Writing Practices at a Rural Borderlands High School"

N.16 Emancipatory Pro-Black Early Literacy Pedagogies and Research: Forging New Pathways of Insight and Practice

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ROOM: KOJO KAMAU JUNIOR BALLROOM B (GCCC, LEVEL 4)

Sponsored by the Early Childhood Education Assembly

This session involves networks of Black educators and white allies collaborating to disrupt white supremacy and create emancipatory pro-Black early literacy pedagogies and research, forging new pathways of insight and practice as well as connections for Black children with their communities and histories. Participants will dialogue with panelists in small groups, gaining insights and courage.

Session Chairs: Gloria Boutte, University of South Carolina
Susi Long, University of South Carolina

Respondents: Eliza Braden, University of South Carolina, “Identifying Anti-Blackness and Committing to Pro-Blackness in Early Literacy Pedagogy and Research: A Guide”
Kamania Wynter-Hoyte, University of South Carolina, “Identifying Anti-Blackness and Committing to Pro-Blackness in Early Literacy Pedagogy and Research: A Guide”
Catherine Compton-Lilly, University of South Carolina

Presenters: Melanie Acosta, Florida Atlantic University, “Awakening the Essence of Classroom Community Building”

Nathaniel Bryan, Miami University, “Prison Abolition Literacies as Pro-Black Pedagogy”

Saudah Collins, Jackson Creek Elementary School, “Emancipating Early Childhood Literacy Curricula: Pro-Black Teaching in K–3 Classrooms”

Jennifer Frazier, Jackson Creek Elementary School, “Emancipating Early Childhood Literacy Curricula: Pro-Black Teaching in K–3 Classrooms”

Edith Gamble, Jackson Creek Elementary School, “Emancipating Early Childhood Literacy Curricula: Pro-Black Teaching in K–3 Classrooms”

Michelle Grace-Williams, University of Toronto (OISE), “‘They Never Told Us That Black Is Beautiful’: Fostering Black Joy and Pro-Blackness Pedagogies”

Lindsay Hall, Jackson Creek Elementary School

Stephanie Hodge, Jackson Creek Elementary School

Tambra Jackson, Indiana University Indianapolis, “Who Will Remember? Racial Identity and Civil Rights Literature for Black Children at Freedom School”

Ashanda Merritt, Jackson Creek Elementary School

Sabina Mosso-Taylor, Jackson Creek Elementary School

Rebekah Piper, Texas A&M University-San Antonio

Kyanna Samuel, Jackson Creek Elementary School, “Emancipating Early Childhood Literacy Curricula: Pro-Black Teaching in K–3 Classrooms”

Christina Stout, Jackson Creek Elementary School, “Emancipating Early Childhood Literacy Curricula: Pro-Black Teaching in K–3 Classrooms”

Dinah Volk, Cleveland State University

Jacqui Witherspoon, Jackson Creek Elementary School

Jennifer Tafel, Jackson Creek Elementary School, “Emancipating Early Childhood Literacy Curricula: Pro-Black Teaching in K–3 Classrooms”

Takenya Warren, Jackson Creek Elementary School

N.17 Everything We Learned about Racism We Learned in School

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Rainbow

ROOM: C-161 A/B (GCCC, MAIN LEVEL)

Collaborate with a panel of Educators and Authors of the Global Majority. We’ll share our schooling journeys and create a collective vision for schooling that centers children. Choose love over fear and work toward a more liberatory classroom, school, education practice!

Presenters: Roberto Germán, Multicultural Classroom
shea wesley martin, The Ohio State University

Tradebook Authors/Illustrators: Joanna Ho, Scholastic/
HarperCollins

Minh Le, Random House Children’s Books

Tiffany Jewell, Versify

Torrey Maldonado, Penguin Random House, “Connecting through Short Stories: Empowering Students to Analyze and Create Stories That Honor Their Cultural Identities”

N.18 Everything You Need to Know about Participating in the NCTE Children’s Book Awards . . . and More!

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ROOM: A-212/213 (GCCC, UPPER LEVEL)

Sponsored by the Elementary Section Steering Committee; NCTE Awards

Calling all educators and literature enthusiasts! Want to get involved with NCTE’s Awards for Excellence in Children’s Literature? Come meet the committees of the Charlotte Huck, Orbis Pictus, and Poetry/Verse Novel awards to learn about the different ways educators, librarians, publishers, literacy advocates, and students can participate! All are welcome.

Committee Chairs: Cecilia Espinosa, CUNY Lehman College
Julia Lopez-Robertson, University of South Carolina
Mary-Kate Sableski, University of Dayton

N.19 **Expanding the Boundaries for Transformational Justice: Coalitions between Educators across the Spaces of Our Shared Work**



ROOM: AMINAH ROBINSON GRAND C (HILTON 402, LEVEL 5)

Sponsored by the English Language Arts Teacher Educators (ELATE)

In these ELATE-Social Justice Commission Roundtables, we highlight partnerships that bridge learning and inquiry spaces by moving beyond university classrooms and coursework in community with K–12 English language arts educators or community organizers to support teaching and learning for justice.

Session Chairs: Danielle Lillge, Illinois State University
Naitnaphit Limlamai, Colorado State University
Cynthia Nicholson, Associate Dean, Norfolk State University

Presenters: June Andrews, Columbus City School District
Jordan Bell, Erickson Institute
Emma Bene, Stanford University
Sara Cooper, Murray State University
Todd DeStigter, University of Illinois at Chicago
Samantha Duke, North Carolina State University
Mandie Dunn, University of South Florida
Katie Harlan Eller, Teachers College, Columbia University
Michelle Falter, St. Norbert College
Regina Fuentes, Columbus City School District
Andrea LeMahieu Glaws, Colorado State University, “Connecting across Schools and Districts around Equity Focused Practices”
Jillian Harpster, University of Nebraska-Lincoln
KaaVonia Hinton, Old Dominion University
Melanie Hundley, Vanderbilt University
Tara Star Johnson, Purdue University
Kelsey Jones-Greer, Penn State University
Tara Kirton, Teachers College, Columbia University
Cindi Koudelka, Fieldcrest CUSD 6; Aurora University
Patricia Lane, California State University, Fresno
Jennifer Mann, Duke University
Shaylyn Marks, California State University, Bakersfield
Maya Marlowe, Columbus City School District
Mary McConnaha, Michigan State University
Emily Pendergrass, Vanderbilt University
Jessica Rivera-Mueller, Utah State University, “Improving Teacher Education through Situated Definitions of Social Justice”
Stephanie Robillard, St. Mary’s University
R. Joseph Rodriguez, Austin Independent School District, Austin, TX
Stephanie Anne Shelton, The University of Alabama
Denise Sizemore, Columbus City School District
Anderson Smith, Teachers College, Columbia University, “From Periphery to Participant: Fostering Social Praxis for Post Incarceration through Digital Book Club Communities”
Blaine Smith, Vanderbilt University
Tashema Spence, Hofstra University/New York City Department of Education
Elisabeth Spinner, Alma College
Chiquita Toure, Columbus City School District
Alicia Whitley, North Carolina State University, “If You Want It Done Right, You Have To Do It Yourself’: Creating an Educational Equity Team in Your School”

N.20 **Find Your People: Lessons from Acorn (Parable of the Talents, Butler) & Indiana (The Underground Railroad, Whitehead) That Challenge the Hero’s Journey**



ROOM: C-151 (GCCC, MAIN LEVEL)

This panel discussion will outline how students and teachers can expand their network to include parents, administrators, and board members with lessons from fiction and nonfiction texts. Inspired by Bettina Love’s charge to “find your people,” students applied the lessons learned in their reading to make connections in their school and district. There will be time for questions and discussion.

Presenters: Steven Flores, District 215
Dulce Gonzalez, TF South/District 125
Aayla Holiday, TF South/District 125
Kyndall Jackson, TF South/District 125
Breanna Lopez, TF South/District 125
Guadalupe E. Ramirez, University of Illinois at Urbana-Champaign/Chicago Public Schools
Lucia Salazar, School Town of Munster
Maxine Keira Yepdjeu, TF South/District 125

N.21 **Food Stories as Literacy Learning: Community, Justice, Love**



ROOM: EMA SPENCER (HILTON 402, LEVEL 5)

Join educators of different backgrounds as we present ideas that invite students to share and learn about food and nourishment stories while combating stereotypes and building conexiones across differences. We will honor multicultural backgrounds with hybrid-genre food stories that honor recipes and communities of origin, thus supporting the dual work of teachers: literacy, infused with humanity.

Presenters: Grace Choi, Fairfax County Public Schools
Nawal Qarooni, NQC Literacy
LaMar Timmons-Long

N.22 Getting There, Being There: How Connecting with Places and People Can Inform Teaching and Writing

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ROOM: C-170 (GCCC, MAIN LEVEL)

Immersing oneself with real-life “characters” takes conection to unexpected levels. Stellar teachers and award-winning authors share how they research people and events in situ and surround students with words, images, and sounds to enhance their emotional connections to the people, places, objects, and ideas that created their world. Join us on our journeys—and learn how to take your own!

Session Chair: Cynthia Levinson, Simon & Schuster

Presenters: Chauntelle Folds, Columbus School for Girls
Lynn Sweeney, Columbus School for Girls

Tradebook Authors/Illustrators: Chris Barton, Charlesbridge
Don Tate, Simon & Schuster

N.23 Identities and Text Sets in the Making: Invitations to Expand Students’ Understanding of Reading, Readers, and the World

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ROOM: A-120/121 (GCCC, MAIN LEVEL)

By re-imagining the construction and use of text sets in concert with antiracist instructional practices, we explore how this common classroom practice creates opportunities for students to engage with complex ideas about texts, themselves, and the world. We will share examples of co-created text sets and how teachers can use these text sets to engage in complex literacy and identity work

Presenters: Aaron Basroon, Moser School
Afrika Afeni Mills, Continental Drift
Hannah Schneewind, Trusting Readers LLC
Jennifer Scoggin, Trusting Readers LLC

N.24 La Misma Lucha: Connected Struggles, Coalition Building, and Teaching for Justice

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Rainbow

ROOM: A-222/223 (GCCC, UPPER LEVEL)

This panel will feature the work of three high school teachers of color and their efforts to teach for justice in the same suburban district. The presenters will offer ways to think of the ELA classroom as a critical space in the work toward justice and cross-racial/-ethnic coalition building. They will share resources and examples of student work.

Presenter: Rex Ovalle, Oak Park River Forest High School/
University of Illinois at Chicago

N.25 Lively Language: Embracing Performance-Based Responses to Picture Books

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ROOM: B-233-235 (GCCC, UPPER LEVEL)

This session features a panel of award-winning authors and illustrators of picture books whose work engages and delights a wide range of readers. Together we’ll examine interactive, artistic, and performance approaches for responding to dynamic picture books and strategies that assist in creating a classroom community that delights in exploring the power of language and shared oral expression.

Presenters: Cyndi Giorgis, Arizona State University
Marie LeJeune, Western Oregon University

Tradebook Authors/Illustrators: Michael Datcher, Random House Children’s Books

Candace Fleming, Neal Porter Books/Holiday House
Frank Morrison, Random House Children’s Books
Eric Rohmann, Random House Children’s Books

N.26 Making Connections through Reflections: An Analysis of Preservice Teachers’ Experiences Using Literacy Quadrant to Explore Positionality and Equity

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ROOM: CHARLIE OWEN (HILTON 402, LEVEL 3)

Researchers will share how Literacy Quadrants served as a conduit for preservice teachers to reflect on their own lived experiences with literature through dialogue, empathetic listening, and acknowledgement of diverse perspectives. Preservice teachers were reflexive about their literacy-learning experiences and the application of knowledge/practices when preparing to teach ALL students.

Presenters: Elsie Lindy Olan, University of Central Florida
Kia Jane Richmond, Northern Michigan University

N.27 Making Media, Making Change: Youth Voice as Civic Action

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NWP
NATIONAL WRITING PROJECT

ROOM: ROMAN JOHNSON (GCCC, LEVEL 3)

With an election year approaching, empower students to share their voices. Civic media projects help students connect to their communities, share views, and engage in the democratic process. Learn from English teachers who have used these projects to boost empathy, start discussions, and leverage web-based media tools to help students share their voices through podcasts, mini-docs, and more.

Session Chair: Rachel Bear, National Writing Project

Presenters: Casey Olsen, Columbus High School, Columbus, MT
Rachel Roberson, KQED

Belinda Shillingburg, James Denman Middle School

N.28 Monsters in the Middle: Monster Fiction in the Middle Grade Classroom



ROOM: A-122/123 (GCCC, MAIN LEVEL)

From Mary Shelley to *Sesame Street*, monsters have been part of the cultural canon, helping children explore challenging concepts. In this session, four middle grade fantasy authors will share strategies for using monster stories to promote critical and creative thinking in the classroom. Attendees will leave with lesson ideas and an annotated bibliography of contemporary and classic monster stories.

Presenter: Linda Oehler-Marx, New Paltz Central School District

Tradebook Authors/Illustrators: Shakirah Bourne, Scholastic
Victor Pineiro, Sourcebooks
Refe Tuma, HarperCollins/Little Brown Young Readers
Alysa Wishingrad, HarperCollins

N.29 Networked Literacy and Youth Social Action: BLTN Next Generation Leadership Network



ROOM: C-171/172 (GCCC, MAIN LEVEL)

What are the relationships between networked teaching and learning, expressive writing, and youth social action? Adult and youth representatives from sites of the Bread Loaf Teacher Network’s youth network, BLTN NextGen, invite participants into their work, learning, and methodology in local social action work conducted within a diverse national network that centers writing across difference.

Presenters: Shaleisa Brewer, These Halls Can Talk: The Booker T. Washington High School Oral History Project, “These Halls Can Talk’: Imagination and Oral History at Booker T. Washington High School”
Kayla Hostetler, Aiken High School, “Building Bridges: Youth as Change Agents”
Susan Miera, Santa Fe Indian School, “Family Literacy Nights, Pueblo Style”
Tom McKenna, Middlebury Bread Loaf School of English

Respondent: Beverly Moss, Bread Loaf Teacher Network, “Response to Session: Community Literacy, Composition Theory, and Composition Pedagogy”

N.30 Parallels on the Journey to Freedom: Exploring the Intersections of Black and Palestinian Solidarity in Literature



ROOM: C-162 A/B (GCCC, MAIN LEVEL)

From different worlds, yet drawn together by common struggles, Black and Palestinian communities share many of the same obstacles to freedom. Attendees of this session will be given valuable text suggestions, relevant classroom activities, and samples of student work that shows the power that emerges when communities of people walk hand in hand to uplift one another and walk together toward justice.

Presenters: Kefah Ayesh, Al Ghazaly High School
Zainab Jabak, Alief Taylor High School
Sawsan Jaber, Education Unfiltered Consulting, East Leyden High School
Brittany Mitchell, IKIC, “Parallels on the Journey to Freedom: Exploring the Intersections of Black and Palestinian Solidarity in Literature and Art”
Mona Mustafa, Paterson Charter School for Science and Technology

N.31 Reading the Garden: Connecting Kids to Nature through Books



ROOM: B-240-242 (GCCC, UPPER LEVEL)

How can ELA teachers and librarians help kids connect to the natural world—and help them use that connection to enrich their writing and lives? This panel of children’s authors will discuss how books can help address the outdoor deficit and launch kids into outdoor activities, and show ways both imaginative and practical to bring nature connections into our own teaching of reading and writing.

Presenter: H.M. Bouwman, University of St. Thomas/Anteneum/Simon & Schuster
Tradebook Authors/Illustrators: Tara Dairman, Candlewick Press
Janet Fox, Neal Porter Books
Karuna Riazi, Greenwillow Books/HarperCollins
Meera Sriram, Knopf

N.32 Resilience through Relationships: Increasing Communication between Administrators and Teachers



ROOM: DIANE POWELL DAX (HILTON 402, LEVEL 5)

In a panel discussion, one elementary school principal and two university educators communicate strategies designed to increase professional sustainability. Researchers share findings related to effective communication and compare findings to those of the administrative study. Tentative conclusions of the teacher research were that when teachers’ voices were heard, resiliency resulted.

Presenters: Peggy Hopper, Mississippi State University
Jerry Bradford Parker, Pontotoc County School District
Mary Ann Parker, University of North Alabama

N.33 **Rewiring the Network: How Intensive Literacy Interventions and Collaborations Create New Connections and Nodes of Literacy in One Extreme, High Needs District**



ROOM: D-281/282 (GCCC, UPPER LEVEL)

Educators from Benton Harbor Area Schools in Michigan discuss how the wires of connection between themselves, their students, and their community all contribute to raise literacy rates and create a new network of positive outcomes in a poverty stricken district that was the recipient of a federal comprehensive literacy grant.

Presenters: Jake Crow, Benton Harbor Area Schools
Shannon Hoover

N.34 **Sparkling Connections through the National English Honor Society**



ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Presenters discuss the profound connections high school students and teachers can make with both literature and their campus and wider communities through membership to the National English Honor Society. Panel members discuss their experiences supporting their students to develop literacy-focused projects, which create connections that generate impacts beyond the classroom.

Presenters: Cami Badman
David Hebestreit
Breanne Hicks, Saint Mary's Hall
Christopher Lockwood, National English Honor Society

N.35 **Stronger Together: Elementary Teachers' Collaborative Exploration of Teaching with Inclusive Literature**



ROOM: A-114/115 (GCCC, MAIN LEVEL)

This session will share strategies and resources from a professional development initiative for elementary teachers using inclusive literature to foster empathy and understanding. Attendees will learn about books teachers found most valuable, resources for selecting culturally authentic texts, and strategies for collaborating and supporting fellow educators in this work.

Presenters: Madeleine Israelson, College of Saint Benedict/
Saint John's University
Terry Johnson, College of Saint Benedict/Saint John's University

N.36 **Sustaining Youth Voice in NCTE and Beyond: An Opening Dialogue**



ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)

Sponsored by the Standing Committee on Research

In this intergenerational speculative session, youth and adult co-conspirators will lead a discussion about youth engagement and leadership at NCTE. Among the questions that will be discussed and documented for growing a youth-centered space in NCTE are: What does NCTE do for/with youth? How can NCTE engage youth throughout its leadership and practices? What can we (adults in literacies education) learn by listening to young people?

Session Chair: Leigh Patel, University of Pittsburgh
Presenters: Limarys Caraballo, Teachers College, Columbia University

Lauren Kelly, Rutgers University
Nicole Mirra, Rutgers University
Estrella Torrez
Vaughn Watson, Michigan State University

N.37 **Teaching Literacy and Reading to English Language Learners: Experiences of Reading and Literacy Teachers**



ROOM: A-226 (GCCC, UPPER LEVEL)

The number of English language learners (ELLs) is increasing rapidly in US schools. General education teachers have an important role in the academic success of these students because ELLs spend most of their school time in mainstream classes and are pulled out a few hours for ELL services. This session analyzes the accommodations used by reading and literacy teachers to teach ELL.

Presenters: Nilufer Guler
Alexia Pol
Fidel Pol

N.38 **The Language Squeeze: Writing in a Time of Hyper-Scrutiny**



ROOM: A-210/211 (GCCC, UPPER LEVEL)

In recent years many adults have found that the world of writing has changed. Editors, reviewers, librarians, and concerned parents now scrutinize texts, looking for problematic language and, in many cases, removing it. Language has become the "third rail," and nobody wants to step on it. This session will explore the impact and implications of this intense language-scrutiny.

Presenters: Ralph Fletcher, Author/Consultant
Gaetan Pappalardo, Green-Fields Elementary School
Tradebook Authors/Illustrators: Nikki Grimes, The Highlights Foundation/Boyd's Mills Kane
Gordon Korman, "When Books Published Years Ago Become Problematic Today"

N.39 **Together We Rise: Finding Hope and Strength through Poetry and Prose**



ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)

Join us as we share how prose and poetry save us from isolated lives, from the hardest years teachers and students have faced in recent history. We'll share strategies that help students write persuasively, read critically, and respond compassionately. We will discuss how hope and strength sit alongside collaboration and community, and together, no matter the hardships, together we rise.

Session Chair: Penny Kittle, Plymouth State University/Book Love Foundation

Presenters: Naomi Shihab Nye, "We Rise with Words That Bind"

Robert Probst, Georgia State University, "Talking with a Voice Meant to Be Heard"

Linda Rief, "Writing to Be Heard"

Respondent: Kylene Beers, Beers.Probst Consulting

N.40 **Uncommon Connections: The Power of a Superhero School-University Partnership**



ROOM: B-246 (GCCC, UPPER LEVEL)

This presentation will offer insights into a partnership between ELA eighth graders and interdisciplinary undergraduate students reading a graphic novel. Attendees will gain insights and materials for creating partnerships that honor uncommon connections in their K–12 or university classrooms.

Presenters: Shelby Boehm, Illinois State University
Jon Mundorf, P.K. Yonge Developmental Research School at the University of Florida

N.41 **Working with University Students to Confront the Stigma around Addiction**



ROOM: PHEORIS WEST ROOM A (HILTON 402, LEVEL 3)

As teacher educators, we understand that university and public school classrooms need to be spaces where addiction is discussed, analyzed, and humanized. This is a three-part panel that includes theoretical frameworks around addiction, teaching moves to engage university students in discussions around addiction, and present empirical data from university student engagement in these processes.

Presenters: Arianna Banack, University of South Florida
Ricki Ginsberg, Colorado State University
Daniel Moore, Metropolitan State University of Denver

N.42 **Write Where You Are: Cultivating Community Right Where You Are**



ROOM: A-216 (GCCC, UPPER LEVEL)

The National Writing Project (NWP)-Kent State University (KSU) invites you to visit Ohio's Cuyahoga Valley National Park (CVNP) through the eyes of educators who have found inspiration for writing by coming together through their love of the outdoors. This place-based learning session will feature lessons that have been inspired by the four-year partnership between NWP-KSU and CVNP to propel student writing out of the classroom and into the world.

Presenters: Margaret Chernick, Kent State Writing Project

Margaret Delgado Chernick, Kent State Writing Project

Amy Hirzel

Alexa Sandmann, Kent State University

Christi Thompson

Kate Walley, Kent State Writing Project

N.43 **YA Authors Talking Craft and Making Art: Conversations about Researching and Writing YA Literature**



ROOM: B-130-132 (GCCC, MAIN LEVEL)

This session brings together eight award-winning YA authors to discuss their literary craft. In pairs, authors will engage in short conversations that illuminate the critical and creative writing process. At roundtables, authors will read aloud a brief excerpt and then discuss teaching ideas sparked by their work: mini-lessons on craft, writing invitations, text pairings, and research opportunities.

Session Chair: Jennifer Buehler, Saint Louis University

Tradebook Authors/Illustrators: M. T. Anderson, Candlewick

Elana K. Arnold, HarperCollins

Jaha Nailah Avery, Levine Querido

Kekla Magoon, Macmillan Children's Publishing Group

Amber McBride, Macmillan Publishing

Daniel Nayeri, Levine Querido

Eliot Schrefer, HarperCollins

Ibi Zoboi, Balzer + Bay

N.44 **Transformative Literacy Teacher Education in Residencies and Mentoring Programs**



ROOM: A-214/215 (GCCC, UPPER LEVEL)

Preservice and first-year teachers often struggle to navigate the complexity of school sites—as well as the sometimes conflicting emphases between schools and university teacher preparation programs. Teacher residencies and mentoring programs can help teachers successfully navigate these difficulties during student teaching and beyond.

Session Chair: Erica Griffin, A+ College Ready

Presenters: Michelle Goodsite, Kennesaw State University, "What Makes a Successful Student Teaching Experience? Connecting Students and Schools in Yearlong Partnerships"

Aimee Hendrix-Soto, Texas Woman's University, "Connections That Sustain Us: Supporting Transformative Literacy Education through a First-Year Teacher Mentoring Program"

Amanda Messner, Texas Woman's University, "Connections That Sustain Us: Supporting Transformative Literacy Education through a First-Year Teacher Mentoring Program"

Rob Montgomery, Kennesaw State University, “What Makes a Successful Student Teaching Experience? Connecting Students and Schools in Yearlong Partnerships”
 Caroline B. Rabalais, Georgia State University, “Conexiones of a First-Year Teacher’s Pedagogy and What They Learn from Their Teacher Residency Program”
 Christina Salazar, Texas Woman’s University/Mesquite Independent School District, “Connections That Sustain Us: Supporting Transformative Literacy Education through a First-Year Teacher Mentoring Program”

N.45 Supporting Girls of Color in the ELA Classroom through Culturally Sustaining Practices



ROOM: A-220/221 (GCCC, UPPER LEVEL)

In this panel the speakers will discuss ways to support middle school girls of color through culturally relevant book clubs and the implementation of strategies to combat the linguistic segregation that African American girls face in schools.

Session Chair: Emily Peters, LSU Laboratory School
Presenters: Emily Madison, Salisbury University, “No Tea, No Shade: Addressing Linguistic Segregation through Black Literate Spaces”
 Tara Pearce, University of Utah/West Jordan Middle School, “Girl Power: How to Better Help Our Low-Reading Girls Connect to Each Other and Text”

N.46 Restoring Humanity in ELA



ROOM: D-180/181 (GCCC, MAIN LEVEL)

Presenters share strategies for creating more restorative and humanizing schools. Learn about a humanizing literature project, a restorative literacy framework, and restorative justice in the ELA classroom.

Session Chair: Kate Strein, School District of Palm Beach County
Presenters: Aileen Adao, “Restorative Practices as a Means to Promote Joy and Resilience”
 Deirdre Faughy, Oyster Bay High School, “Restorative Literacy Practices: Cultivating Community in the Secondary ELA Classroom”
 Melissa Pugliese, Pawling High School, “What Does It Mean to Belong? Exploring Lived Experiences through YA Literature”
 Kasey Stecher, Pawling High School, “What Does It Mean to Belong? Exploring Lived Experiences through YA Literature”

N.47 ELATE Commission Meetings #2

SHORT NORTH B (GCCC, UPPER LEVEL)

Sponsored by English Language Arts Teacher Educators (ELATE)

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

Committee Chair: Nadia Behizadeh, Georgia State University
Committee Members: Keisha McIntosh Allen, University of Maryland

Tamara Butler, College of Charleston’s Avery Research Center for African American History and Culture
 Cati de los Rios, University of California
 Maria Hernandez Goff, Renton School District
 Ruben A. Gonzalez, Stanford University
 Keisha Green, University of Massachusetts at Amhurst
 Davena Jackson, Boston University
 Latrise P. Johnson, University of Alabama
 Lindy Johnson, William & Mary
 Jung Kim, Lewis University
 Joanne Marciano, Michigan State University
 Keisha McIntyre-McCullough, Florida International University
 Brad Robinson, Texas State University
 Luke Rodesiler, Purdue University Fort Wayne
 Melanie Shoffner, James Madison University

Roundtable 1: Commission on Social Justice in Teacher Education Programs

Co-Chairs: Danielle Lillge, Illinois State University
 Nainaphit Limlamai, Colorado State University
 Cynthia S. Nicholson, Norfolk State University

Roundtable 2: Commission on Digital Literacies and Teacher Education (D-LITE)

Co-Chairs: Meredith Garcia, University of Wisconsin-La Crosse
 Brady Nash, Miami University, OH

Roundtable 3: Commission on the Study and Teaching of Adolescent Literature

Co-Chairs: Alice Hays, California State University, Bakersfield
 Steffany Comfort Maher, Indiana University Southeast

Roundtable 4: Commission on the Teaching of Poetry

Co-Chairs: Vicki Sherbert, Kansas State University, Manhattan
 Danny Wade, Washburn University, Topeka, KS

Roundtable 5: Commission on English Methods Teaching and Learning

Co-Chairs: Katy Covino-Poutasse, Fitchburg State University, MA
 Todd Reynolds, University of Wyoming, Laramie

Roundtable 6: Commission on Writing Teacher Education

Co-Chairs: Amanda Brewer, University of Central Missouri
 Elsie Lindy Olan, University of Central Florida, Orlando

Roundtable 7: Commission on Arts and Literacies

Co-Chairs: Pamela Hartman, Ball State University, Muncie, IN
 Hung Pham, University of Arkansas, Fayetteville

Roundtable 8: Commission on Family and Community Literacies

Co-Chairs: Tracey T. Flores, The University of Texas at Austin
 Laura Gonzales, The University of Texas at El Paso

Roundtable 9: Commission on the History of English Education

Co-Chairs: Sheridan Blau, Teachers College, Columbia University
 Ashlynn Wittchow, Teachers College, Columbia University

Roundtable 10: Commission on Climate Justice, Inquiry, and Action

Co-Chairs: Fawn Canady, Sonoma State University
 Catherine Lammert, Texas Tech University

SPECIAL INTEREST GROUP SESSIONS & SPECIAL EVENTS

5:00–7:00 P.M.

SIG.01 Asian/Asian American Caucus Networking and Mentoring Event

G

Rainbow

ROOM: ROBERT KING (HILTON 401, LOBBY LEVEL)

Sponsored by the Asian/Asian American Caucus

Come join the Asian/Asian American Caucus of NCTE in a time of community building at this networking event designed to build bridges between Asian/Asian American authors, teachers, teacher educators, and researchers. As we gather together, we hope to further strengthen alliances and resource-sharing within our diverse communities and provide a much needed space for collaboration and coalition building within the larger NCTE Convention. Light refreshments will be provided and a selection of books by Asian American authors will be given away as door prizes. We hope you will join us!

Caucus Co-Chairs: Betina Hsieh, California State University Long Beach
Jung Kim, Lewis University

5:45–7:00 P.M.

SIG.02 Multilingual Caucus Meeting

G

Rainbow

ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

Sponsored by the Multilingual Caucus

The Multilingual Caucus seeks to celebrate and support students and educators with multilingual identities. Any multilingual educator or student may attend the meeting. The Caucus addresses racism, xenophobia, and microaggressions that are sometimes experienced by multilingual individuals. The Caucus also provides resources to increase the general public's understandings of multilingualism.

Caucus Chair: Keri-Anne Croce, Towson University

SIG.03 ALAN Master Class: Craft and Creativity

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ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Sponsored by the Assembly on Literature for Adolescents of NCTE

The 2023 ALAN Master Class, sponsored by the Assembly on Literature for Adolescents of NCTE, will feature authors Ruta Sepetys, David Bowles, and Guadalupe García McCall in discussion on craft, creativity, and finding an authentic voice, followed by interactive roundtables with authors and participants exploring ways to develop students' craft.

Session Chair: Jewel Davis, Appalachian State University

Presenters: Mark Letcher, Lewis University

Kellee Moye, Hunter's Creek Middle School, Orlando, FL

Tradebook Authors/Illustrators: David Bowles, Bloomsbury

Children's/The University of Texas-Rio Grande Valley

Guadalupe García McCall, Bloomsbury Children's

Ruta Sepetys

SIG.04 Building Conexiones through Grammar Instruction with ATEG

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ROOM: PHEORIS WEST C (HILTON 402, LEVEL 3)

Sponsored by the Assembly for the Teaching of English Grammar

Join NCTE's Assembly for the Teaching of English Grammar (ATEG) for an interactive discussion on building conexiones through grammar instruction! In this presentation, ATEG's Sherry Saylor, Amy Bouch, and Sean Ruday will lead a series of conversations about how meaningful grammar instruction can help students see the connections between all forms of communication.

Presenters: Amy Bouch, Chartiers Valley Middle School

Sean Ruday, Longwood University

Sherry Saylor, Prince George's Community College

SPECIAL INTEREST GROUP SESSIONS & SPECIAL EVENTS

5:45–7:00 P.M.

SIG.05 Community Engagement & American Literature



ROOM: CHARLES MASSEY ROOM (HILTON 402, LEVEL 3)

Sponsored by the Assembly on American Literature

In this Assembly on American Literature Special Interest Group Session, scholar and educator Tiffany A. Flowers will present her community-engaged work in literacy.

Session Chair: KaaVonia Hinton, Old Dominion University
Presenter: Tiffany Flowers, Georgia State University Perimeter College

SIG.06 Creating Dialogue across Generations of Scholars: Revolutionary Scholarship with and for Latinx Students, Families, and Communities



ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)

Sponsored by the Latinx Caucus

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

Caucus Chair: Tracey T. Flores, The University of Texas at Austin
Presenters: Limarys Caraballo, Teachers College, Columbia University
Denise Davila, The University of Texas at Austin
Cati de los Rios, University of California
Sybil Durand
Patricia Enciso, The Ohio State University
María E. Fránquiz, The University of Texas at Austin
Antero Garcia, Stanford University
Laura Gonzales
Danny Martinez, University of California, Davis
Sandra L. Osorio, Erikson Institute
Sanjuana Rodriguez, Kennesaw State University
Timothy San Pedro, The Ohio State University
Angie Zapata, University of Missouri

SIG.07 Expanded Perspectives on Learning



ROOM: ROMAN JOHNSON (HILTON 402, LEVEL 3)

Sponsored by the Assembly for Expanded Perspectives on Learning

This SIG session will invite NCTE members to learn more about the work and mission of the Assembly for Expanded Perspectives on Learning.

Session Chair: Jonathan Marine, George Mason University

SIG.08 Exploring Counternarratives through Solidarity, Advocacy, and Critical Texts



ROOM: EMA SPENCER (HILTON 402, LEVEL 5)

Sponsored by the Assembly on American Literature

Using R. Joseph Rodríguez’s critical signposts (i.e., counternarrative inquiry, cultural literacy, and self and social responsibility) as a framework, our panelists will explore the potential of using challenged or banned texts to motivate students to read freely.

Session Chair: KaaVonia Hinton, Old Dominion University
Presenters: Tiffany Flowers, Georgia State University Perimeter College
Crag Hill, The University of Oklahoma
Saba Vlach, University of Iowa

SIG.09 GSEA Business Meeting



ROOM: GINA KNEE (HILTON 402, LEVEL 4)

Sponsored by the Genders and Sexualities Equality Assembly

This meeting, open to all, including both members and those interested in learning more about the Genders and Sexualities Equality Assembly (GSEA), will feature a keynote address from the GSEA’s 2023 mini-grant recipient, provide information and updates related to the GSEA’s annual operations and efforts, and ask those in attendance to discuss and possibly vote on GSEA business items.

Committee Chair: Stephanie Anne Shelton, The University of Alabama, “GSEA Chair Report”
Presenters: Adam Crawley, University of Colorado, Boulder
Rae Oviatt, Eastern Michigan University
Summer Pennell, University of Vermont
Ryan Schey, University of Georgia

SATURDAY

SPECIAL INTEREST GROUP SESSIONS & SPECIAL EVENTS

5:45–7:00 P.M.

SIG.10 Nodes of Literary Connection: How Culturally Diverse Imprints Are Building Pathways for More Inclusive and Representative Children's Literature

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ROOM: B-130-132 (GCCC, MAIN LEVEL)

Sponsored by the Children's Literature Assembly

For the 30th annual Expert Class (formerly Master Class) we are excited to highlight authors, illustrators, publishers, and organizations that are influencing the landscape of inclusive representation in children's literature. In conversational-style groupings organized around focal themes, speakers will share the focus, vision, and collaborative process that constitute their books and work. This year's class will include 3–4 formal rotations that will allow audience members to interact with multiple tables. This Expert Class will emphasize building connections and allow participants to interact directly with the publisher/creator teams as they rotate between tables. In addition to authors, and publishers, we will also have speakers representing Translated Books, Imported English Language Books, and USBBY Outstanding International Books for 2023. There will be door prizes and giveaways!

Presenters: Mary Ann Cappiello, Lesley University
Lisa Pinkerton, The Ohio State University
Sara Sterner, Cal Poly Humboldt

Tradebook Authors/Illustrators: Michelle Kadarusman, Pajama Press
Ellen Myrick, President and Chief Marketer, Publisher Spotlight
Kathryn Otoshi
Angus Yuen-Killick, Red Comet Press

SIG.11 SIG: Secondary School Writing Centers

S

ROOM: PHEORIS WEST ROOM B (HILTON 402, LEVEL 3)

Sponsored by the International Writing Center Association

NWP
NATIONAL WRITING PROJECT

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Secondary school writing center directors will discuss how to ensure writing centers are sites of equity in schools and communities by sharing strategies to develop more equitable tutor recruitment and training methods, increasingly actionable social justice pedagogies, and exceptionally meaningful practices that celebrate and raise student voices.

Presenters: Heather Barton, Etowah High School/Cherokee County
Laura Peterson, Cherokee County Schools
Rebecca Shields, Stanford High School
Lisa Silverman, Woodland Hills Senior High School
Christy Toledano, Riverwood International Charter Schools

SIG.12 Making Rural Connections: Building Rural Literacies, Creating Communities, and Cultivating Dialogue

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ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)

This roundtable session will be a start in creating connections and networks for K–12 ELA teachers, university teacher educators, and preservice teachers living and working in rural schools and districts. Through discussion of diverse topics around rural education, we hope to share strategies that will support teachers and students in rural schools and communities.

Roundtable Leaders: Crystal L. Beach, Union County Schools/University of Georgia

Ashley Boyd, Washington State University

Rebekah Buchanan, Western Illinois University, "Creating Rural Community Literacy Projects"

Janine Darragh, University of Idaho

William Fassbender, Montana State University, "Seeking Belonging"

Nicole Hall, Montana State University, "Understanding Differences through Civic Dialogue and Connections to Regional Literature"

Dan Lesko, Mt. Olive High School, "RISE: Rural Illinois Shared Education and the Distance Learning Classroom"

Danette Long, Evergreen Hutterite Colony, "Opening Up Dialogue toward Rural Sense of Belonging: An Affective Examination of Teaching English in Rural Communities"

Allison Wynhoff Olsen, Montana State University, "Seeking Belonging"

Kristofer Olsen, Montana State University, "Opening Up Dialogue toward Rural Sense of Belonging: An Affective Examination of Teaching English in Rural Communities"

Ashley Pankratz, Montana State University, "Connecting across Ruralities through Collaborative Roundtable Professional Development"

Chea Parton, Purdue University, "Missed Connections: Rural Readers and YA Literature"

Gabryelle Perkins, Montana State University, "Isolated but Not Alone: Using Critical Rural English Pedagogy to Foster LGBTQ+ Students' Sense of Belonging in Small, Rural Schools"

Darrin Ross, United High School, "Developing Rural Literacies"

Stephanie Anne Shelton, The University of Alabama

Jeff Spanke, Ball State University

Alisha White, Western Illinois University

Michelle Zoss, Georgia State University, "Weaving Together Storytelling, Drama, and Drawing in a Rural Middle School"

SPECIAL INTEREST GROUP SESSIONS & SPECIAL EVENTS

5:45–7:00 P.M.

SIG.13 NCTE SIG Presents: Landscaping for Story

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NWP
NATIONAL WRITING PROJECT

ROOM: PHEORIS WEST ROOM A (HILTON 402) LEVEL 3

Sponsored by the Storytelling Special Interest Group

Experience an evening of story as you are led by narrative experts Kevin Cordi, Christine Gentry, and Jacqueline Yahn in exercises that invite stories to happen. Walk out with the skills and the energy to craft stories for yourself and with your students. Learn more about the recently released NCTE Storytelling Position Statement.

Presenters: Kevin Cordi, Ohio Lancaster University
Christine Gentry, New York University
Jacqueline Yahn, Ohio University Eastern



Kevin Cordi



Christine Gentry



Jacqueline Yahn

7:00–9:00 P.M.

SIG.14 The Fountain of the Muse

G

ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)

The annual Fountain of the Muse roundtable is a workshop and open mic poetry and short prose reading of original work. The event welcomes first-time readers as well as established writers to participate together in totally relaxed, small-group workshops and open mic readings. Those who wish to listen and enjoy the company of conference poets and prose writers are also welcome to join the gathering. Roundtable workshoping and writing will begin at 7:00 p.m. with open mic readings beginning at 8:00 p.m. Writers who want a careful look at their original work should bring eight copies of no more than two pages of poetry or prose for small group response. Preregistration is not necessary. There is a forty-line or two-page maximum for open mic reads. Short verse, prose poems, fiction, and creative nonfiction excerpts are welcome.

Presenters: Bonner Slayton
Danny Wade, Washburn University

7:00–10:00 P.M.

SIG.15 CELT Membership Meeting and Social Hour

G

ROOM: ALFRED TIBOR (HILTON 402, LEVEL 3)

Sponsored by the Center for Expansion of Language and Thinking

Join us for a meeting (7:00–9:00 p.m.) and social hour with refreshments (9:00–10:00 p.m.).

SATURDAY

SUNDAY, NOVEMBER 19

7:00–8:45 A.M.

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Affiliate Roundtable Breakfast “It's All Connected”

ROOM: SHORT NORTH B (GCCC, UPPER LEVEL)

Sponsored by the Standing Committee on Affiliates

Join the celebration! The Affiliate Roundtable Breakfast provides an opportunity to celebrate the work of affiliates across the country as we recognize state, regional, and national affiliate activity. Affiliates and individuals will be recognized with awards for excellence, leadership and development, multicultural programming, intellectual freedom, and more.

Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

Speakers: Emily Kirkpatrick, NCTE Executive Director
Tonya B. Perry, Miles College, NCTE Vice President

Breakfast Cochairs: Amy Nyeholt, Carrie Perry, Renée Rude

SCOA Chair: Amy Nyeholt, Pennsylvania Council of Teachers of English and Language Arts

Committee Members: Kathryn Kritzeck Anderson, Anoka-Hennepin Schools, Coon Rapids High School

Lois Marshall Barker, Texas Council of Teachers of English Language Arts

Cheryl Golden, Seneca Ridge Middle School

Carrie Perry, Sarasota County Schools

Renee Rude, Chandler-Gilbert Community College/Arizona English Teachers' Association

Cathy Sosnowski, Curriculum Consultant

Nathan Whitman, Derby High School USD 260



EMILY KIRKPATRICK



TONYA B. PERRY

7:00–8:45 A.M.

Children's Literature Assembly Breakfast

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ROOM: SHORT NORTH A (GCCC, UPPER LEVEL)

Sponsored by the Children's Literature Assembly



TRACI SORELL

The Children's Literature Assembly Breakfast celebrates award-winning author **TRACI SORELL** (Cherokee Nation, OK). She writes for inquisitive minds across all genres. In this session, Sorell will offer stories about people and events not always found in classroom texts while amplifying Native American worldviews in children's literature.

Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

Session Chairs: Jackie Arnold, University of Dayton
Andrea Page, Children's Literature Assembly Board Member

Keynote Speaker: Traci Sorell, Penguin Young Readers

A book signing will follow the session.

SUNDAY



**BUILD YOUR STACK® LOCATED IN
EXPO HALL B (GCCC, MAIN LEVEL)**

9:00-9:20 A.M.

BYS.30 Build Your Poetry Stack with the NCTE Outstanding Poetry Award

Wileena Booker

Rebecca Kai Dotlich, Astra Books for Young Readers

Joseph Pizzo, Black River Middle School

Mary-Kate Sableski, University of Dayton



**Classroom
Idea
Exchange®**

10:30-11:45 A.M.

ROOM: SHORT NORTH B (GCCC, UPPER LEVEL)

New teaching ideas can inspire and benefit you, whether you're new to the profession or have decades of experience! NCTE's Classroom Idea Exchange will connect you with other literacy educators to share and receive best instructional practices. This unique event centers teacher expertise and facilitates the inspiring and affirming synergistic exchange of ideas that is the hallmark of our vibrant professional community. We're excited to reintroduce this energizing event at this year's Annual Convention!

Join us Sunday, November 19, for the Classroom Idea Exchange. The Exchange is sure to be a highlight of the #NCTE23 experience!

SUNDAY FEATURED SESSION

9:00–10:15 A.M.

FS.06 Making NCTE Your Home: Leadership and Engagement Opportunities throughout Our Organization

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ROOM: C-171/172 (GCCC, MAIN LEVEL)

Remember those college student organization fairs we used to attend? We are taking a page out of their book. Come find your communities in the different assemblies, caucuses, special interest groups, and more who help to make NCTE such a strong, interconnected professional organization. See how you can bring your experiences and perspectives to these various groups to help NCTE thrive.

Presenters: Amy Bouch, Chartiers Valley Middle School

Sierra Gilbertson, Fosston High School

Anna Osborn, Jefferson Middle School

Committee Chairs: Nicholas Emmanuele, Millcreek Township School District

Xenia Hadjioannou, Penn State University, Berks Campus

KaaVonia Hinton, Old Dominion University

Jung Kim, Lewis University

Mark Letcher, Lewis University

Amy Nyeholt, Standing Committee on Affiliates; PCTELA (Pennsylvania Council of Teachers of English and Language Arts)

Sean Ruday, Longwood University

SUNDAY

SUNDAY WORKSHOPS

2:00–6:00 P.M.

Registration is required to attend these workshops. Stop by the NCTE Registration Desk to add a Thursday and/or Sunday half-day workshop to your registration. (See the Thursday workshops on page 42 of this program.)

SW.1 A Place Where Souls Can Rest: Black Girl Freedom, Liberation, and Emancipation

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Rainbow

ROOM: C-160 A/B (GCCC, MAIN LEVEL)

With our workshop, we will emphasize Divine Love and showcase how educators may help Black girls to finally rest and embrace all aspects of (re)cognizing of themselves through the awakening of their true power and purpose when (re)membering (Dillard, 2012), the journeys of their divine ancestors through personal narratives, storytelling, and poetry activities.

Workshop Leaders: Marcelle Mentor, Teachers College, Columbia University, New York, NY
Darius Phelps, Teachers College, Columbia University, New York, NY

SW.2 Advocating for Young Adult Literature in Politically Divided Times: Becoming Changemakers

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ROOM: C-171/172 (GCCC, MAIN LEVEL)

How can teachers change the negative public narrative about young adult literature that pervades many communities? In this workshop, participants learn to strategically defend YAL: before an issue arises, in the midst of a challenge, and after restrictions are enacted. Drawing upon lessons from Everyday Advocacy, teachers create an action plan tailored to their own contexts.

Workshop Leaders: Jennifer Buehler, Saint Louis University
Cathy Fleischer, professor emerita, Eastern Michigan University
Matt Hamilton
Sarah Hochstetler, Lawrence Public Schools
Alexa Muse, University of Oxford
Beth Shaum, Lawrence Public Schools
Respondent: Steven Zelman, Northeastern Illinois University

SW.3 Deep Connections Start with the Inner Work: Identity Journaling and the Path to Culturally Sustaining Practices

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Rainbow

ROOM: C-161 A/B (GCCC, MAIN LEVEL)

This workshop will share critical thinking prompts for educators to self-reflect and connect with the community they serve, as well as provide resources and activities to encourage collaboration and research to navigate cultural differences and learning opportunities within the classroom. Based on responses to the prompts and reflections on one's own lives, we will engage in critical discussions.

Workshop Leader: Brittany Powell, University of Delaware

SW.4 Reading, Speaking, and Writing about News: Using Local Issues to Engage Students in Their Communities

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ROOM: C-162 A/B (GCCC, MAIN LEVEL)

Explore how local news can be used as a powerful tool to teach reading, writing, and critical thinking skills while serving as a motivational hook to help students seek out information and connect with peers and the broader community. The featured unit can be tailored to meet the needs of any classroom and provides ample opportunities for cross-curricular collaboration and community involvement.

Workshop Leaders: Sarah Bargardi, Thinking Habitats
Rebecca Bush, Ottawa School District
Florian Feucht, Thinking Habitats

SW.5 Take Out Your Phones: Using Multimedia to Teach Foundational Literacy

M

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ROOM: C-170 (GCCC, MAIN LEVEL)

Teachers from the Cleveland Metropolitan School District will present strategies for how to use everyday media, including smartphones, a Netflix account, free online pop culture resources, and a variety of YA, canonical, and media texts to teach English language arts curriculum outcomes. Participants will see new media used to teach close reading, argumentative writing, researching, and more!

Workshop Leaders: Trevor Aleo, Greenwich Country Day School
Sarah Jerasa, University of Houston/Clemson University
Karis Jones, SUNY Empire State College
William Kist, Kent State University
Laverne McLain

NCTE AUTHOR STRAND SESSION

O.01 **Cultivating Young Multilingual Writers: Nurturing Voices and Stories in and beyond the Classroom Walls****E****ROOM: PHEORIS WEST ROOM C (HILTON 402, LEVEL 3)**

K–5 educators teaching in shifting contexts encounter an array of challenges daily, from restrictive language policies and mandates to heightened accountability measures that often dictate the design of their writing time and instruction. In this session, we share ideas from our recent book, which focuses on elementary school teachers working with young writers in varying educational contexts, including dual language, bilingual, and English Only contexts, and in particular students who come from culturally and linguistically diverse settings.

Presenters: Cathy Fleischer, Professor Emerita, Eastern Michigan University
Tracey T. Flores, The University of Texas at Austin
María E. Fránquiz, The University of Texas at Austin

O.02 **Celebrating Jewish Joy: A Breakfast Book Showcase with the NCTE Jewish Caucus****G****ROOM: ELIJAH PIERCE A & B (HILTON 401, LOBBY LEVEL)**

The NCTE Jewish Caucus invites members of our organization to share in a celebration of Jewish joy and resilience. This session features a book showcase with readings by Jewish Caucus teacher-scholars as well as authors of children's and young adult literature, Q&A, suggestions for incorporating Jewish practices into literacy classrooms, and opportunities for networking. Refreshments will be served. Members from all teaching levels, identities, and faiths are welcome.

Committee Chair: Mara Lee Grayson, California State University, Dominguez Hills
Tradebook Authors/Illustrators: Cynthia Levinson, Simon & Schuster
Liza Wiemer, Penguin Random House
Presenters: Judith Benchimol, Marymount Manhattan College
David Bloome, The Ohio State University
Julia DeVillers
Evelyn Freeman, The Ohio State University
Laurie Katz, The Ohio State University
Dana Kramaroff
Chana Stiefel, Society of Children's Book Writers and Illustrators

O.03 **Anti-Ableist Connections in Young Adult Literature****S**

Rainbow

ROOM: A-210/211 (GCCC, UPPER LEVEL)

Join this panel to learn about an anti-ableist framework and a process for helping students to analyze the intersections of disability and other marginalized identities using young adult literature.

Session Chair: Nicole Ryan

Presenters: Christa Agiro, Wright State University, "Un-Learning through Critical Analysis of Disability Narratives for Young Adults"
Cammie Lawton, "Disrupting Ableism and Interlocking Oppressions through Young Adult Literature and an Anti-Ableist Literacy Framework"
Caitlin Metheny, University of South Carolina Upstate, "Disrupting Ableism and Interlocking Oppressions through Young Adult Literature and an Anti-Ableist Literacy Framework"
Jonathan Thomas, The Ohio State University, "Un-Learning through Critical Analysis of Disability Narratives for Young Adults"

O.04 **Learning in Community: Collaborative Student Discourse****E****ROOM: A-122/123 (GCCC, MAIN LEVEL)**

This session explores teaching and learning that centers student talk as a tool for co-creating learning communities. Presentees will share resources to implement more collaborative practices to support literacy.

Session Chair: Jeff Allyn, LION Charter School

Presenters: Sovandara Chhin, Birch Lane Elementary School, "Hear Me, Hear Me: Connecting Our Community through Truth Telling"
Sarah Gayman, Chicago, "Developing Collaborative Student Discourse Practices"
Kelsey Nelson, "Developing Collaborative Student Discourse Practices"
Maria Nichols, San Diego Unified, "Learning in Community: Using Talk to Connect, Construct, and Create"

O.05 **Using Teacher-Student Conferencing to Teach Source-Based Writing****S****TE****ELATE****ROOM: C-150 (GCCC, MAIN LEVEL)**

This session uses a workshop approach to explore the possibilities of teacher-student conferencing with a focus on how talk shapes teaching and learning source-based argumentative and informative writing. Working with a grade 10 ELA teacher, we are studying her students' experiences with academic writing as well as positioning the teacher as a collaborator.

Session Chair: George Newell, The Ohio State University
Presenters: Keyla Gonzalez Diaz, The Ohio State University
Kevin Fulton, The Ohio State University
Meghan Kuehne, The Ohio State University
Tzu-Jung Lin, The Ohio State University
Amanda White, Columbus City Schools

O.06 **“I Was Encouraged by Our Conversation a Few Meetings Back”: How an LGBTQ-Inclusive Book Club for Teachers Encourages Ally Solidarity in Schools**

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LGBTQIA+

ROOM: ALFRED TIBOR ROOM (HILTON 402, LEVEL 3)

In our book club, K–8 educators discuss LGBTQ-inclusive children’s/middle grades literature and reflect on inclusive pedagogies they might use in their classrooms with four queer teacher educators. We explore how such a community might support teachers in becoming (increasingly) queer-inclusive educators. Members bring their learning and experiences from the book club into their classrooms.

Presenters: Jill Hermann-Wilmarth, Western Michigan University
Mikkaka Overstreet
Caitlin Ryan, University of North Carolina, Wilmington
Craig A. Young, Bloomsburg University of Pennsylvania

O.07 **Blame It on the Juice: Promoting Fat Love and Body Inclusivity in the ELA Classroom**

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Rainbow

ROOM: EMA SPENCER ROOM (HILTON 402, LEVEL 5)

Sponsored by the Standing Committee on Diversity and Inclusivity

This session will examine anti-fat bias as it intersects with race and gender and how that bias is upheld in ELA classrooms, leading to devastating consequences for all students. Inclusive resources and pedagogies will be shared to build fat-relevant and sustaining pedagogies that can build content knowledge and critical consciousness among English language arts students and their teachers.

Presenters: Jarvais Jackson, Georgia Southern University
Dywanna Smith

O.08 **Building Dreams, Building Futures: Using Intergenerational Stories to (Re)member the Past and Imagine the Future**

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Rainbow

ROOM: C-161 A/B (GCCC, MAIN LEVEL)

In this panel, two teacher educators will be in conversation with three authors of young people’s literature. The purpose of this panel is to discuss the power of intergenerational storytelling as a tool for students’ social, emotional, and spiritual well-being. We will discuss how the authors use intergenerational storytelling in their work and how it can be used in the classroom.

Tradebook Authors/Illustrators: Jaha Nailah Avery, Levine Querido

Renée Watson, Bloomsbury Children’s Books

Presenters: Renata Love Jones, Georgia State University
Nicholl Montgomery, Boston College

O.09 **Co-Teaching in a Time Machine: Making Interdisciplinary Lessons That Engage Students!**

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ROOM: C-162 A/B (GCCC, MAIN LEVEL)

See how a language arts teacher teamed up with social studies to get kids excited about the history of writing! We’ll break out the Play-Doh to make cuneiform tablets, write in Egyptian hieroglyphs, and practice Chinese brush calligraphy all while learning about how the art of writing has evolved throughout time and across cultures.

Presenters: Bekka Hamburg, Zionsville Middle School
Blake Mellencamp, Zionsville Middle School

O.10 **Computational Thinking = Creative Thinking**

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ROOM: D-182/183 (GCCC, MAIN LEVEL)

In this moderated panel, four authors with backgrounds in computer and engineering fields will discuss the interdisciplinary nature of reading and coding, and how reading books that develop computational thinking not only helps students solve problems analytically and creatively, but also helps break down the barriers between subjects, creating a more fluid and connected learning environment.

Tradebook Authors/Illustrators: Jed Dearybury, mrdearybury.com LLC

Vicky Fang, Scholastic/Candlewick
Josh Funk, Penguin Young Readers
Laurie Wallmark, Creston Books

O.11 **Connecting Teachers and Librarians as Allies in Defense of the Right to Read**

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ROOM: A-214/215 (GCCC, UPPER LEVEL)

The freedom to read is a right fewer children have today than in 2019. Teachers and librarians are partners in defense of this right. A panel of academic librarians shares ways these partnerships address book challenges proactively, promote strategic selection of reading materials, and develop student literacy.

Presenters: Jen Ditkoff, Community College of Baltimore County, MD, “Developing Teachers’ Experiences in Defending Challenged Books”
Christina Jones, Indiana University, Bloomington, “Tools and News You Can Use before You Select and Share Books in the Classroom”
Alison Lehner-Quam, Lehman College, “Partnerships between Library and School of Education Faculty Prepare Teachers for Book Challenges”

O.12 Connecting through Writing: Exploring Connections in Writing Methods Courses between Preservice Teachers and High School Students



ROOM: A-124/125 (GCCC, MAIN LEVEL)

This session presents a writing feedback project completed in a writing methods course for secondary preservice English teachers. Attendees will connect, explore, and interrogate their own feedback practices through writing, discussion, and jamboard activities. Attendees can expect to walk away with strategies to consider implementing in their teacher preparation programs.

Presenters: Erika Bass, University of Northern Iowa
Sheila Benson, University of Northern Iowa
Brenna Griffin, Cedar Falls High School

O.13 Connection Points: Multiple Pathways to Success in the High School to College Writing Transition



ROOM: A-224/225 (GCCC, UPPER LEVEL)

In this presentation, we report on three small-scale studies of students transitioning from high school to college writing. Students shared their first-hand experience of the connection points that helped them make a successful transition to college writing. By centering student voices, experiences, and writing, we offer suggestions for pedagogical strategies that teachers can use to help students.

Presenters: Nicole Nava, Arizona State University/Corona del Sol High School, "Defining the College Transition"
Christina Saidy, Arizona State University, "The Program Was Great, but...: Connections and Disconnections in the Transition to College Writing"
Vanessa Sullivan, Arizona State University, "New Avenues: The Implications of First-Year Composition Pedagogy on Student Identity and Behavior"

O.14 Considering the Question Posed to Nic Stone: Bridging Connections between Environmental Justice and Antiracism



ROOM: DIANE POWELL DAX ROOM (HILTON 402, LEVEL 5)



Last year, Nic Stone postponed her response to the question "What's the relationship between environmental justice and antiracism?" during her NCTE keynote address. This panel discusses that question to offer participants nuanced pedagogies and theories that connect antiracism and environmental justice. We ask: which tools confront division and seek wholeness among societies and environments?

Presenters: Rich Novak, Fairfield Warde High School, "Ecocritical Book Talks: From Ibsen to Solarpunk"
Mario Reyes IV, Colorado High School Charter GES
Mary Louise Richards, Otter Valley High School, Brandon, VT, "Species Extinction and Teaching English"
Kevin Staton, Fairfield Warde High School, Fairfield, CT

O.15 Critical Connections: Antiracist Text Sets



ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)



Rainbow

As Angela Davis wrote, "It is not enough to be non-racist, we must be antiracist." Antiracist teaching demands intentionality about the texts we teach and how. Educators will share diverse text sets that challenge harmful narratives, criteria, and processes for curating texts, and instructional strategies that encourage the development of a liberatory critical consciousness.

Presenters: Sonja Cherry-Paul, Red Clay Educators
M. Colleen Cruz, M.C.C. LLC
Tricia Ebarvia, Greene Street Friends School
Aeriale Johnson, North Slope Borough School District
Anna Osborn, Jefferson Middle School
Kim Parker, Harvard University
Tiana Silvas-Brunetti, East Side Community, 6th-Grade ELA
New York City Department of Education

O.16 Diverse Threads Make Strong Webs: Creating a Network of Support for Preservice and New Teachers



ROOM: D-283/284 (GCCC, UPPER LEVEL)

The presenters, two professors and three preservice teachers, will discuss curricular changes and student-led initiatives, including a book club and an English student organization, as well as programmatic opportunities, such as teaching practicums through study abroad and professional development through the college Professional Development School (PDS), that reimagine traditional prep pathways.

Presenters: Bailey Buckley, Buffalo State University, "Becoming a Teacher Advocate: Leading a Program Book Club as a Model for Cultivating Teacher Leader Futures"
Kristen Pastore Capuana, Buffalo State University
Olivia Colby, Buffalo State University, "Teaching Practicums Abroad: Toward a Global Model of Teacher Preparation Experiences"
Hilary Lochte, Buffalo State University
Jarrett Whipple, Buffalo State University, "Middle School Workshop Inquiry: Professional Internship Learning at the Center for Teaching and Learning (Maine)"

O.17 **Empathy Matters: Creating Connections through Multimodal Text Sets, Digital Culture Boxes, and Community Action Projects**

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ROOM: GINA KNEE ROOM (HILTON 402, LEVEL 4)

Sponsored by the Early Childhood Education Assembly

This panel enables participants to explore the importance of social-emotional learning for elementary students through the use of culturally authentic children's literature and critical media literacy engagements. Audience members will leave this session with an array of digital resources such as multimodal text sets and digital culture boxes.

Presenters: Tyler Dickinson, Westminster College, "Community-Based Digital Culture Boxes"

Charlene Klassen Endrizzi, "Uncovering Connections through Digital Culture Boxes"

Faith Guy, "Uncovering Connections through Digital Culture Boxes"

Angelica Serrano, Van Buskirk School, "Reclaiming Social Emotional Learning through Children's Literature"

Jennifer Toney, Sharpville Area School District

Tradebook Author/Illustrator: Juana Martinez-Neal, Neal Porter Books, "An Illustrator/Author Lens on Empathy"

O.18 **From Global to Local: Fostering Connections through Literature**

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ROOM: A-222/223 (GCCC, UPPER LEVEL)

Learn about a 2021–2023 project between the Institute for Global Studies/University of Minnesota, Bemidji State University, and five NEA Foundation Global Learning Fellows mentorships of BSU's teacher candidates. Discover educational materials and pedagogical approaches for educators, with access to quality global resources regardless of geographic and/or financial limitations.

Presenters: Deborah Jane, Teaching the World

Kathrina O'Connell, Teaching the World

O.19 **Getting Better by the Day: Improving Teacher and Student Engagement**

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ROOM: B-246 (GCCC, UPPER LEVEL)

Four experienced high school teachers will show teachers how to create sustainable networks with colleagues, the community, and those within the profession to ensure their own personal and professional engagement, growth, and well-being. Participants will learn strategies through interactive activities designed to improve their instruction and bolster their emotional and mental health.

Presenters: Jim Burke, Middle College High School

Matt Kay, Science Leadership Academy, "How to Have Meaningful Conversations about Hard Topics with Colleagues"

Dave Stuart Jr., Cedar Springs High School, "The Will to Teach:

How to Depressurize and Simplify So That Teaching Remains a Boon"

Respondent: Matthew Johnson, Ann Arbor Public Schools

O.20 **USBBY Presents a Conversation with Michelle Kadarusman**

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ROOM C-160 A/B (GCCC, MAIN LEVEL)

Sponsored by the United States Board on Books for Young People

The United States Board on Books for Young People, a membership organization whose patron organizations include NCTE, ALA, ILA, and CBC, recognizes the year's most outstanding titles from other countries.

Michelle Kadarusman's acclaimed novel *Music for Tigers* is just one title recognized on USBBY's annual Outstanding International Books List. Hear from Kadarusman about writing across borders, and learn more about USBBY's resources for teaching and learning as well as its work in promoting international literature for American readers.

Presenters and Tradebook Authors/Illustrators: Michelle Kadarusman, Pajama Press

Lauren Liang, University of Utah

Ellen Myrick, Publisher Spotlight, a service of Myrick Marketing
Wendy Stephens

O.21 **Helping Students Communicate, Collaborate, and Create through Explorations of Public Language**

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ROOM: D-180/181 (GCCC, UPPER LEVEL)

In this session, members from NCTE's Public Language Awards Committee will share classroom-based ideas on how to engage students in critical conversations around public language. From considering deceptive language using the Year in Doublespeak to exploring clarity in public language using the Orwell Award, participants will learn how to integrate public language lessons into their own curriculum.

Presenters: Michelle Devereaux, Kennesaw State University

Shekema Dunlap, IFE Academy of Teaching & Technology

Jeff Krapels, Northern Valley Regional High School

Sarah Richard, New York City Department of Education

Valerie Taylor, The University of Texas at Austin

O.22 Jane Addams Children's Book Award Author/ Illustrator Panel: Children's Literature That Builds Conexiones That Nurture Peace, Equity, and Social Justice

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ROOM: PHEORIS WEST ROOM B (HILTON 402, LEVEL 3)

The Jane Addams Children's Book Award recognizes books with "literary and aesthetic excellence that effectively engage children in thinking about peace, social justice, global community, and equity for all." This panel session features JACBA authors, illustrators, and members of the book award selection committee discussing these titles and classroom connections for all students and teachers.

Presenters: Jackie Arnold, University of Dayton
Naneshia Nunez, Ardsley Union Free School District
Jongsun Wee, Pacific University

Tradebook Authors/Illustrators: Angela Joy, Macmillan Children's
Janelle Washington, Macmillan Children's

O.23 Making Connections One Book, One Kid, and One Teacher at a Time

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ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)

The Book Love Foundation is a varied, vibrant community of teachers, scholars, leaders, creators, and authors. We are determined to ensure all K–12 students have equitable access to inclusive literature. This roundtable session features thirty grant recipients and three authors who will share practices for connecting students to each other within and beyond their community.

Presenters: Maggie Bryant, Baylor University, Waco, TX
Megan Davidhizar
Jolene Heinemann, Oak Park and River Forest High School
Brendan Kiely, "The Power of Using Memoir in the Classroom: Finding Yourself in Other People's Stories"
Penny Kittle, Plymouth State University/Book Love Foundation

Roundtable Leaders: Ashley Anderson, Dickinson High School, "Using Mentor Texts to Connect, Communicate, and Create"
A'Lana Bates, "Book Bans/Challenges and Classroom Libraries"
Michael Billotti, Hilton Central School District
Molly Castner
Jennifer Connolly, Granite City High School, "Leading a Teacher Community"
Kaitlynn Cooper, Washoe County School District, "From Book to Book to Peer to Peer"
Rebecca Decker, Brick Memorial High School/Book Love Foundation
Leslie DiMaio, Columbia Falls Junior High
Gretchen Egner, "Common Ground"
Nichole Folkman, Hartsburg-Emden CUSD #21
Kendra Helfrich, Good Spirit School Division, "Using Dialogic Skills to Build Student Empathy"
Lindsey Housenick, Granada Hills Charter
Lori Jordan, Westwood High School
Ryan Katzenmoyer

Crystal Kelley, "Connecting through Book Clubs for Critical Consciousness"
Sarah Krajewski, Cleveland Hill High School, NY
Lori Lebel
Danielle Monock, "Creating Connections through a Diverse Library"
Deb Bass O'Brien, The Crest Academy/Salida School District, "No Reader Is an Island"
Kurt Ostrow, The Ohio State University/Book Love Foundation
Kimberly Ouellette, Province of NB, ASD-W School District
Rachel Thune Real
Denise Scarfi, Urban Assembly Media High School, "Independent Doesn't Have to Mean Alone: Using Visible Thinking Routines in Book Club Discussions"
Karlen Shupp, Trumbull High School, CT, "Novel Networking: Empowering Student Exploration through Connection"
Emily Waisanen, "A World Wide Web of Connections"
Dax Zimmerman, Synergy Quantum Academy, "Creating and Recreating Readers"

O.24 NWP's College, Career, and Community Writers Program: Action Steps to Create Respectful Discourse in Any Classroom

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ROOM: B-130-132 (GCCC, MAIN LEVEL)

The National Writing Project's College, Career, and Community Writers Program (C3WP) celebrates its tenth anniversary this year. Join us for a roundtable session with teachers who have used these instructional resources and formative assessment tools for the teaching of evidence-based argument writing. Plan to walk away with practical ideas and resources for teaching argument writing in ways that engage all learners.

Respondent: Rachel Bear, National Writing Project
Roundtable Leaders: Robin Atwood, South Mississippi Writing Project
Kirsten Bradley, Tidewater Writing Project, "Making Moves with Evidence"
Megan Breaux, University of Louisiana at Lafayette, "Bridging the Gap: Connecting Creative and Academic Writing to Transition Low-Income, First-Generation Students to the College Classroom"
Linda Brock, University of Central Missouri, "Community Creates Agents of Change"
Maurita Burden, Waters Middle School
Toby Daspit, University of Louisiana, Lafayette
Tom Fox, National Writing Project, "Introduction and Overview of C3WP"
Lisa Gusewelle, Center-Stanton Elementary School, "Retained and Reused Skills of C3WP Students or Improvement in First Draft Writing as a Result of C3WP"
Angela Hase, Moorhead School District
Ivy Hendrix, Belton Middle School, MO
Janet Neyer, Chippewa River Writing Project
Diana Weis, Millard Public Schools, "C3WP's Place in the Park Service"

O.25 **Picture a Story: How Making Connections between Visual Arts and the Written Word Can Transform Student Writing**

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ROOM: A-220/221 (GCCC, UPPER LEVEL)

Four notable creators of picture books inspired by art and artists will share the stories of how art opened up new possibilities for both writing and illustration. This educator and creator panel will share practices and discuss how educators can emulate the creators' connections and collaborations to support student writers using visual art as a creative catalyst in the writing classroom.

Presenter: Melissa Guerrette, Oxford Elementary School, MSAD17

Tradebook Authors/Illustrators: Joanna Ho, Scholastic/ HarperCollins

Grace Lin, Little, Brown & Co

Kate Messner, Bloomsbury

Traci N. Todd, Scholastic

O.26 **Reading the World, Rewriting the Classroom: Critical Literacy Partnerships between Preservice Teachers and Local Schools**

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ROOM: C-151 (GCCC, MAIN LEVEL)

We begin with an interactive demonstration of the work of the Speaking Out Collective, in which teaching artists help children develop storytelling, writing, and critical literacy skills. We discuss a partnership between a university ECE course and local elementary schools. We conclude with curricular implications of this program, viewing it in light of Muhammad's equity framework.

Presenters: Sarah E. Jackson, Millersville University

Marci Nelligan

Delanie Ouk

O.27 **Rural Matters: Looking Critically at Rurality in the Literature Classroom**

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ROOM: MILTON CANIFF ROOM (HILTON 402, LEVEL 3)

Three rural educators provide ways to look critically at rural portrayals in literature and to engage students in using a critical rural pedagogy in the literature classroom, in addition to discussing considerations for honoring the rural experience in schools.

Presenters: Julie Cox, Logan County High School,

"Considerations and Approaches for Teaching in Rural Classrooms"

Leigh Ann Eck, Vincennes Community School Corporation,

"Thinking Critically about Rural Literature"

Gretchen Schroeder, Millersport High School/The Ohio State University

O.28 **SCOA Affiliate Extravaganza**

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ROOM: SHORT NORTH B (GCCC, UPPER LEVEL)

Sponsored by Standing Committee on Affiliates

Meet with affiliate leaders from around the country as they present working models of successful programs and practices from their affiliates. Whether you are looking for support in attracting and retaining members, hosting advocacy initiatives, or gathering ideas for planning and executing successful state and regional meetings, this session will give you ample ideas and tips to try back home.

Presenters: Kathryn Kritzeck Anderson, Anoka-Hennepin Schools, Coon Rapids High School

Lois Marshall Barker, Texas Council of Teachers of English Language Arts

Cheryl Golden, Seneca Ridge Middle School

Amy Nyeholt, Standing Committee on Affiliates; PCTELA

(Pennsylvania Council of Teachers of English and Language Arts)

Carrie Perry, Sarasota County Schools

Renee Rude, Chandler-Gilbert Community College/Arizona English Teachers' Association/SCOA Representative

Cathy Sosnowski, Curriculum Consultant

Nathan Whitman, Derby High School USD 260

O.29 **Sustaining Home-School Connections amidst COVID: Children's Print Magazine**

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ROOM: D-281/282 (GCCC, UPPER LEVEL)

This presentation highlights the process of designing, implementing, and redesigning a print edutainment magazine with the intent to provide literacy content for young children in the Pakistani context. Through delineating this process, we hope to shed light on ways that the print edutainment magazine fostered opportunities for family literacy engagement and social-emotional learning.

Presenters: Ana Christina Da Silva Iddings

Axa Khalid Warraich, The Ohio State University

O.30 **The Power of Text Selection**

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LGBTQIA+

ROOM: MARY FRANCES MERRILL ROOM (HILTON 402, LEVEL 5)

This session will equip teachers with a multi-layered, proactive approach to selecting texts for classroom libraries and whole-class reading. Participants will learn to audit collections, develop criteria to support text choices, and understand the importance of providing students with texts that serve as windows, mirrors, and sliding glass doors.

Presenters: Marlene Colonna, Harrison School District

Jaimie Kanter, Harrison Central School District, "Text Choice in the Age of Censorship"

Renee Kegley, "Text Choice in the Age of Censorship"

Maggie Hoddinott Konrad, Harrison School District

Lisa Mulhall, Harrison Central School District, "Text Choice in the Age of Censorship"

O.31 Text to World: English Education as Cognitive Cartography



ROOM: B-233-235 (GCCC, UPPER LEVEL)

This presentation focuses on a cross-disciplinary project developed for my upper-level English education methods students. As a means of marbling the study of English language arts with a more nonfiction-based examination of our world, this project involved collaborating with social studies methods students to design a multi-literacy curriculum centered around a series of critical inquiries.

Presenter: Jeff Spanke, Ball State University

O.32 Traveling Light: Unpacking Biases to Create Writing Spaces That Strengthen Collaboration and Build Inclusive Learning Communities



ROOM: C-170 (GCCC, MAIN LEVEL)

This panel presentation will feature actionable and practical strategies that center student voices, foster students' curiosity and perspectives, and help students harness the power of writing. We'll also explore how to strategically unpack the biases and barriers that keep us from creating inclusive and joyful learning spaces that allow student writers to show up as their authentic selves.

Presenters: Kelly Boswell
Towanda Harris, Clark Atlanta University
Keisha Smith-Carrington, Princeton Public Schools
Gita Varadarajan, Princeton Public Schools

O.33 Video Game Reviews in the ELA Classroom



ROOM: CHARLES MASSEY ROOM (HILTON 402, LEVEL 3)

This study investigates the literacy practices of 33 elementary ELA students who created video game reviews during a three-week educational unit on video games. During the unit, children played, analyzed, and reviewed video games. Data analysis reveals that children engaged in various literacy practices while creating game reviews. Findings and classroom implications will be discussed.

Presenters: Rachel LaMear, University of Missouri
Sam von Gillern, University of Missouri

O.34 Videogaming in the English Classroom: Incorporating Interactive Fiction as a Text



ROOM: A-212/213 (GCCC, UPPER LEVEL)

We present how middle school students engage in using interactive fiction videogames as a text in the English language arts classroom as well as ways to include numerous videogame choices as paired texts or in themed units. Student work will be highlighted along with videogame choices, teaching strategies, and the technical aspect of using videogames in schools.

Presenters: Katherine Batchelor, Miami University
John Wells, Cincinnati Hills Christian Academy

O.35 Where Are We? Who Are We? Museums as Gateways to Dialogue



ROOM: B-240-242 (GCCC, UPPER LEVEL)

Museums are gateways to dialogue, helping teachers and students make connections with people and ideas different from their own. This session explores how educators can help students engage with new, conflicting ideas within museums. Come prepared to incorporate a digital exhibit into the classroom and practice reflection strategies applicable to diverse community literacy settings.

Presenters: Abigail Boquist, West Chester University of Pennsylvania
Matthew Kruger-Ross, West Chester University of Pennsylvania
Pauline Schmidt, West Chester University of Pennsylvania

O.36 Interdisciplinary Approaches to Literacy in Teacher Education



ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Literacy should be infused across the content areas in teacher education yet is often neglected in content areas other than ELA. This session provides teacher educators with different examples of designing interdisciplinary teacher preparation programs and professional development partnerships that help teachers in all content areas integrate literacy instruction into their curricula.

Session Chair: Brittany Kester, University of Florida, Gainesville
Presenters: Christy Goldsmith, University of Missouri, "Supporting Science Literacy through Science Dialogue: A Sustained Professional Development Partnership"
Julie Sheerman, University of Missouri-Columbia, "Supporting Science Literacy through Science Dialogue: A Sustained Professional Development Partnership"
Ann Marie Short, Saint Mary's College, "Conexiones in Teacher Education: Interdepartmental Collaboration to Build Awareness in Preservice Teachers"
Terri Suico, Saint Mary's College, "Conexiones in Teacher Education: Interdepartmental Collaboration to Build Awareness in Preservice Teachers"

0.37 Contexts of Care for LGBTQ+ Teachers



ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)



This panel explores the unique challenges faced by LGBTQ+ educators in conservative, rural, and otherwise anti-LGBTQ+ contexts. Panelists draws upon autoethnography and other research methodologies to illuminate how LGBTQ+ teachers might experience care, both for themselves and their students. In particular, love orients this panel toward addressing the emotional demands of teaching while LGBTQ+.

Session Chair: Danielle Sullivan, Bemidji State University

Presenters: Josh Thompson, Virginia Tech, “Here and Queerly Connected: Rural English Teachers Supporting LGBTQ+ Students in Appalachia”

Clint Whitten, Virginia Tech, “Here and Queerly Connected: Rural English Teachers Supporting LGBTQ+ Students in Appalachia”

Emily Wilkinson, Teachers College, Columbia University, “Lightening the Emotional Load of Teaching”

0.38 Creating a Community of Writers: Using Empathy and Memoirs to Engage Middle Level Learners



ROOM: A-114/115 (GCCC, MAIN LEVEL)

This interactive presentation is centered around the principles of the National Writing Project (NWP) and the use of the 4 Crucial C’s (caring, connecting, coping, and cultivating hope) based on the timely work of Michele Borba (2021). Along with this, participants will engage a demonstration that walks teachers through a lesson that connects students to their own stories.

Session Chair: Dani Rimbach-Jones, The University of Tennessee, Knoxville

Presenters: Chris Cornelius, “Hope Wins: Connecting a Community of Readers and Writers through Personal Memoirs”

Susan James, Emerald Coast National Writing Project, “Hope Wins: Connecting a Community of Readers and Writers through Personal Memoirs”

Krista Rodzinka, Canandaigua City School District, “Telling Stories”

0.39 From Birmingham to Brooklyn: Diverse Ways of Learning about Protest and Social Movements



ROOM: A-120/121 (GCCC, MAIN LEVEL)

This session will examine pathways for teachers to cultivate equitable literacy and pedagogical practices as well as offer secondary ELA teachers strategies for student-centered discussions. Through discussion prompts and activities, participants will discover how students can develop their own definition of protest and explore how contemporary protest images inform historical understanding of movements.

Session Chair: Chelsey Barber, Teachers College, Columbia University

Presenters: Ryan Burns, “From Birmingham to Brooklyn: Connecting Martin Luther King to Culturally Sustaining Pedagogies in the Secondary English Classroom”

Patrick Sitzer, Teachers College, Columbia University, “From Birmingham to Brooklyn: Connecting Martin Luther King to Culturally Sustaining Pedagogies in the Secondary English Classroom”

Honey Walrond, Teachers College, Columbia University, “Diverse Ways of Learning about Protest and Social Movements through Student Dialogue”

TE10 Engaging Relational Literacies and Heart Work to Prepare ELA Teachers



ROOM: B-230-232 (GCCC, UPPER LEVEL)

Learning skills, strategies, and frameworks for literacy instruction is a part of becoming an ELA teacher, but just as important is learning how to create connections with young people, how to take moments during teaching to re-center ourselves, and reflecting on our identities and how they affect our teaching practices.

Session Chair: Melissa Wheeler, Tradebook Author/Illustrator

Presenters: Jairus Hallums, Georgia State University; Gwinnett County Public Schools, “The Centering Moment: Using Literacy to Prepare Their Hearts for the Work”

Erica Holyoke, University of Colorado, Denver, “Just Trust Me!': Enactments of Relational Literacies in Writing with Young Writers for Social Change”

Naitnaphit Limlamai, Colorado State University, “Trailblazing New Pathways to English Education: Exploring the Relationship between Our Identities and How We Teach English”

Elisabeth Spinner, Alma College, “Trailblazing New Pathways to English Education: Exploring the Relationship between Our Identities and How We Teach English”

Susan Tily, University of Wisconsin-Eau Claire, “Just Trust Me!': Enactments of Relational Literacies in Writing with Young Writers for Social Change”

O.41 Literature, Art, and Action as Vehicles for Social Justice and Antiracism



ROOM: A-226 (GCCC, UPPER LEVEL)



This session equips educators with a tangible framework to help students deconstruct bias, inequity, and power disparities in literary and visual texts. The presenters explore how literature and art serve as vehicles to promote antiracist mindsets for students and educators alike. Participants will leave this session with a detailed sample social justice memoir unit plan.

Session Chair: Cynthia Gallardo, Texas A&M International University

Presenters: Caitlin Casey, The Hamlin School, “Literary Analysis Lenses: Using Literature and Art as Vehicles for Antiracism”

Heather Goehring, John C. Fremont High School, Los Angeles Unified School District, “Art and Action: Social Justice Memoir Book Club and Service Project”

Hilary Gushwa, Fremont High School, Los Angeles Unified School District, “Art and Action: Social Justice Memoir Book Club and Service Project”

O.42 Sustaining Students through Poetry and Collaborative Playwriting



ROOM: A-216 (GCCC, UPPER LEVEL)



LGBTQIA+



Rainbow

Presenters will engage participants in an interactive session with practical tips for selecting and interacting with poetry and ways to incorporate drama strategies in the literacy classroom.

Session Chair: Stephanie Jones, University of Georgia/Red Clay Writing Project

Presenters: Ashlan Bishop, The Ohio State University, “Sustaining Students through Poetry: Culturally Sustaining Pedagogy and Poetry Learning in Elementary Classrooms”

Kelsey Connors, Cupertino School District, “Connection, Critical Thinking, and Creation through Poetry”

Emily McDonald, University of Texas, Austin, “Connection, Critical Thinking, and Creation through Poetry”

Jacqueline Winsch, University of Pennsylvania, “A Stage for Shared Experiences: Using Collaborative Playwriting to Cultivate Classroom Community”

O.43 Climate Justice Advocacy through Public Art: Using Personal Narratives to Bring Awareness to Climate Change



ROOM: CHARLIE OWEN ROOM (HILTON 402, LEVEL 3)

Sponsored by the ELATE Commission on Climate Justice, Inquiry, and Action

Climate change—a topic of immense concern. Public art—a method to bring heightened awareness. In this interactive presentation, participants will engage the artist advocate within and learn how to create effective public art pieces to send a clear message about the urgency of climate change. Come prepared to share your climate change story as we find connection together.

Presenters: Steven Goss, Kennesaw State University
Catherine Lammert, Texas Tech University

O.44 More Than Representation and Texts: The Necessity of Queer of Color Critique in Literacy Instruction and Research for a New Generation



LGBTQIA+



ROOM: PHEORIS WEST ROOM A (HILTON 402, LEVEL 3)

Sponsored by the LGBTQ+ Advisory Committee

This moment in education demands a shift that is fierce, radical, and community centered. In a dynamic panel that is equal parts reckoning, dreaming, and theorizing, scholar-teachers share how they employ Queer of Color critique to bridge community, culture, and classroom while also imagining literacy strategies for the future.

Presenters: Gabriel Acevedo, Arizona State University
Danelle Adeniji

Abdul-Qadir Islam, Teachers College, Columbia University

Ileana Jimenez, Teachers College, Columbia University

shea wesley martin, The Ohio State University

Shamari Reid, New York University, Steinhardt

Rene Rodriguez-Astacio, California State University, Fresno

LaMar Timmons-Long

P.01 Creative Immersions, Storytelling as Well Being in Appalachia America



ROOM: A-220/221 (GCCC, UPPER LEVEL)

Sponsored by the Ohio Council of Teachers of English Language Arts (OCTELA is our local host for the Annual Convention)

What types of creative storytelling allow teachers/professors/students/community members opportunities to experience connections and play in so-called Appalachian spaces? Let's discuss artistic expressions, community immersions, and multimodal approaches to teaching alongside of and playing with evolving concepts of "Appalachian" identity.

Presenters: Todd A. Comer, Wilberforce University
Christina Fisinick, Pennsylvania Western University
Nicole Livengood, Marietta College
Debra Nickles, Ohio University-Chillicothe

P.02 Purposeful Writing and Grammar Instruction



ROOM: D-283/284 (GCCC, UPPER LEVEL)

Come learn from experienced teachers about frameworks, strategies, and lessons to teach students to write purposefully. Participants will leave with resources and ideas to invigorate their writing and grammar instruction.

Session Chair: Victoria Pasquantonio

Presenters: Suzanne Myers, University of Kansas, "Writing with Purpose: Improving Adolescent Writing Achievement by Connecting to an Authentic Purpose"
Jocelyn Washburn, University of Kansas, "Writing with Purpose: Improving Adolescent Writing Achievement by Connecting to an Authentic Purpose"

P.03 Exploring and Critiquing the Science of Reading in Teaching and Teacher Education



ROOM: B-230-232 (GCCC, UPPER LEVEL)

For decades, literacy researchers and ELA teachers have debated the best methods to teach reading to young students. This debate continues today with different views about the "science of reading," with some states mandating that teachers be trained in the science of reading. The presentations in this session provide concise background on science of reading research.

Session Chair: Wendy Tronrud, Queens College/Bard College

Presenters: Emily Freeman, University of Wisconsin-Eau Claire, "Cultivating Humanizing Pathways in Literacy Teacher Education"
Megan Gosian, University of Wisconsin-Eau Claire, "Cultivating Humanizing Pathways in Literacy Teacher Education"
Allie Johnson, University of Wisconsin-Eau Claire, "Cultivating Humanizing Pathways in Literacy Teacher Education"
Ella Kemper, University of Wisconsin-Eau Claire, "Cultivating Humanizing Pathways in Literacy Teacher Education"

Fidencio Lopez, University of Wisconsin Eau Claire, "Cultivating Humanizing Pathways in Literacy Teacher Education"
Laurie Thrailkill, East Carolina University, "Researching LETRS: Understanding the Science of the Science of Reading"
Susan Tily, University of Wisconsin-Eau Claire, "Cultivating Humanizing Pathways in Literacy Teacher Education"

P.04 A Bridge across the Linguistic Divide: Multilingual Notebooks as Translanguaging Tools



Rainbow

ROOM: MARY FRANCES MERRILL ROOM (HILTON 402, LEVEL 5)

A multilingual notebook can be a space for learners to bring their "entire linguistic repertoire" (García and Kleifgen) to their meaning-making: more fluidity, playfulness and linguistic critique. In this interactive session, we will share strategies for intentional translanguaging. You will see student work, experience some of the teaching, and walk away rethinking how you use your own notebook!

Session Chair: Audra Robb, United Nations International School
Presenters: Emily Matos Abdallah, United Nations International School

Nada Elafifi Abdallah, United Nations International School
Emily Gifford-Smith, United Nations International School

P.05 Beyond the Holocaust: An Educator's Guide to Affirm Jewish Identity and Culture in the Classroom



Rainbow



ROOM: B-233-235 (GCCC, UPPER LEVEL)

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

Presenters and Tradebook Authors/Illustrators: Liz Kleinrock, Teach & Transform
Aliza Werner, Bookelicious /Milwaukee Film
Liza Wiemer, Penguin Random House

P.06 Blazing a New Path: Measuring and Celebrating Creativity in Student Writing



ROOM: B-246 (GCCC, UPPER LEVEL)

At 826, the largest youth writing network in the country, we know that writing and creativity are deeply connected. How can we create new opportunities to practice and assess student creativity in the classroom? This session will share 826's approach to building creativity through student writing, highlighting programmatic experiences, and a newly-developed rubric for assessing creativity.

Presenters: Catherine Calabro Cavin, 826michigan
Cynthia Chiong, 826 National
Ashley Houston-King, 826 Digital Educator Cohort
Gabriela Oliveira, 826 National

P.07 Classroom Libraries: Points of Connection

G ROOM: C-161 A/B (GCCC, MAIN LEVEL)

Our classroom libraries connect students with the world around them. In this session, we share strategies for inventorying and analyzing classroom libraries to identify action steps toward more engaging, accessible, and representative collections. Attendees will walk away with tangible next steps and a roadmap for curating and maintaining strong classroom libraries in K–12 settings.

Presenters: Kelsey Cohen, Mamaroneck Union Free School District
Margaret Groninger, Mamaroneck Union Free School District
Lorraine Leddy, Mamaroneck Union Free School District

P.08 Complicating Conexiones: Finding and Building Relationships as Teacher Educators of Color

TE ROOM: D-182/183 (GCCC, MAIN LEVEL)

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Drawing on Latin American testimonio (Mora 2015), this presentation seeks to create space for scholars of color to share ways we have found connections at our institutions and with each other, but also to complicate those connections as existing in, but not of, the university.

Presenters: Monica Baldonado-Ruiz
Laura-Ann Jacobs, University of Michigan
Naitnaphit Limlamai, Colorado State University
Sandra Saco, Arizona State University

P.09 Connecting Ourselves to School Curriculum: Asian American Youths, Authors, Educators, and Mothers Speak about Diverse Representation

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TE ROOM: PHEORIS WEST ROOM C (HILTON 402, LEVEL 3)

Rainbow
In this session, we center Asian American (AsAm) youth voices and lived experiences by first listening to their narratives. Second, we explore how AsAm youth's multiple identities are (dis)connected to their English classrooms and curriculum. We then turn to their parents, educators, and advocates to consider ways to bring more culturally affirming and empowering experiences for AsAm youths.

Presenters: Sayantani DasGupta, Scholastic
Betina Hsieh, California State University, Long Beach
Jung Kim, Lewis University
Diana Liu, New York City Department of Education/Teachers College, Columbia University, "Building Critical Connections through Nonfiction: When Asian American Students Are Heard, Seen, and Valued"
Elizabeth Miyawaki, Jericho Union Free School District
Kirin DasGupta Mueller, Yale University (student)
Sunaya DasGupta Mueller, Barnard Colleg (student)
Nate Protzel, Anaheim Union High School District (student)
Leah Werther, Guilderland Central School District
Judy Yu, Queens College

P.10 Connecting to Self and Others through Humanizing Writing Practices: Writing Instruction That Invites Students to Be Exactly Who They Are

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S ROOM: ROMAN JOHNSON ROOM (HILTON 402, LEVEL 3)

This session will explore how a humanizing writing process can be centered in middle and high school classrooms as a way for students to connect to themselves and others through writing. Participants will explore humanizing writing practices and engage in collaborative discussions surrounding the humanization of students' writing experiences.

Presenters: Andrea Glaws, University of Colorado, Boulder
Chelsea Kent, University of Colorado, Boulder

P.11 Connections within Research in Young Adult Literature

S ROOM: AMINAH ROBINSON GRAND BALLROOM B (HILTON 402, LEVEL 5)

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Sponsored by the ELATE Committee on the Research and Teaching of Young Adult Literature

This roundtable session will center research that explores the connections both within and around young adult literature. Varied topics include connections to justice, intersection of differences, cultural capital connections, connection through books, mental illness connections with students and books, and an overview of YAL research over the years. Roundtables are for researchers and teachers.

Session Chair: Steffany Comfort Maher, Indiana University Southeast, New Albany

Roundtable Leaders: Melissa Bedford, Eastern Washington University

Ashley Boyd, Washington Sate University
Susan Cridland-Hughes, Clemson University
Janine Darragh, University of Idaho
Alice Hays, California State University, Bakersfield
Crag Hill, University of Oklahoma
Victor Malo-Juvera, University of North Carolina, Wilmington
Shalyn Marks, California State University, Bakersfield
Angel Matos, Bowdoin College
Selene Mcalister, Anderson University
Mary McConnaha, Michigan State University
Elsie Lindy Olan, University of Central Florida
Melinda McBee Orzulak, Bradley University
Summer Pennell, University of Vermont
Leilya Pitre, Southeastern Louisiana University
Kia Jane Richmond, Northern Michigan University
Shelly Shaffer, Eastern Washington University
Darby Simpson, Arizona State University
T. Hunter Strickland, Georgia College & State University

P.12 **Creating a Web of Connection among Youth Writers, Teacher Educators, and Preservice Teachers through a Writing Mentoring Program**



ROOM: C-170 (GCCC, MAIN LEVEL)

In this session, preservice teachers and teacher educators discuss a mentoring environment designed to support youths' writing development and preservice teachers' practice of writing instruction. We describe how the environment allows youth to develop stories and ideas that hold personal meaning for them, and helps preservice teachers understand connections between youths' writing and their lived experiences.

Presenters: Sarah Beck, New York University
Andrew Cartano, New York University, "Mentoring as a Context for Learning to Differentiate Instruction"
Jacqueline LeKachman, New York University, "Helping Youth Claim Writing Identities through Dialogic Mentoring"
Jill Roberts, New York University, "Learning to Cultivate Youth Writer Self-Efficacy through Dialogic Mentoring"
Christina Rodríguez, "Text Selection to Develop Youth Writer Identity"

P.13 **Cross-Pollinating Culturally and Disability Sustaining Pedagogies in Literacy: Examples from Elementary Classrooms**



ROOM: KOJO KAMAU JUNIOR BALLROOM C (HILTON 402, LEVEL 4)

This panel provides an orientation to Culturally and Disability Sustaining Pedagogies (CSP/DSP). DSP goes beyond teaching practices that provide students with access to curriculum and classrooms to honoring disability identities as cultural and a form of diversity that is worthy of sustaining. Five teachers demonstrate how to apply CSP/DSP infused literacy through classroom examples.

Presenters: Sam Jacob, University of Wisconsin-Madison, "What's Your Sign? Using Astrology to Deeply Analyze Characters in Novels"
Lindsay Mann, University of Michigan
Heather Mohamed, The Packer Collegiate Institute, "Critically Redesigning Monuments in Our Community"
Bayla Oster, Bankstreet Graduate School of Education, "Drawing on Student's Identities in Emergent Hebrew Literacy Instruction"
Alexandra (Allie) Paddock, Mary McDowell Friends School, "Recruiting Visual Literacy to Develop Critical Literacy Skills for Students with Language-Based Learning Variations"
Laurie Rabinowitz, Skidmore College, "An Introduction to CSP/DSP Infused Literacy Instruction"
Amy Tondreau, University of Maryland, Baltimore County

P.14 **Decolonizing the Department: Promoting Antiracist Grading Practices through Collaboration and Networking**



ROOM: C-160 A/B (GCCC, MAIN LEVEL)

In this interactive session, Santa Clara teachers will share their collaborative multiyear journey implementing student-led grading. They will share how grade-level teams have used nontraditional grading to promote equity, student agency, metacognition, and growth. Participants will leave with a plan to collaborate with colleagues in their quest for equitable, antiracist, student-led grading.

Presenters: Elizabeth Kelly, Santa Clara High School
Maichen Liu-Grossman, Santa Clara High School
Kate Rossner, Santa Clara High School
Sara Silverman, Adrian C. Wilcox High School
Sarah Zerwin, Fairview High School

P.15 **How to Use Storytelling and Poetry to Connect with Our Students and Break Down Social, Economic, and Cultural Barriers**



ROOM: A-120/121 (GCCC, MAIN LEVEL)

Rainbow

Storytelling is the foundation of all learning and understanding. Spoken-word poetry is steeped in storytelling, and it's a tool for building cultural bridges. We will show you how to use spoken-word poetry and storytelling to connect to your students through writing workshops, performances by students and Buffalo Poet Laureate Jillian Hanesworth, and hands-on activities.

Presenters: Jillian Hanesworth, Buffalo Poet Laureate
Sarah Krajewski, Cleveland Hill High School, NY

P.16 **Imagining Holistic Language Practices for Young Emergent Bilinguals**



ROOM: A-224/225 (GCCC, UPPER LEVEL)



Rainbow

Policies and labels for young emergent bilinguals reflect a disconnect between students' languaging practices and schooling categorizations. This session will focus on developmentally, culturally, and linguistically appropriate practices educators can rely on in order to sustain and build upon young emergent bilinguals' dynamic, and multimodal repertoires so they can thrive.

Presenters: Laura Ascenzi-Moreno
Maria Del Rocio Herron, Richland Two District, SC
Cecilia Espinosa, CUNY Lehman College
Julia López-Robertson, University of South Carolina

P.17 **It's the "Belonging" for Me: Empowering Black Students through a Culturally and Historically Responsive Curriculum Framework**

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ROOM: A-114/115 (GCCC, MAIN LEVEL)

2020 was indelibly marked by the COVID-19 pandemic, and in Louisville, Kentucky, by the no-knock death of Jefferson County Public Schools graduate Breonna Taylor. As district leaders, we began to reimagine a pedagogical and curriculum approach to teaching/learning that invited criticality, uplifted student voices, and empowered teachers/learners to disrupt historical systems of oppression.

Presenters: Shauna Evans, Jefferson County Public Schools
Jessica Prusinski, Jefferson County Public Schools

P.18 **Launching Discourse in the Secondary ELA Classroom**

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ROOM: B-240-242 (GCCC, UPPER LEVEL)

Let's get talking! Better yet, let's get students talking through structured conversations, engagement strategies, and clear scaffolds. This session will immerse you in the power of academic discourse rooted in complex text, guide you through research-based techniques to increase discussion, and leave you feeling empowered to embed authentic, academic discourse in your classroom or school!

Presenters: Amy Kitchel, YES Prep Public Schools
Chae Ray, Leading Educators

P.19 **Leveraging the Power of Stories to Build Empathy and Make Greater Connections: A Holistic Approach**

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ROOM: CHARLIE OWEN ROOM (HILTON 402, LEVEL 3)

The research is crystal clear: adolescents need greater empathy skills so they can connect with others. This panel of educators will present ways to infuse your instruction with opportunities that build empathy in students. Attendees will discover strategies and ideas including fiction, nonfiction, speaking, listening, higher rigor questions, and writing that they can implement right away.

Presenters: Susan Anderson
Joseph Anson, Bellevue University
Jake Craig
Jonathan Lawrence, Spanish Fork Jr. High
Rillene Nielsen
Chris Thompson
Robin White

P.20 **#MakersInTheMiddle—Critical Literacy Book Clubs: Teaching Literature through a Critical Lens**

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ROOM: PHEORIS WEST ROOM B (HILTON 402, LEVEL 3)

Sponsored by the Middle Level Section Steering Committee

You are invited to create and learn about how to teach book clubs through the lens of identity, diversity, justice, and action. Participants will explore games, activities, and projects that foster critical literacy through book clubs. Featuring multiple middle-grades authors, this session will engage participants in dialogue about developing critical thinking through literature.

Presenters: Haley Shaffer, Poland Local School District
Sonam Shahani, Middle Level Educator
Kristie Smith, Kennesaw State University Language Georgia: The Legacy of Lanier

Tradebook Authors/Illustrators: Ann Braden, Nancy Paulsen Books/Penguin Young Readers
Stacy McAnulty, Penguin Random House/Macmillan/Little Brown/Chronicle Books
Elaine Vickers, Penguin Random House/Knopf Teen/Peachtree/Paula Wiseman/Simon & Schuster

P.21 **Neurodivergent and Disabled Authors and Author-Educators on Kidlit**

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ROOM: PHEORIS WEST ROOM A (HILTON 402, LEVEL 3)

Sponsored by the Early Childhood Education Assembly

At least 1 in 5 kids and young adults is neurodivergent or has physical disabilities. How can books written by neurodivergent and disabled authors encourage acceptance of brain differences and physical disabilities in the classroom? Picture book, chapter book, middle grade, and young adult authors and author-educators lead interactive discussions.

Session Chair: Jen Malia, Norfolk State University/Beaming Books/Society of Children's Book Writers and Illustrators
Presenters: Michele Bacon, Society of Children's Book Writers and Illustrators, "Neurodivergence and Mental Illness on the Page and in the Classroom"
Halli Gomez, Society of Children's Book Writers and Illustrators, "Neurodivergent Kids Promote Inclusion and Empathy in Books for Readers of All Ages"
Zainab Khan, Society of Children's Book Writers and Illustrators, "Friendships between Neurotypical Kids and Children with Latent and Physical Disabilities in Books"
Katie Mazeika, Simon & Schuster/Society of Children's Book Writers and Illustrators, "Neurodivergent and Disabled Kids as Empowered Characters"
Lyn Miller-Lachmann, Society of Children's Book Writers and Illustrators

P.22 Poetry as Connective Tissue in an English Education Program: Weaving Networks of Creativity, Content, and Community

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ROOM: B-243-245 (GCCC, UPPER LEVEL)

Three teacher educators describe how they've collaborated to re-envision their teacher education program with poetry as its connective tissue, making sure they don't just "cover" poetry but model poetry-as-ethos to support preservice teachers in using poetry without fear. They will share specific activities/assignments, highlighting the joy and community poetry brings to their methods classes.

Presenters: Abigail Kindelsperger, University of Illinois at Chicago, "Poetry in a Reading Methods Course: Promoting Connection and Exploring Perspectives through Analysis Spoken Word"
David Schaafsma, University of Illinois at Chicago
Kate Sjostrom, University of Illinois at Chicago

P.23 Poetry in Our Teaching and Lives: An Exploratory Panel-Workshop

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ROOM: DIANE POWELL DAX ROOM (HILTON 402, LEVEL 5)

In our collaborative exploration of poetry, participants will be led through a series of exercises that result in the production of individual and collaborative poems and equip participants to embed poetry in their classroom instruction for students of every age.

Session Chair: Ruth Vinz, Teachers College, Columbia University
Presenters: Christina Olivares
Maya Pindyck, Moore College of Art & Design

P.24 Pushing the Boundaries of Digital Literacies in English Teacher Education: Connections across Cultures, Modes, Technologies, and Languages

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ROOM: B-130-132 (GCCC, MAIN LEVEL)

Sponsored by the ELATE Commission on Digital Literacies and Teacher Education

Members of the ELATE Commission on Digital Literacies and Teacher Education will share research and teaching ideas for teacher education and K–12 classrooms. Sessions focus on using digital literacies to develop connections across modalities, cultures, and languages. Join us to learn how digital literacies connect to NCTE's ongoing mission of supporting critical and equitable English education.

Session Chairs: Meredith Garcia, University of Wisconsin-La Crosse
Brady Nash, Miami University

Speakers: Katie Caprino, Elizabethtown College
Jessica Eagle, North Carolina State University
Madison Gannon, University of Georgia
Sara Kajder, University of Georgia

Roundtable Leaders:

Table: Digital Storytelling

Rick Marlatt, New Mexico State University

Table: Digitally-Enhanced Social/Emotional Support for Teachers

Mariana Castañon & Mary Rice, University of New Mexico

Table: Preservice English Teachers' Beliefs about the Role of Technology in the Classroom

Johnny Allred, Brigham Young University

Table: (Pre)Scripted?: (Dis)Connections of Digital Literacies in Scripted ELA Curriculum

Janell Miller, Sarah Montello & Carl A. Young, North Carolina State University

Laura Jacobs, Towson University

Table: Using Multimodal Projects to Highlight Conexiones between Social Media Sites and Language Use

Clarice Moran, Appalachian State University

Table: Artificial Intelligence, Authoring, and Writing

Ewa McGrail, Georgia State University

J. Patrick McGrail, Jacksonville State University

Table: Technology and Reflective Practice

Kristen Turner, Drew University/Drew Writing Project

Table: Literacies Before Technologies

Troy Hicks, Central Michigan University

Table: A Community of Practice: Leveraging Digital Literacies for Creative and Collaborative Classroom Practices

Sunshine Sullivan, Houghton University

David Bruce, University at Buffalo

Table: Teaching Digital and Multimodal Writing Online

Maryanne Barrett, Roberts Wesleyan College/Central Michigan University

Table: Teachers and Youth Co-Producing Digital Media Curriculum

Cherise McBride, University of California, Berkeley

Table: Preservice Teachers and Digital Poetry

Melanie Hundley & Emily Pendergrass, Vanderbilt University

Table: Storying Silence: A Study of Composition through the Grammars of Youth Silent Film Production

William Fassbender, Montana State University

Brad Robinson, Texas State University

Table: Digital Storytelling Truths to Power

Andrea Gambino, University of California, Los Angeles

Table: Critical Media Literacy, Climate Change, and Rurality: A Case Study

Benjamin Lathrop, Purdue University

Table: Imagining Better Worlds: Teaching Critical Literacies through Digital Media Projects across Content Areas

Thor Gibbons, Leatherstocking Writing Project/SUNY Oneonta

Table: Exploring AI Literacies in Teacher Education

Stefani Boutelier, Aquinas College

Table: Using YA Literature to Interrogate the Metaverse in Teacher Education

Nicole Damico, University of Central Florida

Table: ELA Consultant Exploring New Worlds: Digital Responses to Virtual Field Trips across Content Areas

Maureen McDermott

Table: Conexiones across Media: Mentoring Writers in Online, Multimodal Spaces

Candance Doerr-Stevens, University of Wisconsin-Milwaukee Writing Project

Elizabeth Gevis, St. Thomas More High School

Teresa Layden, Arizona School for the Arts

Loribeth Chenault, Hamilton High School

Tiffany Hagey, Hamilton High School

Table: Climate Narratives: Implications for Digital Literacy Integration in K–8 Classrooms

P.25 Reimagining Fantasy: Middle Grade Books That Inspire Connection and Creation

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Rainbow

ROOM: GINA KNEE ROOM (HILTON 402, LEVEL 4)

Engage with well-known authors to examine the power of reimagining fantasy in the classroom. Explore how these nontraditional works inspire readers to make connections, challenge assumptions about the genre, and deepen their understanding of themselves and the world. Learn how engaging with these stories encourages students to express themselves in new ways and take creative risks.

Presenters: Adrianna Cuevas, Macmillan Children's

Barbara Dee, Simon & Schuster

Julie Dao

Kasey Short, Charlotte Country Day School

Megan Blakemore, Bloomsbury Children's

P.26 Reading on the Shoulders of Giants: Connecting the Contemporary Classroom to Our Intellectual Forebears

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ROOM: C-151 (GCCC, MAIN LEVEL)

This panel celebrates the teaching practices that are effective in our contemporary classrooms by connecting those practices to the giants who came before us. Participants will be invited to reflect on their own intellectual lineages and how those histories continue to impact their pedagogical practices.

Presenters: Sheridan Blau

Isabelle Dumoulin, Teachers College, Columbia University, "Maxine Greene: Releasing the Imagination"

Natalie Davis-Porada, Teachers College, Columbia University/Convent of the Sacred Heart

Christine Feliciano-Barrett, Teachers College, Columbia University/New York City Department of Education

Lum Fube, Teachers College, Columbia University, "Ngugi wa Thiong'o: An Awakening of Multiple Literacies"

Shannon Potts, Special Music School, NY/Teachers College Columbia University

Megan Davis Roberts, Teachers College, Columbia University

P.27 Reimagining Education with/in YPAR: Critical Knowledge for Community Building and Change

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ROOM: C-150 (GCCC, MAIN LEVEL)

This panel will explore YPAR as a literacy opportunity to construct connections among and across youth and adults, theory and practice, research and action, and specific educational contexts and broader sociopolitical landscapes. We will explore the literacy practices that have built powerful intergenerational networks for investigating injustice and enacting educational change.

Presenters: Limarys Caraballo, Teachers College, Columbia University

Danielle Filipiak, University of Connecticut

Vernon Keeve, Teachers College, Columbia University

Ari Sussman

Karen Zaino, Miami University of Ohio

P.28 Remediation, Coordination, or Innovation? Examining What It Takes to Shift High School Literacy Intervention from Reductive to Transformative

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ROOM: D-180/181 (GCCC, MAIN LEVEL)

What is the purpose of high school literacy intervention? Can intervention ever be truly transformative for students' engagement and learning? This presentation, led by a team of high school literacy intervention and ELA teachers, explores these questions through storytelling and facilitated discussion to examine if and how intervention spaces can function as meaningful nodes of literacy learning.

Presenters: Jasmine Kehrhahn

Shannon Kelley, Salisbury University

Danielle Maguire

Sarah Pierz

P.29 **Resisting Censorship: Co-Creating Talking Points to Defend Teaching for Social Justice with Literature**



ROOM: A-212/213 (GCCC, UPPER LEVEL)

Contemporary sociopolitical conditions challenge many teachers' efforts to use antiracist books and teach for social justice. In this highly interactive session, participants will share collective knowledge about how to effectively argue against harmful policies and proposals while advocating for critical social justice education. Teachers, librarians, teacher educators, and others are welcome.

Presenters: Stefanie Guffey
Corey Humphrey
Emily Rainey, University of Pittsburgh
Scott Storm, Bowdoin College

P30 **Restorying: Forging Museum to Classroom Connections through the Humanities**



ROOM: A-222/223 (GCCC, UPPER LEVEL)

In this interactive panel presentation, teachers who participated in a year-long program will share both their process and product connecting classroom learning to a local museum of African American history. The team of teachers will share how their work draws on the concept of "restorying" as a lens for reframing of concepts and restoring miscast or silenced voices and perspectives.

Presenters: Margaret Peterson, University of Maryland Writing Project
Michelle McGee, University of Maryland Writing Project
Elizabeth Singleton, University of Maryland Writing Project
Shana Sterkin, University of Maryland Writing Project
Leslie Tapscott, University of Maryland Writing Project

P.31 **Sustaining Teacher Commitment through Social Networks**



ROOM: C-171/172 (GCCC, MAIN LEVEL)

In response to the often overwhelming challenges in the education field today, teachers are leaving the classroom at a worrying rate, resulting in instability for students, schools, and communities at large. The purpose of this study was to provide insight into how social networks might support teacher commitment, delineating how some teachers overcome these challenges and stay in the classroom.

Presenters: Miriam Martinez, The University of Texas at San Antonio
Rebecca Stortz, The University of Texas at San Antonio

P.32 **Teacher as Writer/Writer as Teacher: How International Conexiones and a 30-Day Writing Endeavor Created a Partnership for Professional Learning**



ROOM: MILTON CANIFF ROOM (HILTON 402, LEVEL 3)

A 30-Day Writing Habit is a network-wide initiative that engages educators in a virtual community to launch and sustain a writing habit, and later to reflect on the insights they gain about themselves as writers and teachers of writers. This interactive session will share our partnership, position participants as writers, and offer strategies to develop an initiative of your own.

Presenters: Michelle Bulla, Monroe-Woodbury High School
Jill Davidson, Anglophone West School District
Vivett Dukes, Teachers College, Columbia University

P.33 **The Book I Need: Embracing Bodies with Books**



ROOM: A-214/215 (GCCC, UPPER LEVEL)

"This is the book I need!" Readers exclaim this as they embrace that one book like a precious gift. This gift is a necessity for all children. Our panel's focus is to open important lines of connection and communication between students about their own bodies—sizes, shapes—and the gift of books. Books can empower readers to embrace their bodies and see it as "the one that I need!"

Tradebook Authors/Illustrators: Chris Baron, Feiwel & Friends/Macmillan
Tyler Feder, The Highlights Foundation/Dial Books
Lisa Fipps, Author
Nikki Grimes, The Highlights Foundation/Boyd's Mills Kane
Crystal Maldonado, BOT/LL AUTHOR
Alison Green Myers, The Highlights Foundation/Penguin Random House
Alexandra Villasante, The Highlights Foundation/Penguin Random House

P.34 **The Democratization of Literacy through Multinational Writing Communities**



ROOM: D-281/282 (GCCC, UPPER LEVEL)

This presentation highlights writing-collaborations between students and teachers from Mexico, Peru, and the United States with the purpose of sharing stories, building solidarity, promoting home-language reading and writing, and democratizing literacy. Two cartonera book projects will be discussed as illustrative examples that highlight the power of intercultural and multilingual writing communities.

Presenters: Jesse Gainer, Texas State University-San Marcos, "Conexiones con Escuelas y Fronteras: Connections with Schools and Borders"
Nancy Valdez-Gainer, Texas State University

P.35 The Future Is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers



ROOM: AMINAH ROBINSON GRAND BALLROOM C (HILTON 402, LEVEL 5)

Sponsored by the English Language Arts Teacher Educators (ELATE) Graduate Strand

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

Session Chair: Alan Brown, Wake Forest University

Mentors: Johnny Allred, Brigham Young University
 Carlin Borsheim-Black, Central Michigan University
 Ashley Boyd, Washington State University
 Alan Brown, Wake Forest University
 Karen Brown, Brigham Young University
 Rebekah Buchanan, Western Illinois University
 Fawn Canady, Sonoma State University
 Caroline Clark, The Ohio State University
 Dawan Coombs, Brigham Young University
 Thomas Crochunis, Shippensburg University
 Maggie Morris Davis, Illinois State University
 Jill Flynn, University of Delaware
 Michelle Fowler-Amato, Old Dominion University
 Madison Gannon, University of Georgia
 Lauren Gatti, University of Nebraska, Lincoln
 Ginger Giessler, Fort Wayne Community Schools
 Ricki Ginsberg, Colorado State University
 Crystal Glover, Winthrop University
 Michelle Goodsite, Kennesaw State University
 Natasha Heny, University of Virginia
 Katherine Higgs-Coulthard, Saint Mary's College
 Jamie Hogan, University of Georgia
 Laura Jacobs, Towson University
 Theresa Johnson, Troy University
 Raven Jones, Michigan State University
 Katie Kelly, Furman University
 Catherine Lammert, Texas Tech University
 Benjamin Lathrop, Purdue University
 Mary Ellen Lennon, Purdue University
 Mark A. Lewis, James Madison University
 Naitnaphit Limlamai, Colorado State University
 Tasha Lindo, University of Iowa
 Steffany Comfort Maher, Indiana University Southeast, New Albany
 Victor Malo-Juvera, University of North Carolina, Wilmington
 Jenny Martin, Bridgewater College
 Keisha McIntyre-McCullough, Florida International University
 Joan Mitchell, Wake Forest University
 Rob Montgomery, Kennesaw State University
 Allan Nail, Winthrop University
 Elizabeth Thackeray Nelson, Utah Valley University
 Melinda McBee Orzulak, Bradley University
 Christopher Parsons, Keene State College
 Tara Pearce, University of Utah/West Jordan Middle School

Emily Pendergrass, Vanderbilt University
 Tammie Pierce, Harris County High School
 Laura Renzi, West Chester University
 Luke Rodesiler, Purdue University Fort Wayne
 Pauline Schmidt, West Chester University
 Shelly Shaffer, Eastern Washington University
 Melanie Shoffner, James Madison University
 Darby Simpson, Arizona State University
 Laura Snyder, Brown University
 Jeff Spanke, Ball State University
 Karen Spector, University of Alabama
 Amanda Stearns-Pfeiffer, Oakland University
 T. Hunter Strickland, Georgia College & State University
 Erin Stutelberg, Salisbury University
 Terri Suico, Saint Mary's College
 Amy Tondreau, University of Maryland, Baltimore County
 Karoline Trepper, New York University
 Deborah Van Duinen, Hope College
 Jennifer VanDerHeide, Michigan State University
 Christine Walsh, Slippery Rock University of Pennsylvania
 Allen Webb, Western Michigan University
 Kathleen Yurko, SUNY Brockport
Respondents: Crystal L. Beach, Union County Schools/
 University of Georgia
 Susanna Benko, Indiana Writing Project
 Shelby Boehm, Illinois State University
 Brandie Bohney, North Central Ohio Educational Services
 Center
 Alan Brown, Wake Forest University
 Alyssa Chrisman, Denison University/The Ohio State
 University
 Huy Chung, University of California, Irvine
 Ashley Dallacqua, University of New Mexico
 Brennan Davis, Columbia College
 Katie Dredger, James Madison University
 Michelle Falter, North Carolina State University
 Andrea Glaws, University of Colorado, Boulder
 Paula Greathouse, Tennessee Tech University
 Jamie Hogan, University of Georgia
 Danielle Igra, Brandeis University
 Lindy Johnson, William & Mary
 Sara Kajder, University of Georgia
 Ana Katz, University of Utah
 Grace MyHyun Kim, The University of Texas at Austin
 Suzanne Lewis, The Ohio State University
 Danielle Lillge, Illinois State University
 Diana Liu, New York City Department of Education/Teachers
 College, Columbia University
 Sheryl Long, Meredith College
 Mary McConnaha, Michigan State University
 Charlotte Pass, SUNY Cortland
 Jennifer Penafloida, Pacific Union College
 Caroline B. Rabalais, Georgia State University
 Stephanie Reid, University of Cincinnati
 Luke Rodesiler, Purdue University Fort Wayne
 Anna J. Small Roseboro
 Leslie Rush, University of Wyoming
 Rachel Sanders, Clemson University

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P.35 *continued from page 239*

Sophia Sarigianides, Westfield State University
 Stephanie Anne Shelton, The University of Alabama
 Liz Shults, Oak Mountain High School
 Kristie Smith, Kennesaw State University
 Elisabeth Spinner, Alma College
 Kristin Vaneyk, Hope College
 Erika Watts, University of South Florida
 Anne Whitney, Pennsylvania State University
 Heather Barto Wiley, R.J. Reynolds High School
 Wendy Williams, Arizona State University
 Emily Zuccaro, Eastern Kentucky University

P.36 Trauma-Informed Teaching: Threads of Belonging across Refugee Stories



ROOM: CHARLES MASSEY ROOM (GCCC, HILTON 402, LEVEL 3)



This session examines the interconnected journeys of refugees around the world documented in various literary forms which include memoirs, poems, and graphic novels. The threads that connect these narratives will teach powerful lessons and act as a lens of understanding into what it means to be displaced and have the courage and resilience to rebuild.

Presenters: Kefah Ayesh, Al Ghazaly High School
 Zainab Jabak, Alief Taylor High School
 Sawsan Jaber, Education Unfiltered Consulting, East Leyden High School
 Mona Mustafa, Paterson Charter School for Science and Technology

P.37 We Can Be Heroes: Queerness and Graphic Novels



ROOM: AMINAH ROBINSON GRAND BALLROOM A (HILTON 402, LEVEL 5)



While book bans have targeted queer books of all genres and formats, queer graphic novels have been some of the most challenged. This presentation centers discussions of queer representation in graphic novels and experiences of educators working with youth in reading these texts, and places the current challenges within a historical context.

Presenters: Christian Hines, The Ohio State University
 Jung Kim, Lewis University
 shea wesley martin, The Ohio State University
 Henry Cody Miller, SUNY Brockport
 René M. Rodríguez-Astacio, California State University, Fresno

P.38 Who Is Writing Student Papers? Addressing AI-Generated Writing in Writing Courses



ROOM: KOJO KAMAU JUNIOR BALLROOM A (HILTON 402, LEVEL 4)

Advancements in AI-generated writing have created a new issue with cheating in writing classes. Programs such as ChatGPT can generate paper content that is difficult to distinguish from student writing. Teachers at all levels of education need to be aware of these content generators and learn how to detect when students are not producing their own writing.

Presenters: Beverly Brannan, University of Cincinnati, “Post-Pandemic Class Structure and Combatting AI-Generated Writing”
 Ronald Hundemer, University of Cincinnati, “Classroom Exercises and Assignments That Prevent AI-Generated Cheating in Composition”
 Mary Leech, University of Cincinnati

P.39 Whose Diversity Is It Anyway? Checking Our Conexiones



ROOM: ALFRED TIBOR ROOM (HILTON 402, LEVEL 3)

We, as educators, are working to build text diversity in the classroom both for representation and opportunities to make connections across differences. But how do educators choose these texts? What do we expect to happen through and around these texts? Attendees will engage with two studies that address these questions for teachers and try a new conexiones de texto protocol for themselves.

Presenters: Ginger Barnhart, University of North Carolina, Chapel Hill
 Michelle Falter, North Carolina State University, “Connecting to Plants: Incorporating Indigenous Stories and Knowledges through Reading *Braiding Sweetgrass* in ELA Classrooms”
 Jocelyn Glazier

P.40 Write Out for All! Making and Creating Place-Based Conexiones



ROOM: C-162 A/B (GCCC, MAIN LEVEL)



Every October, teachers tap into Write Out (writeout.nwp.org) to support students’ writing and social-emotional learning. Write Out creates a space for students to make connections with people and place while exploring nature. This session will feature student work from across the country while supporting participants to design for Write Out in their own classroom contexts.

Presenters: Wileena Booker, Hatboro-Horsham School District
 Christina Cantrill, National Writing Project
 Margaret Chernick, Kent State Writing Project
 Kristin Lessard, National Park Service
 Abigail Lund, Ohio Writing Project
 Kemba Metropolous, Gateway Writing Project
 Diana Weis, Millard Public Schools

P.41 Culturally Relevant Storytelling in the ELA Classroom

M



Rainbow

ROOM: EMA SPENCER ROOM (HILTON 402, LEVEL 5)

In this presentation, panelists will describe their work across various storytelling platforms—both historical and present day. From refugees' stories to the use of digital storytelling and critical literacy, audiences will experience perspectives and practices gained by doing this work in middle school classrooms.

Session Chair: Jenell Igeleke Penn, The Ohio State University
Presenters: Carla-Ann Brown, PK Yonge Developmental Research School at the University of Florida, "Mirrors, Windows, Glass Doors: Understanding Historical Conflicts through Critical Literacy"
 Toby Emert, Agnes Scott College, "Making Unexpected Connections: Digital Storytelling as a Literacy Supertool for Refugee-background Learners"
 Hannah Kim, "Using Stories Less Traveled: Teaching Counterstories of Asian American Racial Trauma and Healing"

P.42 Choice Reading in Today's Classrooms

S



ELATE

ROOM: A-122/123 (GCCC, MAIN LEVEL)

Choice reading has a positive impact on student engagement and reading frequency. Participants will explore strategies for building and maintaining diverse classroom libraries, as well as strategies for students to create unique book talks that expose students to diverse genres, and unique responses to literature, such as conferencing, collaboration, and writing.

Session Chair: Brendan Lee, Oak Park & River Forest High School
Presenters: Natalie Chase, Fitchburg State University, "Using Choice Reading to Engage High School Students with New Narratives and Ideas"
 Wendy Keyser, Fitchburg State University, "Using Choice Reading to Engage High School Students with New Narratives and Ideas"
 Penny Kittle, Plymouth State University/Book Love Foundation, "Choice Reading in Today's English Classes: The Love, the Link, the Lure!"
 Sheridan Steelman, Northview High School, "Choice Reading in Today's English Classes: The Love, the Link, the Lure!"
 Audra Whetstone, Northview High School, "Choice Reading in Today's English Classes: The Love, the Link, the Lure!"

P.43 Teachers and Teacher Educators Navigating Censorship Policy through Community, Social Media, and Activism

G



ROOM: A-216 (GCCC, UPPER LEVEL)

Current educational policies in many states result in justice-focused books and topics being banned or censored. Teacher educators must work with preservice teachers and inservice teachers to figure out how to navigate policies that do not serve students or teachers. This session highlights using YA literature, social media, and activism to push back against censorship policies.

Session Chair: Marcella Pixley, Candlewick Press
Presenters: Emily Catena, "Teachers as Digital Citizens in and out of Classrooms: Thinking Aloud with Educators on Social Media"
 Caitlyn Ward, "Teachers as Digital Citizens In and Out of Classrooms: Thinking Aloud with Educators on Social Media"
 Jessica Whitelaw, University of Pennsylvania, "Gather Up! Lessons from the Censorship Battleground and Roles for Teacher Educators"

P.44 Let's Git Down: Connecting Juneteenth and Sonic Lineage

E



ELATE



ROOM: A-210/211 (GCCC, UPPER LEVEL)

In this session, presenters engage participants in justice-oriented literacy practices. Presenters will discuss the use of counternarratives in picture books around Juneteenth and explore connections to students' experiences through music, writing, and meaning making.

Session Chair: Sarah Redd
Presenters: Amber Lawson, Michigan State University, "Centering Joy and Justice: Analyzing Juneteenth in Recently Published Children's Literature"
 Bilal Polson, Northern Parkway School, "This DJ, He Gits Down': How Sonic Lineage Informs the DJ and Connects 21st-Century Writing Studies by Todd Craig and Bilal Polson"

P.45 Preparing Antiracist ELA Teachers**TE**
ROOM: A-124/125 (GCCC, MAIN LEVEL)**ELATE**

In 2021, NCTE released new standards for educators preparing to be ELA teachers, with an emphasis on antiracist/anti-bias instruction across all standards. These standards serve as an aspiration of what ELA instruction should be, yet many challenges exist to antiracist/anti-bias instruction, including “anti-CRT” legislation that has a chilling effect on teaching about racism and sexism.

Session Chair: Kate Strein, School District of Palm Beach County

Presenters: Lauren Gatti, University of Nebraska, Lincoln, “Getting Critical about ‘Classroom Management’: Centering Race, Identity, and Context in Discussions of Classroom Management with Preservice Teachers”

Heather Pule, University of Houston-Clear Lake, “Learning and Unlearning in Community: Three Preservice Teachers’ Personal and Professional Antiracist Journeys”

Justin Stygles, Portland Public Schools/Corwin Literacy, “I Feel Seen’: Creating Connections with Readers for Tomorrow, the Future, and as Themselves”

P.46 Making ELA Connections through Fun and Games**S****ELATE****R****ROOM: A-225 (GCCC, UPPER LEVEL)**

This session will unpack the use of games and role playing in the classroom and how they can be used to make meaningful connections with reading and writing. Attendees will have the opportunity to practice strategies and brainstorm ways to incorporate in their curriculum.

Session Chair: Kayla Briseno, San Antonio Academy of Texas, TX

Presenters: Shelby Boehm, Illinois State University, “Using Play to Create Connections in ELA: Teacher and Students’ Perspectives”

Lindsey Franklin, P.K. Yonge Developmental Research School at the University of Florida, “Using Play to Create Connections in ELA: Teacher and Students’ Perspectives”

Beth Krone, “Innovating Narrative Writing through Role Playing Strategies”

Nathan Lawrence, Commerce High School, “Innovating Narrative Writing through Role Playing Strategies”

Peter Reitz, Commerce High School, “Innovating Narrative Writing through Role Playing Strategies”

P.47 Teaching with Graphic Novels: Engaging Students with Innovative Formats**M****ROOM: KOJO KAMAU JUNIOR BALLROOM B (HILTON 402, LEVEL 4)**

Graphic novels are increasingly popular with students, and authors, illustrators, and publishers are responding with engaging high-quality texts for teachers to use in their instruction. This session will share example 2022 and 2023 award-winning graphic novels and engage participants in discussing ways those novels can be used in their instruction.

Presenters: Jackie Arnold, University of Dayton
Stephanie Bange, Publisher Spotlight
Mary-Kate Sableski, University of Dayton

SUNDAY BRUNCH – 10:30 A.M.–12:00 P.M.

NATIONAL WRITING PROJECT BRUNCH

SHORT NORTH B (GCCC, UPPER LEVEL)

Since its beginning in 1973–74, the National Writing Project (NWP) has promoted transformation in classroom practice and in the way classrooms are transformed. This year's NWP Brunch will celebrate 50 years of teacher breakthroughs. Led by **MARY ANN SMITH** and **SANDRA MURPHY**, editors of *When Challenge Brings Change: How Teacher Breakthroughs Transform the Classroom*, this session reveals the ways teachers successfully deal with challenges, uncovers important moments in teaching when new understandings trump old ways of doing things, and shows that writing about a breakthrough can deepen a transformation. Finally, this session will also serve as a call to action, inviting participants to write about their own breakthroughs—their moments of reframing, re-seeing, re-inventing.



SUNDAY



Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

12:00–1:15 P.M.

SUNDAY GENERAL SESSION

EXPO HALL C (GCCC, MAIN LEVEL)

On Sunday, participants are invited to the NCTE presidential address by NCTE President María Fránquiz. Following the address, author Angie Thomas will close out the Convention.



ANGIE THOMAS

ANGIE THOMAS is the author of the award-winning, #1 *New York Times* bestselling novels *The Hate U Give*, *On the Come Up*, and *Concrete Rose* as well as *Find Your Voice: A Guided Journal for Writing Your Truth*. She is also a coauthor of the bestselling collaborative novels *Blackout* and *Whiteout*. Thomas divides her time between her native Jackson, Mississippi, and Atlanta, Georgia. You can find her online at www.angiethomas.com.



MARÍA FRÁNQUIZ

MARÍA FRÁNQUIZ is Professor of Curriculum and Instruction at the University of Texas at Austin. She is currently member of the WestEd Board of Directors, co-editor of the *Bilingual Research Journal*, and has co-authored the books *Inside the Latin@ Experience: A Latin@ Reader* and *Scholars in the Field: The Challenges of Migrant Education*. Recognition of her work includes the NCRLL Distinguished Senior Scholar award, NCTE Advancement of People of Color Leadership Award, the AERA Div G Faculty Mentor Award. She is most proud of her 20 years as Mentor and 6 years as Director of NCTE's Cultivating New Voices Among Scholars of Color program.

A book signing will follow the session.

These events are being held at the Greater Columbus Convention Center.

CEL ANNUAL CONVENTION NOVEMBER 19–21



Literacy Communities as Sites of Reckoning and Repair

We live in an era of seemingly ever-growing polarization: cultural, political, and social. Yet this divisiveness is often intentionally overstated. Despite all the sound and the fury that pundits and strategists have created around the so-called education culture wars, the narrative just does not hold. We know that most families are quite satisfied with both their schools and the curriculum their children encounter there. We also know that most Americans find themselves in bipartisan agreement on a host of political issues, from reproductive rights to clean energy, campaign finance, and gun laws.

At the same time, as our young people grow into adults, we know well the echo chambers that await; reductionist, intellectually lazy, and at their worst, downright hateful, these alternate realities—and their impact on our collective ability to read, write, speak, listen, and think clearly—loom large in the consciousness of literacy leaders. Yet as leaders, we are well positioned to play a vital role in envisioning and enacting alternatives to the narrative of deepening divides. With and within the literacy communities we lead, we can promote and facilitate social healing that restores people, communities, and nations. The Conference on English Leadership's 2023 Annual Convention calls for us to do the difficult work of defining the means toward the change we seek in our social reality, of coming together to offer our many and varied approaches to literacy leadership as a powerful tool in the work of social healing.

Keynote Speakers

Sunday, Nov. 19: CAROL D. LEE, Edwina S. Tarry Professor Emerita in the School of Education and Social Policy and African American Studies at Northwestern University

Monday, Nov. 20: CATHY FLEISCHER, Professor Emerita, Eastern Michigan University

Monday, Nov. 20: SAWSON JABER, High School English Teacher and District Equity Leader, East Leyden High School, Franklin Park, IL

Tuesday, Nov. 21: LUCAS JOHNSON, Executive Director of Civil Conversations and Social Healing at The On Being Project



ALAN WORKSHOP NOVEMBER 20–21



Audacious Dreams: Celebrating Imagination, Courage, and Freedom in YAL

To dream audaciously is to cast oneself into the dark holding a light of hope, buoyed by the belief that what is imagined can be. YAL deals in possibility, and the power of craft and creativity to imagine youth on the page. YA authors and illustrators create stories full of possibility highlighting the boundless ability of youth to make change in their lives. At the center of this year's ALAN Workshop is a fundamental question: how do we encourage and nurture adolescent dreams? This is a question we must ask and answer, for all youth deserve to dream audaciously and in color as the main characters of their lives, full of hope, agency, and courage—ready for the next adventure.

For the 2023 ALAN Workshop, we will feature authors, illustrators, audio narrators, and publishers who empower and inspire by stretching the bounds of genre and creativity, who lift voices not yet heard and create new speculative worlds, who center characters in joy and adventure, and who authentically represent courageous youth empowered to be whatever they dream. Your Workshop registration includes an amazing box of books, the opportunity to hear from authors you and your students admire, breakout sessions, a reception with authors, and lunch.

**Visit the NCTE Registration Desk
to register for these events.**

RULES OF CONDUCT

ANNUAL BUSINESS MEETING FOR THE BOARD OF DIRECTORS AND OTHER MEMBERS OF THE COUNCIL

IMPORTANT: Only NCTE voting members may participate in discussion and may vote at the meeting. NCTE staff will verify your membership at the door by checking your Convention registration badge and provide voting cards. **Note to Directors:** Please obtain your voting card at the door before the meeting.

- A. RULES STATED IN THE NCTE CONSTITUTION AND BYLAWS.** These rules cannot be altered at the Annual Business Meeting unless consideration of a Constitutional amendment has been announced to the membership a month in advance. (XIV.A)
1. The Board of Directors can act in an advisory capacity to the Executive Committee with regard to the Council's *internal operations and structure*, making recommendations to the Executive Committee concerning Council programs and operations. (VI.A.1)
 2. The Board of Directors and other NCTE members present at the Annual Business Meeting may debate and vote on *position statements on educational issues* and other matters. (VI.A.1)
 3. Position statements on educational issues approved by a majority of those present and voting at the Annual Business Meeting will be sent by ballot to the membership for ratification. (XII.C)

In addition to the above, special rules of conduct are adopted each year for the Annual Business Meeting. The rules for this year are listed below.

B. RULES OF CONDUCT

1. Directors and other NCTE members must be identified by a voting card. Only properly identified Directors and voting members may participate in the meeting. Nonmembers may attend the meeting but not participate as voters or discussants.
2. A quorum of twenty percent of the members of the board is required for the transaction of business at the meeting.
3. *Sturgis Standard Code of Parliamentary Procedure* applies on questions of procedure and parliamentary law not specified in the Constitution, bylaws, or other rules adopted by NCTE.
4. The Parliamentarian interprets the rules and advises the presiding officer on parliamentary procedures.
5. A Director or other NCTE member wishing the floor should go to a microphone and give his or her name and affiliation or state when recognized by the presiding officer.
6. The chair may request that a motion be written and signed by the maker so that it might be read by the chair to the voting body.
7. In discussion of resolutions and all other motions except sense-of-the-house motions:
 - a. Three minutes will be allowed for each speaker each time.
 - b. No one may speak a second time on a subject until all who wish to speak have been heard.
 - c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

- d. Discussion will be limited to no more than 15 minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in 10-minute increments at the discretion of the presiding officer or by a majority of those voting.
 - e. Discussion of an amendment to a motion or resolution will be limited to no more than 10 minutes; this time may be extended in 6-minute increments at the discretion of the chair or by a majority of those voting.
 - f. Substitute motions or resolutions will not be accepted.
 - g. Amendments to amendments will not be accepted, in order to avoid confusion.
 - h. With regard to resolutions, only the RESOLVED sections are subject to a vote; accordingly, discussion of the RESOLVED sections and not the background statements is in order.
8. In discussion of all items of business, a motion to POSTPONE OR TABLE TEMPORARILY (i.e., without noting a specific time for reconsideration) is **not debatable**, and the main motion can be acted on at the current meeting only if the assembly votes to resume its consideration. A motion to POSTPONE OR TABLE UNTIL A SPECIFIC LATER TIME **is debatable** in terms of the reasons for postponement or the times specified.
 9. A Director or other NCTE member at the Annual Business Meeting may offer a sense-of-the-house motion at the specified time. Such motions are advisory to the Executive Committee or other appropriate Council bodies. They do not constitute official Council policy.
 10. Discussion of sense-of-the-house motions:
 - a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted (three copies) to the President or Parliamentarian before the adoption of the agenda. (Brief prefatory statements in explanation of the motion are **not** part of the motion and need not be submitted in writing.)
 - b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
 - c. Speakers on sense-of-the-house motions shall be limited to 2 minutes each, except by dispensation of the chair.
 - d. Discussion of a sense-of-the-house motion shall be limited to 10 minutes, except by dispensation of the chair.
 - e. If approved, sense-of-the-house motions are advisory to the Executive Committee or other Council bodies. They represent the opinion of the majority of members attending the Annual Business Meeting.
 11. A Director or other NCTE member who wishes to call attention to a matter of concern to the Council may, at the discretion of the chair, make a personal declaration on the subject at the specified times, but no discussion or vote will follow. Declarations shall be limited to 3 minutes.
 12. A Director or other NCTE member who wishes to introduce business not provided for in the agenda must move to suspend the rules of conduct for the meeting, which can be done with the assent of two-thirds of the Directors and other members attending. Business so introduced will be regarded as sense-of-the-house motions subject to the specifications in items 9 and 10 above.
 13. Unfinished items of business at the hour set for adjournment can be resumed at a time set by the chair, if two-thirds of the Directors and other members attending approve a session at which business is to be resumed.

EXHIBITORS

EXHIBIT HALL B IS LOCATED ON THE 1ST FLOOR OF THE GCCC

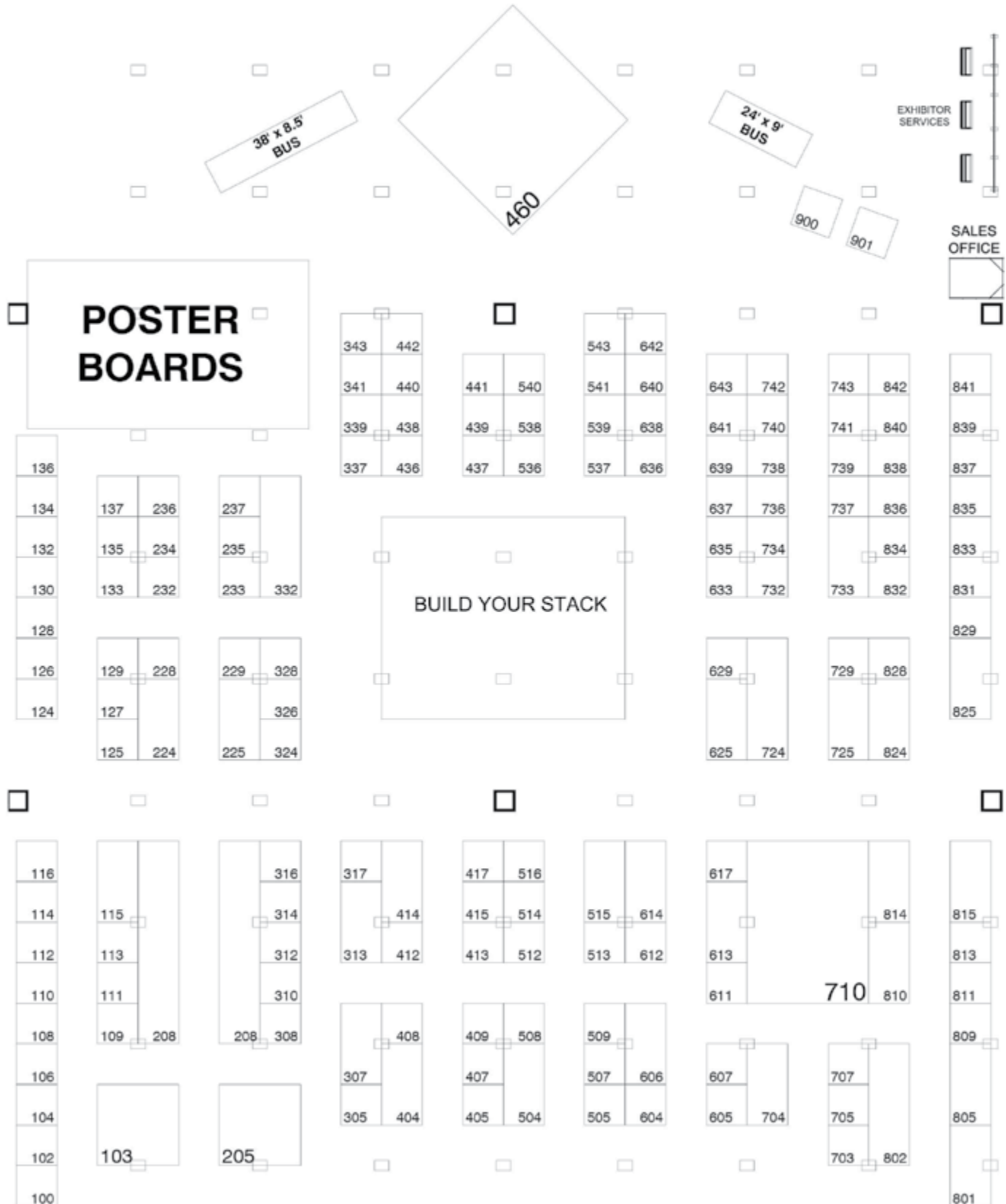


EXHIBIT HALL HOURS

FRIDAY ... 10:00 A.M.–6:30 P.M.

SATURDAY ... 11:00 A.M.–6:00 P.M.

SUNDAY ... 8:00–11:30 A.M.

The NCTE Annual Convention offers a wide array of sessions, experiences, and opportunities from which attendees can choose. Each teacher's experience, interests, and needs are different and that's why the Exhibit Hall at the NCTE Convention provides a diverse offering of trade publishers, nonprofit organizations, government entities, educational supply organizations, and consumer brands that are eager to connect with you. There is something for everyone in the more than 115 booths featuring a myriad of books, authors, initiatives, and products.

507 30-Minute Shakespeare
www.30minuteshakespeare.com

Based on twenty-years experience as a Folger Shakespeare Library teaching artist, each of Nick Newlin's twenty "30-Minute Shakespeare" books offer several key scenes from a play, with stage directions, to get students up on their feet enjoying Shakespeare through performance. We also feature a Monologue Book with performance notes.

736 826 National
www.826digital.com

826 National is the largest youth writing network in the US. We serve students through our chapters in nine cities and via 826 Digital, a free platform for educators featuring resources designed to spark the joy of writing.

733 ABRAMS—The Art of Books
www.abramsbooks.com

Founded in 1949, ABRAMS was the first company in the United States to specialize in publishing art and illustrated books. ABRAMS creates and distributes brilliantly designed books with the highest production values.

127 ACMRS Press
<https://acmrspress.com/>

ACMRS Press is the publications division of the Arizona Center for Medieval and Renaissance Studies at Arizona State University in Tempe, Arizona. We publish forward-looking research in medieval and renaissance studies at competitive prices, including Open Access, with the belief that scholarship should be affordable and available to all.

126 AKJ Education/Junior Library Guild/School Library Journal
<https://www.mediasourceinc.com/>

Media Source Inc. unites AKJ Education, Junior Library Guild, and *School Library Journal*, forming an educational powerhouse. Together, we offer unparalleled resources, expertly curated books, and premier information services, seamlessly integrating quality, innovation, and dedication to the enrichment of learning and literacy.

440 Assembly on Literature for Adolescents of NCTE
<https://alan-ya.org>

The Assembly on Literature for Adolescents of NCTE (ALAN) promotes communication and cooperation among all individuals who have a special interest in adolescent literature, presents programs and conferences on this subject, promotes and increases the number of articles and publications devoted to it and integrates the efforts of all those with an interest in this literature.

703 Albert Whitman & Company
<https://www.albertwhitman.com/>

We are an independent publishing company with more than 100 years of trusted stories. All Albert Whitman & Company books treat their readers in a caring and respectful manner, helping them to grow intellectually and emotionally. We are dedicated to continuing our tradition of creating award-worthy books for children.

130 ALEE
<https://myalee.com/>

ALEE's instructional tool provides teachers with everything they need to teach a book effectively—all in one place. Teachers use ALEE to create standards-aligned novel units, plan rigorous and differentiated lessons, find relevant paired texts, and develop content expertise.

229 AllSides
<https://www.allsides.com/schools>

Powered by AllSides.com, AllSides for Schools equips educators with tools to build news literacy skills in the classroom. Teachers can use our balanced news, media bias resources, and dialogue opportunities to instill the civic readiness students need to participate in thoughtfully democracy and build resilient communities.

228 American College of Education
<https://ace.edu/>

Quality Education You Can Afford. 100% online, accredited, low-cost programs you can finish quickly to advance your career. Master's degrees around \$9,500 and Doctoral Degrees around \$24,000. Recently voted #2 online college in the Country by Newsweek:
<https://www.newsweek.com/rankings/americas-top-online-colleges-2023>

- 505 American Psychological Association, APA Style**
<https://apastyle.apa.org/>
 APA Style is the most widely used academic writing tool for concise, powerful, and persuasive communication. The *Publication Manual of the American Psychological Association*, with 17 million printed, and the *Concise Guide to APA Style*, and the *Mastering APA Style* online workbook are indispensable resources for students.
- 613 Amplify**
amplify.com
 A pioneer in K–12 education since 2000, Amplify is leading the way in next-generation curriculum and formative assessment. All of our programs provide teachers with powerful tools that help them understand and respond to the needs of their students. Amplify serves more than ten million students across all 50 states.
- 407 Annick Press**
www.annickpress.com
 Annick Press publishes dynamic, ground-breaking fiction and nonfiction for children and teens. Our editorial vision has always been to publish books that reflect the society we live in, and to help enrich and inform the conversations happening in the real world. We aim to engage kids and spark a lifelong love of reading.
- 305 Astra Books for Young Readers**
https://astrapublishinghouse.com
 Astra Books for Young Readers features children's books for preK–12 and includes the imprints Astra Young Readers (formerly Boyds Mills Press), Calkins Creek, Hippo Park, Kane Press, minerva/minedition, TOON Books, and Wordsong.
- 814 Bedford, Freeman & Worth High School Publishers**
https://www.bfwpub.com/high-school/us
 At Bedford, Freeman & Worth, we've built our reputation on producing the highest quality materials for AP® courses, and we're proud to offer resources for a range of high school courses. Our groundbreaking books and media are based on changes in education, student populations, and accepted classroom best practices.
- 312 Blackbird Book & Page**
http://palindromeprojects.org/bbp
 Blackbird Book & Page is a Central Ohio sister team creating art from discarded books. Pick up a fun selection of garlands, NCTE-exclusive posters, and 100+ options of ready-to-frame, hand-painted prints featuring quotes and imagery inspired by favorite writers, artists, adventurers, and thinkers. Unique, inspiring decor for home or school!
- 810 Bloomsbury Publishing**
https://www.bloomsbury.com/us/
 Bloomsbury publishes award-winning books for children of all ages from board books through teen.
- 612 Book Love Foundation**
www.booklovefoundation.org
 The Book Love Foundation is dedicated to teachers. We grant funds to build classroom libraries and support teachers with ongoing professional learning. We believe all students every year deserve the deep rewards of reading books they choose. Since inception, the foundation has granted over 400 classroom libraries across North America.
- 133 Bookbreak**
bookbreaks.org
 BookBreak operates with the goal of significantly increasing access to children's book authors for all school communities. Our vision is to make hearing from inspiring authors a regular part of the student experience and dramatically expand access to these programs by pooling the resources of thousands of schools into a single author talk program.
- 633 Booksource**
https://www.booksource.com/
 Booksource is the leading provider of trade books for your K–12 classroom libraries. Our exceptional service and ability to customize any size project to meet your needs means the best titles for your classroom. Whether you're looking for pre-built or customized collections, we're here for you! Our focus is to provide customers with the best selection of quality literature for independent reading, supplementing core curriculum programs, and providing exceptional customer service.
- 539 Bound To Stay Bound**
www.btsb.com
 Bound to Stay Bound offers over 18,000 prebound hardcover children's and YA books with an unconditional guarantee, over 10,000 paperback titles, over 900 large print, and thousands of Playaway Audio Books to support libraries and curriculum.
- 225 Candlewick Press**
www.candlewick.com
 Candlewick Press publishes award-winning children's books for readers of all ages. Our imprints include Big Picture Press, Candlewick Entertainment, Candlewick Studio, MIT Kids Press, MITeen Press, and Templar Books. Walker Books US is a division. Together we focus on creating and publishing the very best stories for young readers.
- 324 Capti (Charmtech Labs LLC)**
https://www.captivoice.com/assess
 Capti Assess with ETS ReadBasix is the deepest diagnostic of 6 key reading skills in 3–12. Capti leverages the Science of Reading to deliver the most comprehensive and accurate evaluation of students' reading abilities. Use Capti for screening, diagnosing, informing RTI/MTSS strategy, progress monitoring, and matching students to books with Lexile.

- 233 Cardinal Publishers Group**
www.cardinalpub.com
 Cardinal Publishers Group has been representing quality independent press since 2000. The imprints we represent produce high quality, award winning, and top selling titles in a wide variety of categories distributing books for children, early readers, young adults, and adults.
- 436 Children's Literature Assembly of NCTE**
<https://www.childrensliteratureassembly.org>
 The Children's Literature Assembly (CLA) of the National Council of Teachers of English is a professional community of children's literature enthusiasts who advocate the centrality of literature in children's academic and personal lives.
- 732 Chronicle Books**
www.chroniclebooks.com
 Chronicle Books is an independent publisher based in San Francisco and home to numerous award-winning authors and bestselling series. Chronicle is inspired by the enduring magic of books, and by sparking the passions of others. Chronicle believes in partnering with creators and organizations that represent the diversity of our world.
- 125 Collaborative Classroom**
<https://www.collaborativeclassroom.org/>
 Collaborative Classroom is a mission-driven nonprofit organization committed to ensuring all students become readers, writers, and thinkers who learn from, care for, and respect one another. Our evidence-based programs help children develop as proficient readers and writers.
- 801 Combined Book Exhibit**
<https://www.combinedbook.com/>
 CBE is an organizer of book, multimedia, and eBook exhibits in the USA at major library, education, and trade conferences since 1933. Co-organizer of the USA Pavilion at Bologna, London, Beijing, Frankfurt, Guadalajara, and Sharjah Book Fairs. Organizer of New Title Showcase at London Book Fair and Bologna Children's Book Fair.
- 102 CommonLit**
commonlit.org
 CommonLit is a research-backed digital literacy program for grades 3–12. CommonLit offers over 3,000 high-quality reading lessons in English and Spanish. Lessons include planning materials for teachers and accessibility tools for students. CommonLit 360, a full reading and writing curriculum, is also available for grades 6–12.
- 614 Corwin**
corwin.com
 With Corwin Literacy, you can be certain of the quality of our research-based and classroom-tested professional development books for all K–12 literacy educators. Whether you're looking for guidance in writing, reading, or balanced literacy instruction, you'll find timely resources to expand your expertise and improve literacy skills for all students.
- 129 DePaul's Blue Book: Best American High School Writing 2023**
<https://blogs.depaul.edu/bluebook>
 DePaul's Blue Book: Best American High School Writing is a one-of-its-kind annual anthology featuring the best writing from high school students from across the country. Produced by DePaul University's Publishing Institute and edited by a team of students led by Professor Chris Solís Green, the Blue Book is now soliciting work for its next issue.
- 110 The Dickens Project/UC Santa Cruz**
<https://dickens.ucsc.edu>
 The Dickens Project is an international research consortium and community outreach organization based at the University of California, Santa Cruz. It is dedicated to creating communities around the study of 19th-century novels and generating new ways to understand their relevance to our current moment.
- 704 Disney Publishing Worldwide**
disneybooks.com
 Disney Publishing publishes award-winning books for readers of all ages, with content ranging from titles that highlight popular Disney franchises to books by best-selling authors such as Rick Riordan to engaging nonfiction from National Geographic Kids. Imprints include: Disney-Hyperion, Disney Press, Marvel Press, Disney Lucasfilm Press, and National Geographic.
- 541 Echoes & Reflections/ADL**
www.echoesandreflections.org
 Echoes & Reflections is a partnership between the ADL, USC Shoah Foundation, and Yad Vashem providing proven effective resources to assist educators in teaching their students about the complex themes of the Holocaust, antisemitism and genocides, and their lasting effect on the world through lesson plans, supporting assets, and student activities.
- 124 EdPro Design**
www.edprodesign.org
 Our units are a model of quality first instruction for teachers. Participating teachers who implement these units find refinement and greater clarity in their planning. We personalize our support with made-to-order materials that create understanding of unit development and an increased capacity for intentional lesson planning and unit designing.
- 337 English Language Programs, US Department of State**
<https://elprograms.org/>
 English Language Programs places highly qualified US citizen educators in the field of TESOL on projects funded by the US Department of State to assist US Embassies in delivering English language programs and supporting public diplomacy and mutual understanding through cultural exchange.

- 128 Fabled Films Press**
<https://www.fabledfilms.com/>
 Independent children's book publisher bringing original content with strong literary value to middle grade and early readers including *The Nocturnals* by Tracey Hecht and *Pippa Park* by Erin Yun. Book programs and materials are developed under the supervision of educators and reading specialists to support reading skills and national education standards.
- 109 Facing History and Ourselves**
facinghistory.org
 Facing History and Ourselves uses lessons of history to challenge teachers and their students to stand up to bigotry and hate. Our approach combines best-in-class professional learning, evidence-based pedagogy, and engaging curricular resources, to help teachers build dynamic classroom experiences where students can reach their full potential.
- 901 First Book**
FBMarketplace.org
 First Book is a nonprofit social enterprise committed to removing barriers to education for kids in need. We boost educational equity by providing access to free and low-cost books and resources for educators in Title I schools and programs supporting under-served communities. Explore our site & sign up for free at FBMarketplace.org
- 111 Forrest T. Jones & Company**
www.ftj.com/NCTE
 Forrest T. Jones & Co. (FTJ) was founded in 1953. In 1973, the Trust for Insuring Educators (TIE) was established. TIE has grown to provide member benefits to 68 groups. NCTE joined TIE in March of 1999. NCTE has about 700 members who have purchased our plans.
- 235 Fulbright Teacher Exchanges**
www.fulbrightteacherexchanges.org
 Fulbright Teacher Exchanges offer professional learning opportunities abroad for elementary and secondary educators across the country and around the world.
- 705 Gale, a Cengage Company**
https://www.gale.com/schools
 Gale supports schools by providing digital solutions that enable students and educators to thrive. We develop essential, curriculum-aligned content and accessible technology, empowering educators to engage students, create lesson plans, solve instructional challenges, and improve learning outcomes.
- 604 Gareth Hinds**
www.garethhinds.com
 Meet the creator of award-winning graphic novel adaptations which help students engage more deeply with classic texts such as *The Odyssey*, *The Iliad*, *Macbeth*, *Beowulf*, and more.
- 835 GrammarFlip**
https://www.grammarflip.com
 GrammarFlip is a comprehensive grammar and writing program for upper-elementary school, middle school, and high school teachers that can be used with their students in a traditional classroom, in a blended learning environment, or in a flipped classroom setting.
- 113 Great Minds**
www.greatminds.org
 Great Minds PBC is a subsidiary of Great Minds, a nonprofit. Teachers and content experts write Great Minds curricula. These knowledge-building resources include Eureka Math2, Eureka Math, PhD Science®, Wit & Wisdom® (ELA), and Geodes® books for emerging readers developed with the Foundations® foundational reading program from Wilson Language Training.
- 405 Greenwood Books**
https://houseofanansi.com/
 Greenwood is known for award-winning books that reflect the experiences of children both in North America and around the world. We are inspired by the belief that children's books can be important and necessary without sacrificing warmth, beauty, playfulness, and humor.
- 606 Hachette Book Group**
https://www.hbgresources.com/
 Hachette Book Group (HBG) is a leading US trade publisher made up of dozens of esteemed imprints within the publishing groups Grand Central Publishing, Hachette Audio, Hachette Nashville, Little, Brown and Company, Little, Brown Books for Young Readers, Orbit, Basic Books Group, Running Press Group, and Workman Publishing.
- 737 Half Price Books**
https://www.hpb.com/
 Half Price Books is the largest family-owned new and used bookstore chain with 120 retail locations in 19 states. Stores buy and sell new and used books, magazines, comics, records, CDs, DVDs, and collectible items. Learn more at HPB.com, and follow us on **https://www.facebook.com/halfpricebooks**, **https://twitter.com/halfpricebooks**, and **https://www.instagram.com/halfpricebooks/**.
- 114 HarperCollins Children's Books**
www.harperstacks.com
 HarperCollins Children's Books is one of the leading publishers of children's and teen books. Respected worldwide for its tradition of publishing quality, award-winning books for young readers, HarperCollins is home to many timeless treasures and bestsellers. You can visit HarperCollins Children's Books at **www.harpercollinschildrens.com** and **www.epicreads.com** and HarperCollins Publishers at **corporate.HC.com**.

- 824 Heinemann Publishing**
<https://www.heinemann.com/>
 Heinemann is dedicated to teachers helping children become literate, compassionate, engaged citizens of the world and supporting the modernization of the teaching profession. Heinemann authors are exemplary educators eager to support other teachers with professional books, podcasts, blogs, and professional learning experiences, both live and online.
- 415 Highlights Foundation**
www.highlightsfoundation.org
 The Highlights Foundation positively impacts children by amplifying the voices of storytellers who inform, educate, and inspire children to become their best selves. We host professional development and in-community experiences for authors, illustrators, educators, and storytellers online and at our retreat center in Northeastern Pennsylvania.
- 224 Holiday House/Peachtree/Pixel+Ink**
holidayhouse.com
 Sister companies Holiday House, Peachtree, and Pixel+Ink are the award-winning publishers of picture books through YAs, including graphic novels and books in Spanish. We feature the imprints of Margaret Ferguson Books, Neal Porter Books, and Margaret Quinlin Books, as well as Peachtree Teen and I Like to Read®.
- 825 Houghton Mifflin Harcourt**
www.hmhco.com
 A learning technology company committed to delivering connected solutions engaging learners, empowering educators, and improving student outcomes. As a leading provider of K–12 core curriculum, supplemental and intervention solutions, and professional learning services, HMH partners with educators and school districts to uncover solutions that unlock students' potential and extend teachers' capabilities.
- 112 Inkyard Press**
<https://www.harpercollins.com/pages/inkyardpress>
 Inkyard Press publishes smart, engaging Middle Grade and YA fiction across a variety of genres, from realistic contemporary to epic fantasy. We are passionate about publishing diverse voices and giving our readers a chance to see themselves and each other in our books.
- 836 InquirED**
<https://www.inquired.org/>
 inquirED is creating the next generation of curriculum: high-quality instructional materials in ELA and social studies that provide rigorous, authentic, and unforgettable learning experiences for students—and the comprehensive, day-to-day support that teachers, schools, and districts need to thrive.
- 232 Inquiry By Design**
<https://www.inquirybydesign.com/>
 Inquiry By Design is committed to student-centered literacy marked by the reading, writing about, and discussion of content-rich, complex texts. We believe that all students deserve—and even crave—real, meaningful, and relevant work. Our curriculum is based on this premise as an alternative to traditional textbooks and worksheet-based activities.
- 512 IXL Learning**
<https://www.ixl.com/>
 IXL's teaching and learning platform is used by 14 million students. Our comprehensive, standards-aligned curriculum adapts to each student and provides instructional guidance that targets their individual needs. With a first-of-its-kind assessment suite and actionable analytics, teachers and administrators have the insights they need to boost student performance.
- 417 The Juice Learning**
thejuicelearning.com
 The Juice brings today's current events into the classroom to build literacy in students across the curriculum. The Juice delivers daily unbiased current events content written by educators and journalists. Differentiated to four reading levels, The Juice includes short-form content, vocabulary, infographics, videos, scaffolds, formative assessment, and a teacher portal.
- 833 Kodansha**
kodansha.us
 Kodansha USA Publishing is the English-language publisher of some of the world's most recognizable manga properties, including Otomo's AKIRA and Takeuchi's Pretty Guardian Sailor Moon, along with a robust catalog of English-language Japanese novels, cookbooks, craft guides, historical and cultural literature, and more.
- 438 Latinx Kidlit Book Festival**
<http://latinxkidlitbookfestival.com>
 The Latinx Kidlit Book Festival is a FREE virtual celebration of Latinx KidLit authors, illustrators, and books for all students, educators and book lovers around the globe. The Festival offers a combination of educational materials and virtual literary content in the form of panels, craft sessions and illustrator draw-offs with best-selling and award-winning Latinx authors and illustrators of picture books, middle grade, young adult, graphic novels, comic books and poetry. The sessions are geared toward all schools, educators, students and book lovers, not just those identifying as Latinx. Everyone is welcome!

- 729 Learning Without Tears**
<https://www.lwtears.com/>
 Learning Without Tears has been a successful classroom partner for more than four decades, helping students and teachers achieve lifelong success. We approach learning differently, because we are family-owned, mission-driven, and dedicated to solving problems—not just selling products. Our 40-year track record of success is the direct result of our mission: to build foundational skills for early childhood learning. Our Pre-K–5 curricula, including handwriting, early literacy, and keyboarding, serve diverse learners with multisensory, developmentally appropriate instruction, innovative technology, and unparalleled training and support for both educators and families.
- 307 Lerner Publishing Group**
<https://lernerbooks.com/>
 Lerner Publishing Group creates award-winning fiction and nonfiction for grades PreK–12, including series, picture books, novels, and graphic novels. Lerner is one of the nation's largest independent children's publishers with imprints including Lerner Publications, LernerClassroom, Millbrook Press, Carolrhoda Books, Graphic Universe, Darby Creek, Twenty-First Century Books, Zest Books, Carolrhoda Lab, ediciones Lerner, Kar-Ben Publishing, Lerner Digital, and Lerner Publisher Services.
- 629 Little, Brown Books for Young Readers**
<https://www.lbyr.com/>
 Little, Brown Books for Young Readers began publishing books for children in 1926. We publish a diverse, carefully curated list of the finest books for young readers of all ages and backgrounds. Our mission is to inspire a lifelong love of reading.
- 625 Mackin**
<https://home.mackin.com/>
 Since 1983, Mackin has provided library and classroom materials for grades P-K–12. Mackin has access to more than 18,000 publishers and a collection of over 3 million print and digital titles. Additionally, Mackin features a robust selection of digital resources available through their free, multiple-award-winning, digital resource management system, MackinVIA.
- 805 Macmillan Academic**
<https://academic.macmillan.com/>
 Macmillan Publishers, based in New York City, is composed of eight divisions: Celadon Books; Farrar, Straus and Giroux; Flatiron Books; Henry Holt & Company; Macmillan Audio; Macmillan Children's Publishing Group; St. Martin's Publishing Group; and Tor Publishing Group.
- 802 Macmillan Children's Publishing Group**
www.mackidsschoolandlibrary.com
 Macmillan Children's Publishing Group is home to some of the most highly acclaimed and noteworthy children's imprints in the publishing industry. MCPG comprises Farrar, Straus and Giroux Books for Young Readers, Feiwel and Friends, First Second, Henry Holt Books for Young Readers, Neon Squid, Odd Dot, Priddy Books, Roaring Brook Press, Square Fish, and Swoon Reads.
- 637 Marco Learning**
<https://marcolearning.com/>
 Marco Learning partners with schools and teachers to help every student become a great writer. Our scoring and feedback service provides detailed, personalized feedback to more than 250,000 students every year. Our lesson plans and teaching resources help students prepare for AP Exams and state assessments.
- 605 Membean Inc.**
www.membean.com
 Used by students in 40,000+ classrooms, Membean is an online multi-modal vocabulary program that meets students at their unique ability level, from GT to ELL. Membean's multimodal word pages provide students choice as they learn words, and nine different question types of progressing difficulty ensure that students understand the nuances between words. The teacher dashboard offers detailed usage reports and differentiated assessments, saving teachers valuable planning and instruction time.
- 617 Middlebury Bread Loaf School of English**
<https://www.middlebury.edu/school-english/>
 Middlebury Bread Loaf School of English is an intensive summer graduate program ideal for teachers seeking meaningful professional development or a master's degree. At campuses in Vermont, Oxford, and California, students encounter texts and ideas with renowned faculty and emerge ready to read, write, teach, and interpret in revolutionary ways.
- 832 Mrs. Nelson's Book Company**
www.mrsnelsons.com
 Mrs. Nelson's Book Company combines wholesale book ordering, reinforced Readerbound editions for class novel sets, a book bindery, and pre-owned textbook sales and buyback services which all helps to extend the life of books, generate revenue for schools, and promote the love of reading and learning.
- 509 My Easy Read Books**
<https://www.myeasyreadbooks.com/>
 Hi-lo book publisher that provides quality easy-read books. High interest level/lower reading level literature strengthens reading fluency for struggling readers and multilingual learners. Publish hi-lo books that maintain a healthy balance between being “easy-to-read” and developing a complex content to engage the reader. Featuring award winning author LB Tillit.
- 414 myShakespeare**
<https://myshakespeare.com/>
 myShakespeare provides media-rich, digital editions of six Shakespeare plays as a free, online resource. We replace traditional footnotes with interactive media and classroom features including quizzes and note-taking tools.

- 611 MyStudyWorks**
www.mystudyworks.com
 MyStudyWorks is a digital learning and teaching aid that helps: STUDENTS to improve their writing and critical thinking skills; EDUCATORS with one click real-time visibility of their students' work, Dashboards that track progress against Milestones, and easy Feedback tools (text, voice-to-text, audio and video options) and dedicated Learning Support tools; and INSTITUTIONS with students' activity data, helping them rapidly identify struggling students.
- 314 National English Honor Society for Secondary Schools**
https://www.nehs.us/
 NEHS, founded and sponsored by Sigma Tau Delta (**https://www.english.org/**), is the only international organization exclusively for secondary students and faculty who have demonstrated exceptional ability in areas including literary analysis, media studies, composition, linguistic study, and creative writing. The Society celebrates an obligation to use one's gifts in service to others.
- 310 National Writing Project**
www.nwp.org
 National Writing Project (NWP) sites have been working with educators for nearly 50 years to improve the teaching of writing and learning in classrooms and beyond. Stop by our booth to learn how the NWP network can support you!
- 106 Newsela**
https://newsela.com/
 Newsela takes real world content from trusted sources and makes it instruction ready for K–12 classrooms. Published at five reading levels, content is accessible to every learner. With more than 16,000 texts and multiple new texts published daily, Newsela enables educators to go deep on any topic they choose.
- 607 NoRedInk**
www.noredink.com
 Used in over 60% of districts, NoRedInk is helping students in Grades 3–12 become better writers and critical thinkers. Our platform supports effective instruction by facilitating cycles of modeling, scaffolding, practice, and feedback. As students complete writing activities and mastery-based skills exercises, NoRedInk delivers actionable data to teachers and administrators.
- 513 North Star Editions**
https://shop.northstareditions.com/
 North Star Editions is a small publishing company dedicated to guiding readers toward a lifetime love of reading. We have seven imprints for your youngest readers to young adults offering both fiction and nonfiction titles.
- 515 Orca Book Publishers**
www.orcabook.com
 Orca is a children's book publisher that strives to publish books that illuminate the experiences of people of all ethnicities and abilities, Indigenous people, and those who identify as LGBTQ+. Orca is known for our hi-lo fiction. Orca distributes Second Story Press, Portage & Main Press, Pembroke Publishers, Cormorant, Theytus Books, Tradewind Books, and more.
- 516 Peace Corps Response**
https://www.peacecorps.gov/
 Short-term. High-impact. International Volunteer Assignments. Experience required. Seeking professionals with diverse skills and the know-how to hit the ground ready to serve. Bring your expertise and experience to the projects where you are needed the most.
- 208 Penguin Random House Education**
www.PRHEducation.com
 Home to award-winning, classroom-favorite authors, such as Maya Angelou, James Baldwin, Sandra Cisneros, Tommy Orange, R.J. Palacio, and Jacqueline Woodson, Penguin Random House Education offers an array of classic and contemporary titles. Visit our booth to browse books by grade level and subject area and learn about our classroom collections.
- 208 Penguin Young Readers Group**
https://www.penguinclassroom.com/educator-resources/
 Penguin Young Readers is one of the leading children's book publishers in the United States and publishes books ranging from birth to young adults in a variety of formats. Whether fiction or nonfiction, classic authors and illustrators, or exciting new licensed properties, we strive to make the perfect book for every reader. With an award-winning backlist, PYR continues to publish outstanding books for readers of all ages. The company owns a wide range of imprints and trademarks, including Dial Books, Dutton, Kokila, Nancy Paulsen Books, Penguin Workshop, Philomel, Rocky Pond, Flamingo, G. P. Putnam's Sons, and Viking.
- 103 Perma-Bound Books**
https://www.perma-bound.com/
 A pioneer in the library binding industry for nearly 70 years, Perma-Bound proudly serves PreK–12 schools, school libraries, and public libraries in the US and Canada. With millions of titles from more than 1,000 publishers, we offer strong title selection; comprehensive teaching materials; distance learning and online learning; and more!
- 108 Playaway Products**
https://shop.playaway.com/
 At Playaway Products equitable access to technology and great content is at our core. That's why we pioneered the built-for-circulation, pre-loaded device market with Playaway audiobooks, Launchpad learning tablets, and Wonderbook read-alongs—products for everyone.

- 234 PowerNotes**
powernotes.com
PowerNotes is a platform to help students save, annotate, and organize sources accessed from the internet, databases, or PDFs. To use PowerNotes, you simply highlight text in your browser. Then you can save that text, create notes, generate a citation, and (later) organize your references into an outline.
- 636 Prologue Bookshop**
<https://www.prologuebookshop.com>
At Prologue Bookshop, we value the power of reading and literature, and the connections that come with being a local bookstore in a global world. We're proud to be local and independent, and we're glad that you're choosing to shop local with us today.
- 313 Propello**
www.propello.com
Propello's teaching and learning platform combines standards-aligned curriculum, scaffolding, and supports like language translations and leveled reading, and embedded teacher guidance to ensure every student, in every classroom, gets the first-class learning experience they deserve. Learn more about Propello and get your free account at our website.
- 404 Publisher Spotlight, a service of Myrick Marketing**
<https://www.publisherspotlight.com/>
Publisher Spotlight is your discovery spot for books for children and teens from around the world. Featured publishers include Charlesbridge, Lee & Low, Eerdmans, Manga Classics, Tiger Tales, Gecko Press, and Diamond Book Distributors.
- 317 Quill.org**
www.quill.org
Quill.org is a nonprofit, education technology organization dedicated to helping students build literacy, writing, and critical thinking skills. Quill.org's learning tools use a unique open-ended, AI-driven model to focus our impact on writing and writing mechanics and have been used by over 3 million students and 50,000 teachers nationwide.
- 208 Random House Children's Books**
<https://www.rhteacherslibrarians.com/>
Random House Children's Books publishes quality books—hardcovers to paperbacks, preschool through young adult, encompassing fifteen imprints. Connect with us on Facebook, Twitter, YouTube, and Pinterest.
- 537 Read 21**
<https://www.read21.org>
Let's move 80% of your Tier 3 students to Tier 1 this school year through Building Fluency in 21 days, followed by innovative Critical Thinking. Read 21 is an online reading intervention & enrichment program that addresses your reading needs using the Science of Reading in only one school year.
- 413 Retro Report**
<https://www.retroreport.org/education/>
Retro Report is a non-profit journalism organization with a library of 275+ short videos that connect history to today. Our resources foster engagement and critical thinking skills through media literacy, argumentation, and a focus on narratives. Our FREE resources are perfect for use across Humanities, Social Science, and English/ELA courses.
- 332 Savvas Learning Company**
www.savvas.com
At Savvas, we believe learning should inspire. Our next-generation K–12 learning solutions, developed by leading authors and educators, leverage the power of adaptive learning and advanced technology to deliver immersive, personalized, and engaging content that connects teachers and students with real-world learning experiences, helping all learners discover their greatness.
- 132 SAYWORD! by Dopamine Designs**
<https://www.saywordgame.com>
SAYWORD!® is a game of words, wisdom, bluffing, and balderdash. There is no other game like it! Playing SAYWORD! will forever change how you see words. Not only will you will level up your vocabulary, you'll do so while you die laughing!
- 710 Scholastic Inc**
www.scholastic.com
For more than 100 years, Scholastic has partnered with schools to support student learning. Today, the Company is the world's largest publisher and distributor of children's books, a leading provider of literacy curriculum, professional services, and classroom magazines, and a producer of educational and entertaining children's media.
- 724 Simon & Schuster**
www.simonandschuster.com
Simon & Schuster is a global leader in general interest publishing, dedicated to providing the best in fiction and nonfiction for readers of all ages, and in all printed, digital, and audio formats.
- 115 Sourcebooks**
read.sourcebooks.com
Sourcebooks is an independent publishing company dedicated to innovation and the belief that books change lives. We publish 300 new titles each year in the children's, young adult, adult, nonfiction, gift, and education categories.
- 409 Sphere Education Initiatives**
<https://www.cato.org/sphere/about-sphere>
Sphere Education Initiatives assists grades 5–12 educators and administrators, providing them with knowledge, experience, resources, and professional development opportunities, to bring difficult conversations into classrooms, equipping students to engage in civil dialogue on the most pressing issues. Sphere is working to rekindle the foundation of civic culture in America.

- 205 Stenhouse Publishers**
<https://www.stenhouse.com/>
 Providing books, videos, and digital content, professional development services, and curricular resources, Stenhouse Publishers helps K-12 teachers enhance their professional knowledge and build their students' skills as readers, writers, and thinkers.
- 316 Story Xperiential**
www.storyxperiential.com
 Learn storytelling in a program developed by award-winning Pixar and Khan Academy veterans, creators of Pixar in a Box and founders of X in a Box. Participants create stories following the process used at Pixar, gain industry insight, get feedback in a global community, and show their work in a final Exhibition.
- 326 Sylvan Learning**
<https://sylvanfranchise.com/>
 With more than 40 years of experience, Sylvan Learning is the leading provider of personal learning for students in grades K-12. Sylvan's proven tutoring approach blends amazing teachers with SylvanSync™ technology for an engaging learning experience. Sylvan transforms how students learn, inspiring them to succeed in school and in life.
- 412 Teachers College Press**
<https://www.tcpres.com/ncte2023>
 Teachers College Press (Teachers College, Columbia University) publishes work at the cutting edge of theory, research, and practice in education and specializes in areas such as literacy, ELL/DLL, multicultural education, social justice education, leadership, education policy, early childhood education, special education, and curriculum.
- 829 Teaching the World**
<https://teachingtheworld.net>
 Teaching the World is a collection of higher education area or international studies centers partially funded by the US Department of Education. Each center provides outreach to K-14 educators and students. Resources are available locally and nationally and include virtual classroom visits, training workshops, multimedia materials, lesson plans, and more.
- 408 ThinkCERCA**
www.thinkcerca.com
 ThinkCERCA's personalized literacy platform helps educators teach critical thinking. Through standards-aligned close reading and academic writing lessons for English language arts, science, social studies, and math, our schoolwide approach to literacy instruction prepares students for post-secondary life by building up their analytical skills in every subject from grades 3-12
- 308 Thinking Habitats**
<https://www.thinkinghabitats.com/>
 THINKING PRO is a high school curriculum that uses local news media as a tool to teach critical thinking, reading strategies, and news media literacy. Interactive explainer videos model these strategies, offer opportunities for practice, and provide immediate feedback. Written assignments reinforce these skills by applying reliable processes for evaluating the trustworthiness of news and informational text. THINKING PRO is a product of Thinking Habitats.
- 705 Thorndike Press**
<https://www.gale.com/thorndike/ylp>
 Thorndike Press publishes unabridged reprints in large print format for middle grade and young adult readers. Our commitment to producing high-quality, high-interest, large print books supports youth as they develop the skills necessary to become successful lifelong readers. Our catalog of 1,000+ titles grows monthly with award winners, bestsellers, and more.
- 135 Toshiba/NSTA ExploraVision**
www.exploravision.org
 ExploraVision is a science competition for K-12 students of all interest, skill, and ability levels. The competition encourages students to combine their imaginations with the tools of science to create and explore a vision of a future technology 10 or more years in the future through collaborative brainstorming and research of current science and technology.
- 809 Townsend Press**
www.townsendpress.com
 Townsend Press publishes the acclaimed Ten Steps to College Reading Series and the Townsend Press Vocabulary Series plus writing textbooks, all available in digital and paper formats and used in countless schools and colleges. We are the creators of the King Series (K-2), and The Bluford Series (5-12), and the Townsend Press Library.
- 536 Turnitin**
https://www.turnitin.com/divisions/secondary-education?utm_source=google_display&utm_campaign=ncte
 Turnitin is a global company dedicated to ensuring the integrity of education and meaningfully improving learning outcomes.
- 831 Typewriter Rodeo & Burlwood Books**
<https://burlwoodbooks.com/burlwood-kids/>
 For over 10 years, Typewriter Rodeo has typed poems on vintage typewriters at events and schools all over the country. (Come get a free poem on any topic at their booth!) Burlwood Books is proud to publish their new interactive poetry workbook for kids, Pet Poems Plus.

- 725 Union Square & Co.**
<https://www.unionsquareandco.com/>
 Union Square & Co.'s diverse list showcases top-tier talent and brands and gives space to unique perspectives and strong voices. Union Square Kids publishes fiction and nonfiction titles that engage, enrich, and excite a diverse audience of young readers.
- 508 United States Holocaust Memorial Museum**
<https://www.ushmm.org/>
 A living memorial to the Holocaust, the United States Holocaust Memorial Museum inspires citizens and leaders worldwide to confront hatred, prevent genocide, and promote human dignity. Federal support guarantees the Museum's permanent place on the National Mall, and its far-reaching educational programs and global impact are made possible by generous donors.
- 811 University of Nebraska at Kearney, Department of English**
go.unk.edu/englishma
 The University of Nebraska at Kearney is a fully accredited, campus university that offers an online Master of Arts in English program. The program is designed to enhance students' critical understanding of literature and skills as a writer, helping them better teach the subject in the classroom as well.
- 514 Vocabulary.com**
<https://www.vocabulary.com/>
 Vocabulary.com's smart, award-winning adaptive engine helps learners master new words, not just memorize them. Offering customizable activities for instruction, review, and assessment, Vocabulary.com boosts students' reading comprehension and systematically improves their vocabulary. With over 13,000 ready-made resources, Vocabulary.com can align with any teachers's existing curriculum.
- 815 W. W. Norton & Company High School Group**
<https://wwwnorton.com/catalog/high-school/language-arts>
 For 100 years, Norton has been dedicated to books that educate, inspire, and endure. Our Language Arts catalog represents textbooks written by experts in their fields, instructor resources authored by experienced teachers, and digital resources designed to engage your students while supporting them in developing skills essential for course success.
- 813 W. W. Norton & Company**
<https://wwwnorton.com/>
 Norton is the oldest and largest book publishing house owned by its employees. At 100, we take pride in our independence, stay true to our founding vision, and give back to the community. Norton Young Readers was established in 2019 as the children's and young adult publishing imprint of W. W. Norton & Company.
- 104 Write by Number**
WriteByNumber.com
 Write by Number is a K–12, expository writing curriculum that takes students from writing one sentence to eight-paragraph essays. The mastery-based approach ensures that students resolve usage and mechanics issues, while building sound structure within sentences and paragraphs. Thirty years of use prove that this curriculum works for every student!
- 828 Write the World**
<https://writetheworld.org/>
 Write the World is a nonprofit organization providing online educational programs and a writing community that serves students, educators, and schools. Reaching approximately 100,000 students and teachers from over 125 countries, Write the World is dedicated to developing teens' writing, critical thinking, reading, and communication skills.

INTELLECTUAL FREEDOM RESOURCES FROM NCTE

VISIT [NCTE.ORG/IFC](https://ncte.org/ifc) FOR:

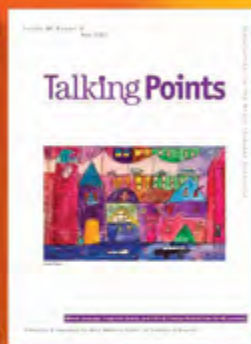
- Best practices compiled from position statements and teacher expertise to aid in material selection, navigating censorship challenges, and standing up for the students' right to read.
- Access to the first-of-its-kind book rationale database with over 1,200 rationales currently available and more to come!
- A report form to notify NCTE of a censorship incident or other challenges to intellectual freedom.

Don't prepare for or respond to book challenges alone! Benefit from the work of your colleagues and the staff at NCTE—your professional home—as you stand up for stories that matter.



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FREEDOM
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AUTHOR EVENTS

NCTE GENERAL SESSION SPEAKERS



Photo © Naima Green

JOY BUOLAMWINI

Thursday, November 16th
4:00 – 5:00pm



© John D. and Catherine T. MacArthur Foundation

JACQUELINE WOODSON

Friday, November 17th
8:15 – 9:15am



Photo © Austin Hargrave 2017

TOM HANKS

Saturday, November 18th
9:45 – 10:45am

(Book sales and signings will take place after each keynote session.)

Meet the Authors

Signing in the Penguin Random House Booth #208



Friday, November 17th
11:00am – 11:45am

PATRICE VECCHIONE

Speaking on the panel
“The Power of Poetry,”
(9:30am-10:45am)
CC Location:
A-114/115, Main Level



Sunday,
November 19th
8:15am – 9:00am

JAMILAH PITTS



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Visit Booth #208 to Browse New Collections, Resources & Books



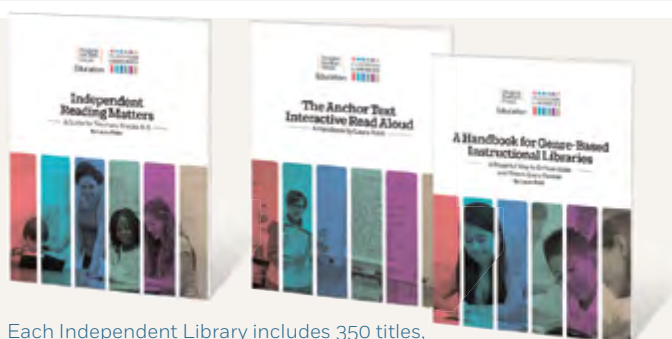
Each collection includes 45 books (15 titles; 3 copies of each)

High School Collections

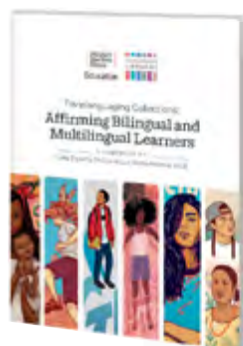
The PRH High School Collections are sixteen thematic collections and resources for grades 9-12 curated by Lorena Germán, Cicely Lewis, Morgan Taylor, Julia E. Torres, and Ronell Whitaker. Each collection focuses on fostering reader identities and include diverse stories at varying levels to increase overall engagement, improve academic performance, and reconnect students with the power of literacy.

Independent and Instructional Reading Libraries

Developed with literacy expert **Laura Robb**, the PRH Education Independent and Instructional Reading Libraries for PreK to 8th grade promote choice and access to authentic texts at the actual range of student reading levels, providing opportunities to differentiate instruction and increase reading achievement.



Each Independent Library includes 350 titles, and each Instructional Library includes 100 titles!



Translanguaging Collections

The PRH Translanguaging Collections: Affirming Bilingual and Multilingual Learners are six culturally and linguistically sustaining text collections with classroom resources developed by **Drs. Luz Yadira Herrera and Carla España**.

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Each collection includes 15 titles (1 copy of each)

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SCHEDULE

WE LOOK
FORWARD
TO SEEING
YOU!

FRIDAY
11.17



10:15–11:00 AM



Meg Eden Kuyatt
Good Different

11:00 AM–12:00 PM



Glenda Armand
*All Aboard the School-
train: A Little Story
of the Great Migration*



Chana Steifel
*The Tower of Life: How Yaffa
Eliach Rebuilt her Town in
Stories and Photographs*

11:30 AM–12:00 PM



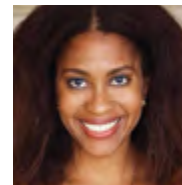
Stephanie Harvey
*From Striving to
Thriving*



Annie Ward
*From Striving to
Thriving*



Jennifer Torres
*Meet Me At Midnight
(Bad Princesses #2)*



Debbie Rigaud
*Sister Switch
(Best Wishes #2)*

12:00–1:00 PM



Colby Sharp
*The Commonsense
Guide to Your
Classroom Library*



Donalyn Miller
*The Commonsense
Guide to Your
Classroom Library*

12:15–12:45 PM

2:00–3:00 PM



Ruchira Gupta
I Kick and I Fly



Neal Shusterman
Courage to Dream



Tricia A. Zucker
*Strive-for-Five
Conversations*



Valerie Bowling
*The Gold Bowl:
An Acorn Book
(Rainbow Days #2)*



Tanisia Moore
*I Am My Ancestors'
Wildest Dreams*

3:00–4:00 PM



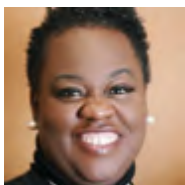
Kamania Wynter-Hoyte
Revolutionary Love



Eliza Braden
Revolutionary Love

3:00–3:30 PM

3:00–3:30 PM



Michele Myers
Revolutionary Love



Sanjuana C. Rodriguez
Revolutionary Love



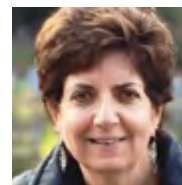
Natasha Thornton
Revolutionary Love

3:30–4:00 PM



Don Vu
*Life, Literacy,
and the Pursuit
of Happiness*

4:00–4:30 PM



Cecilia M. Espinosa
Rooted in Strength



Laura Ascenzi-Moreno
Rooted in Strength

CON-
TINUE
FRIDAY



4:00–5:00 PM



Nell Cross Beckerman
Caves



Vicky Fang
A Pie for Us: An Acorn Book (Best Buddies #1)

5:00–6:00 PM



Bill Konigsberg
Destination Unknown



Sarah Darer Litman
Some Kind of Hate

5:00–6:00 PM



Gholdy Muhammad
Unearthing Joy

SATURDAY
11.18
→

11:15 AM–12:00 PM



Wendy Wan-Long Shang
Bubble Trouble



Cindy L. Otis
At the Speed of Lies

12:00–1:00 PM



Traci N. Todd
Holding Her Own: The Exceptional Life of Jackie Ormes



Joanna Ho
On the Tip of A Wave: How Ai Weiwei's Art Is Changing the Tide

12:15–12:45 PM



Mary Jo Fresch
Partner Poems and Word Ladders



David L. Harrison
Partner Poems and Word Ladders



Timothy V. Rasinski
Partner Poems and Word Ladders

2:00–3:00 PM



Sayantani DasGupta
The Poison Waves (Secrets of the Sky #2)



Shakirah Bourne
Nightmare Island

2:30–3:00 PM



Julia López-Robertson
Celebrating Our Cuentos

3:00–4:00 PM



Gordon Korman
Mixed Up



Deborah Hopkinson
Race Against Death; Plot to Kill the Queen

3:30–4:00 PM



Dan Feigelson
Radical Listening

4:00–4:30 PM



Penny Kittle
Micro Mentor Texts

4:00–5:00 PM



Alex Gino
Green



Ash Van Otterloo
The Beautiful Something Else

4:30–5:00 PM



Dana Clark
Read-Alouds with Heart

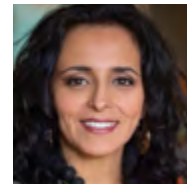


Keisha Smith-Carrington
Read-Alouds with Heart



Jigisha Vyas
Read-Alouds with Heart

5:00–6:00 PM



Aida Salazar
Ultraviolet



Alan Gratz
Heroes: A Novel of Pearl Harbor

5:30–6:00 PM



Gloria Swindler Boutte
Revolutionary Love for Early Childhood Classrooms



Kamania Wynter-Hoyte
Revolutionary Love for Early Childhood Classrooms



Nathaniel Bryan
Revolutionary Love for Early Childhood Classrooms

SUNDAY
11.19
→

8:15–9:15 AM



Ali Terese
Free Period

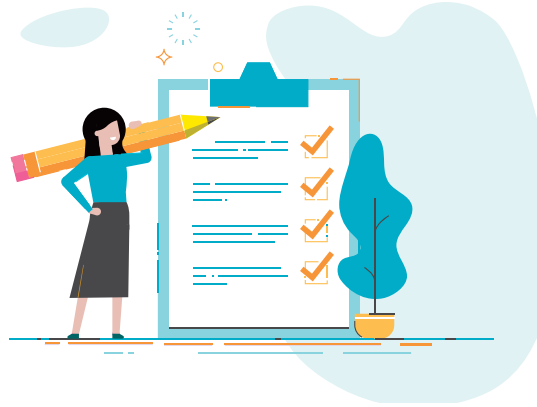


Ann E. Burg
Force of Nature: A Novel of Rachel Carson

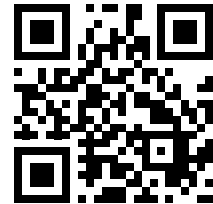
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APA STYLE

Additional resources



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- APA Style Monthly newsletter sign-up
- *Publication Manual, 7th Edition*
and *Concise Guide to APA Style, 7th Edition*
- Instructional aids: apastyle.apa.org/instructional-aids





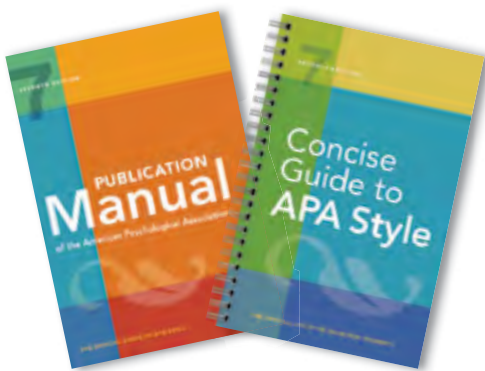
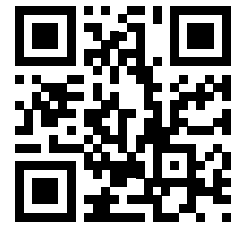
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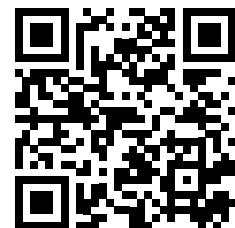
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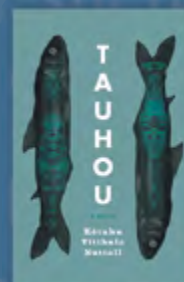
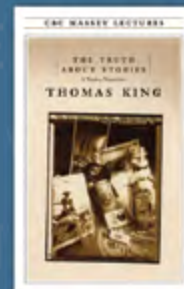
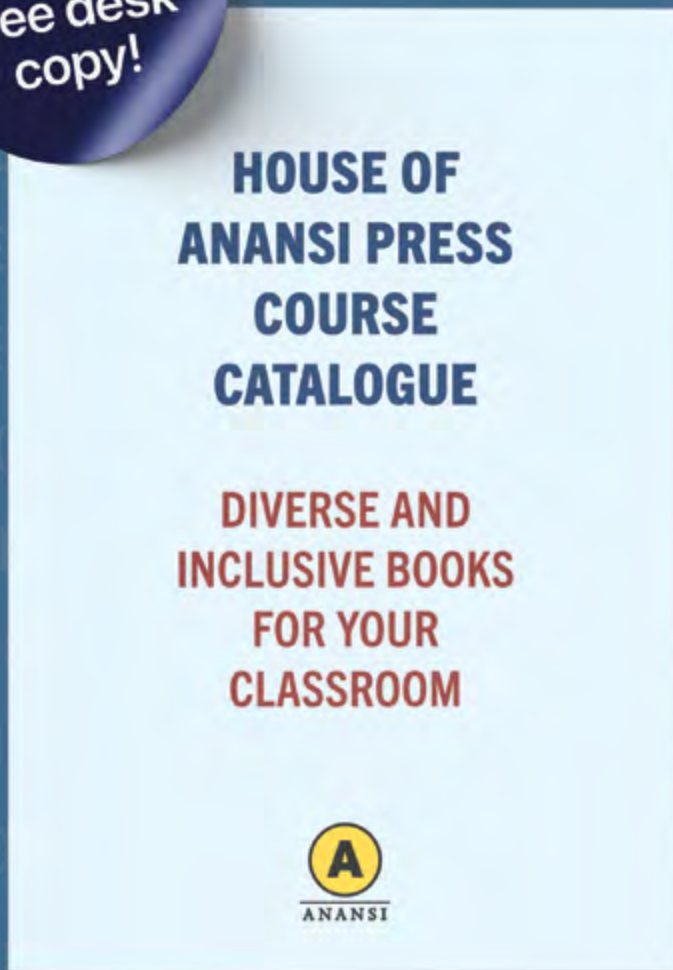
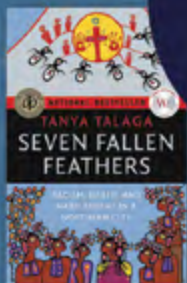
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John Scalzi

The Kaiju Preservation Society and Starter Villain
Friday, November 17
3:00pm-3:45pm



José Olivarez

Promises of Gold
Friday, November 17
4:30pm-5:15pm



W. Bruce Cameron

Love, Clancy and Zeus: Water Rescue
Saturday, November 18
11:00am-11:45am



Jonny Garza Villa

Ander and Santi Were Here
Sunday, November 19
9:00am-9:45am

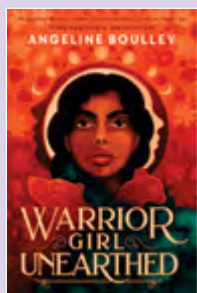
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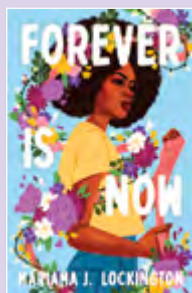
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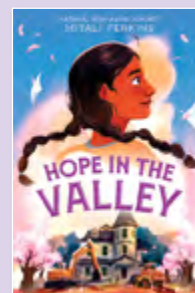
Mariama J. Lockington



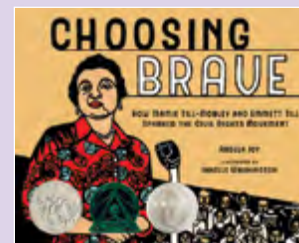
Amber McBride



Chris Baron



Mitali Perkins



Angela Joy and Janelle Washington



Carole Lindstrom and Bridget George



Kevin Johnson and Kitt Thomas



Dan Santat



Steve Sheinkin



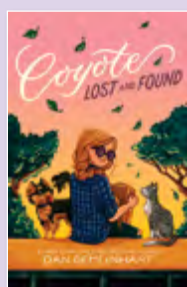
Nasuġraq Rainey Hopson



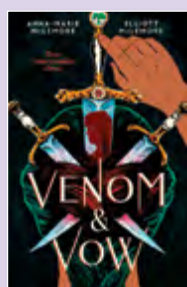
Ari Tison



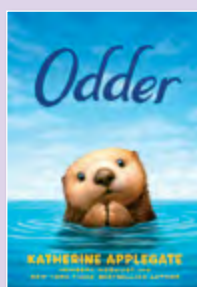
Katherine Marsh



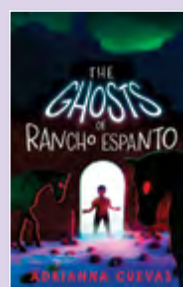
Dan Gemeinhart



Anna-Marie McLemore and Elliott McLemore



Katherine Applegate



Adrianna Cuevas



Julie C. Dao



Kekla Magoon

Don't miss Dashka Slater at the Middle Level Luncheon!

Friday, November 17
11:30 a.m. – 1:30 p.m.



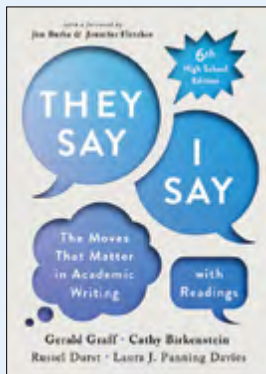
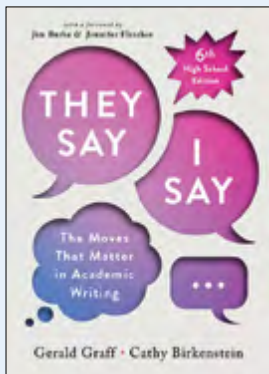
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SCAN FOR INFO

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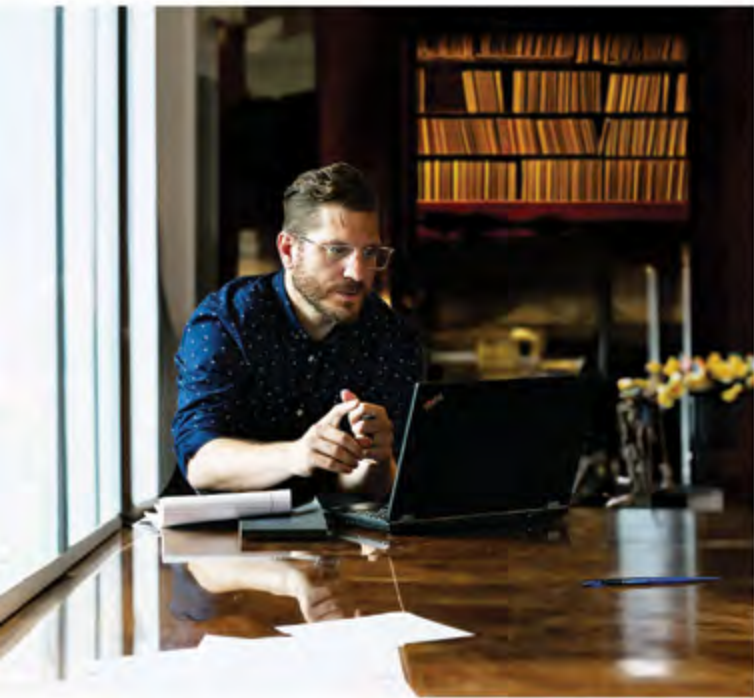
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Anderson, Susan, P.19
Anderson, Terry, E.40
Anderson-Plote, Rachell, W.10
Andrei, Elena, POS-F-12:00
Andrews, Casey, W.14
Andrews, June, N.19
Andrews, Tracy, POS-S-2:30
Andrus, Patrick, N.19
Anker, Christina, NOW
Anson, Joseph, P.19
Anthony, Michael, J.24
Applegate, Katherine, L.05
Appleman, Deborah, I.21
Arango, Andrea Beatriz, I.30, J.38, M.05
Arasin, Melissa, A.09
Arbuckle, Jessica, J.22
Arce-Boardman, Alicia, K.30, L.19, N.05
Arcuri, Julia, C.03, E.12
Arena, Kyra, G.42
Arens, Corinne, I.19
Armand, Glenda, A.17
Armas, Raquel, L.30
Arnold, Elana K., F.43, N.43
Arnold, Jackie, CLA-B, O.22, P.47
Arnold, Mathew, I.18
Aronoff, Ryan, NOW
Aronson, Sarah, C.05, J.44
Artabane, Brian, K.29
Artzt, Ina, L.03
Ascenzi-Moreno, Laura, ELEM-GT, H.42, I.16, J.34, K.45, P.16

Ash, Joann, F.39
Ashley, Adele Bruni, E.26, G.02
Ashley, Rebecca, G.17
Ashlock, Jayna, F.48
Asmus, Briana, G.22
Assaf, Lori, F.33
Atwood, Donna, K.35
Atwood, Robin, G.16, G.45, K.35, L.30, O.24
Aufses, Robin, E.43
Austin, Tasha, G.34, J.50
Avery, Jaha Nailah, M.05, N.43, O.08
Avila, Lorraine, B.19, M.05
Ayesh, Kefah, BYS.10, K.34, L.07, N.30, P.36
Azaad, Dezh, F.08
Azano, Amy, L.47
Aziz Raina, Seemi, BYS.19

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Bacon, Joy, W.14
Bacon, Michele, M.42, P.21
Badman, Cami, N.34
Bagley, Jessixa, C.21, L.05
Bahlmann Bollinger, Chelsey, F.33
Baiden, Felicia, C.09
Bailey, Esme, F.36
Baines, Lawrence, G.21
Baker, Frank, NOW
Baker, Jennifer, E.10
Baker, Tanya, I.14, K.35
Baker, W. Douglas, B.10
Bakhreibah, Ferdous, G.35
Balasbas, Avery, POS-F-12:00
Baldizon, Jessica, I.14
Baldonado-Ruiz, Monica, H.29, P.08
Ballenger, Kit, H.15, J.38
Ballinger, Shelly, F.20
Ballou, Damonique, G.43
Banack, Arianna, M.15, N.41
Bange, Stephanie, P.47
Banks, William, F.28
Baptiste, Bethany, G.22

Baptiste, Tracey, K.43
 Baratta, Trelasa, I.18, M.25
 Barber, Chelsey, D.03, K.53, O.39
 Barber, Robbie, C.09
 Barber, Susan, SEC-GT, E.49, H.10, HI.01, J.11, SEC-L, FS.09
 Bardine, Molly, A.11, H.32
 Bargardi, Sarah, SW.4
 Barnabee, James, G.12
 Barnes, Amelia, G.18
 Barnes, Meghan, K.08
 Barnett, Leah, L.30
 Barnhart, Ginger, P.39
 Baron, Annelyn, F.41
 Baron, Chris, E.35, I.15, L.39, P.33
 Barone, Rebecca E.F., D.03, K.49
 Barreiro, José, E.48, K.43
 Barreto, Jennifer, F.32
 Barrett, Maryanne, P.24
 Barry, Sarah, F.29
 Bartholomew, Monica, D.03
 Barto Wiley, Heather, F.23, P.35
 Barton, Bethany, I.12
 Barton, Chris, C.04, E.48, N.22
 Barton, Heather, M.23, N.07, SIG.11
 Barton, Reka, I.41
 Basler, Adina, D.21
 Basroon, Aaron, N.23
 Bass O'brien, Deb, O.23
 Bass, Bill, F.48, H.21
 Bass, Chris, E.26
 Bass, Erika, H.15, L.47, O.12
 Batch, Brook, I.18
 Batchelor, Katherine, L.17, M.19, O.34
 Bates, A'lana, O.23
 Batha, Margo, A.15
 Batting, Katie, FS.05
 Bayer, Scott, K.15
 Beach, Crystal L., H.40, I.20, SIG.12, P.35
 Beach, Richard, I.18, M.22
 Beachboard, Cathleen, E.16
 Bear, Rachel, N.27, O.24
 Beard, Lelalois, E.31
 Beauchemin, Faythe, G.51
 Beauzil, David, C.16, E.11
 Beck, Sarah, P.12
 Becker, Eve, D.25
 Beckerman, Nell Cross, G.26
 Bedford, Melissa, M.15, P.11

KEY:

ELEM-GT = Elementary Section Get-Together, Thursday
 MID-MU = Middle Level Meet Up, Thursday
 SEC-GT = Secondary Section Get-Together, Thursday
 COLL-GT = College Section Get-Together, Thursday
 CNV-REC = Cultivating New Voices among Scholars of Color Reception, Thursday
 POS-CNV = Cultivating New Voices among Scholars of Color Poster Session, Friday
 POS-F-12:00, Poster Sessions, Friday 12:00 p.m.
 POS-F-3:00, Poster Sessions, Friday 3:00 p.m.
 POS-S-11:30, Poster Sessions, Saturday 11:30 a.m.
 POS-S-2:30, Poster Sessions, Saturday 2:30 p.m.
 ELATE-L = ELATE Luncheon, Friday
 MID-L = Middle Level Luncheon, Friday
 STORY = Story Experience, Friday
 CULTURAL = Cultural Celebration, Friday
 ALAN-B = ALAN Breakfast, Saturday
 NOW = Now Screening Film Festival, Saturday
 SEC-L = Secondary Section Luncheon, Saturday
 CBA-L = Children's Book Awards Luncheon, Saturday
 CLA-B = Children's Literature Assembly Breakfast, Sunday
 BYS = Build Your Stack sessions, Friday-Sunday
 AFF-B = Affiliate Breakfast, Sunday
 NWP-B = NWP Brunch, Sunday

Beers, Kylene, B.12, J.42, N.39
 Behizadeh, Nadia, A.14, W.3, ELATE-L, H.51, I.48, K.28, N.47
 Behr, Robbi, FS.01
 Bell, Jordan, POS-CNV, G.34, N.19
 Bell, Julie, G.04, J.22
 Bell, Keith, J.13
 Bell, Lauren DeJulio, H.24
 Bellard, Sondra, E.51
 Benchimol, Judith, A.02, K.47, O.02
 Bene, Emma, N.19
 Benham, Lisa, A.15
 Benko, Susanna, K.35, N.07, P.35
 Benson, Sheila, O.12
 Bentley, Erinn, D.25
 Berends, Joel, C.16
 Bernstrom, Daniel, J.12
 Berry, Stefanee, G.19
 Bersh, Luz, POS-S-2:30
 Bertman, Jennifer Chambliss, G.46, I.24
 Bertrand, Shamaine, G.30, K.49, L.16
 Besharat Mann, Rachel, J.06
 Bian, Xu, D.24
 Bickmore, Steven, M.15
 Biggam, Valerie, B.04
 Biggs-Tucker, Karen, H.30
 Bildner, Phil, C.10, K.48
 Billingsley, Khadeidra, W.3
 Billotti, Michael, O.23
 Bills-Tenney, Katie, I.46
 Birch, Megan, F.05
 Bishop, Ashlan, O.42
 Bivens, Jasmine, J.25
 Bixler, Heather, I.36
 Black, Kristen, I.20
 Blackburn, Mollie, C.17, E.01, HI.01, J.03, K.28
 Blackburn, Sarah-Soonling, B.18
 Blake, Kaitlyn, L.30
 Blakemore, Megan, P.25
 Blasingame, James, H.15
 Blau, Sheridan, A.27, W.8, H.51, N.47, P.26
 Blecher, Hope, C.18
 Blom, Nathan, E.26

- Bloome, David, B.10, C.17, F.41, J.03, O.02
- Blye, Elizabeth, A.21, F.13
- Boateng, Sandra, C.16
- Bockelman, Brent, A.16
- Boehm, Shelby, M.13, N.40, P.35, P.46
- Boerman-Cornell, William, D.24
- Bohney, Brandie, P.35
- Bolhuis, Audra, E.27
- Bolling, Valerie, C.21, E.46
- Bomer, Katherine, E.23
- Bone, Sheryl, A.20
- Bonner, Kathleen, E.31
- Bonner, Robert, C.09
- Bonner, Sarah, MID-MU, MID-L, H.06
- Bonsey, Susie, E.34
- Booker, Wileena, CBA-L, BYS.30, P.40
- Booth, Molly Horton, E.39
- Boozer, Marie, W.7, F.41
- Boquist, Abigail, O.35
- Borden, Louise, E.15
- Borkowski, Marie, G.27
- Borodin, Yevgen, E.29
- Borsheim-Black, Carlin, F.06, P.35
- Boswell, Kelly, O.32
- Bouch, Amy, C.11, SIG.04, FS.06
- Bouie, Aaron, J.02
- Boulley, Angeline, A.22, B.19, E.39
- Bourdage, Kristin, B.09
- Bourne, Shakirah, N.28
- Boutelier, Stefani, P.24
- Boutte, Gloria, L.49, N.16
- Bouwman, H.M., L.05, N.31
- Bowden, Amy, A.17
- Bowles, David, F.08, SIG.03
- Boyd, Ashley, B.21, F.17, M.15, SIG.12, P.11, P.35
- Boyd, Katherine, G.10, K.11
- Boyd, Robert, F.10
- Boze, Catelyn, H.32
- Bradbury, Jennifer, K.09
- Braden, Ann, C.10, G.46, I.24, J.45, P.20
- Braden, Eliza, H.38, J.34, CBA-L, L.49, N.16
- Bradford, Tiffany, G.16
- Bradley, Jeanette, D.06
- Bradley, Kirsten, O.24
- Bramucci, Steve, K.38
- Brannan, Beverly, P.38
- Brannan, Emily, N.09
- Branson, Tyler, N.10
- Brar, Kujinder Kaur, J.12
- Bravo, Nadine, D.31, POS-F-3:00, L.47
- Breaux, Megan, O.24
- Brechtler, Henry, G.03
- Breeden, Julie, A.16
- Breese Bentum, Bonnee, F.20
- Breitenbach, Kathleen, I.05
- Brewer, Amanda, D.25, H.51, N.47
- Brewer, Noah, L.17
- Brewer, Shaleisa, N.29
- Briseno, Kayla, A.12, C.22, G.29, P.46
- Brochin, Carol, D.12
- Brock, Linda, O.24
- Brodeur, Katherine, E.13
- Broeckel, Tara, J.26
- Bronke, Christopher, F.35
- Brooks, Nick, I.34
- Broome, Kerise, I.18
- Brown, Alan, F.23, H.40, I.20, P.35
- Brown, Carla-Ann, P.41
- Brown, Jace, K.33, M.45
- Brown, Jaden, J.22
- Brown, Karen, P.35
- Brown, Keah, M.05
- Brown, Ruth Nicole, M.21
- Brown, Sally, E.51
- Brown, Shanna, BYS.17
- Brown, Tameka Fryer, C.13, L.27
- Brown, Tammy, E.24, L.27, M.42
- Browne, Susan, C.08
- Brownson, Jennifer, E.26
- Brown-Wood, Janay, E.46
- Bruce, David, H.16, K.08, P.24
- Bruesewitz, Jennifer, L.03
- Brunskill, Pamela, F.18
- Bruzas, Alena, D.21
- Bruzón, Jose Gabriel, C.23
- Bruzón, Maria Fernanda, C.23
- Bryan, Nathaniel, L.49, N.16
- Bryant, Maggie, H.15, J.33, O.23
- Bryce, Nadine, E.26, M.20
- Bryson, Megan, B.11
- Buchanan, Judy, F.24
- Buchanan, Rebekah, SIG.12, P.35
- Buchanan-Rivera, Erica, M.09
- Buckley, Bailey, O.16
- Buckley-Marudas, Molly, J.13
- Budde, Meghan, L.12
- Buehler, Jennifer, B.19, E.06, F.46, L.31, N.43, SW.2
- Buelow, Stephanie, D.25, J.22, K.35
- Bulatowicz, Donna, H.38
- Bulgrin, Kari, G.04
- Bulla, Michelle, G.40, P.32
- Bundalo, Michael, N.06
- Bunnell, Georgia, L.34
- Bunten, Bridget, FS.01, POS-F-12:00
- Burden, Cedric, K.50
- Burden, Maurita, O.24
- Burgess, Tamika, E.36
- Burke, Amy, J.03
- Burke, Jim, O.19
- Burkins, Lynsey, D.15, E.48, F.43, H.21, BYS.24
- Burnett, Kelsie, F.40, K.20
- Burns, Ryan, O.39
- Burrows-Stone, Katie, F.20
- Burtch, Derek, B.09, D.27
- Bury, Katryn, G.17
- Bush, Aaron, B.20
- Bush, Jonathan, D.25, COLL-GT, G.04, K.35, MN.01
- Bush, Rebecca, SW.4
- Butler, Melinda, POS-F-3:00, L.48
- Butler, Tamara, ELATE-L, H.51, I.48, N.47
- Butts, Jackie, I.10
- Bybee, Kristina, E.50, G.05, M.15

C

- Caasi, Erica, H.40
- Cabat, Joshua, G.50, H.50, POS-S-11:30
- Cabusao, Jeffrey, F.34, G.11, K.32
- Cahill, Jen McLaughlin, I.31
- Caillouet, Ruth, M.30
- Calcagno, Asia, M.38
- Calderón, Darlene, I.14
- Caldwell, Leni, F.23
- Cale, Crystal, G.02
- Callahan, Lydia, N.12
- Callen, Rocky, D.21
- Calvert, Becky, E.27

Calvert, Lisa, F.05, J.08
 Cameron, Bruce, L.05
 Camp, Kristie, K.18
 Campbell, Alyse, G.33, N.11
 Campbell, Liz, B.17
 Campbell, Marcy, F.44
 Campbell, Sarah, J.07, L.48
 Canady, Fawn, F.52, G.22, H.51, I.18, M.25, N.47, P.35
 Canavan, Anne, L.52
 Cano, Jose Luis, POS-CNV, G.34
 Cantey, Charity, D.02
 Cantrill, Christina, D.12, P.40
 Caparas, Francesca, G.50
 Cappiello, Mary Ann, B.06, G.26, SIG.10
 Caprino, Katie, P.24
 Caraballo, Limarys, C.16, C.17, M.12, N.36, SIG.06, P.27
 Cardona-Berrio, Laura Marcela, I.22
 Carey, Tomasen, F.31, L.04
 Cariaga, Stephanie, M.32
 Carl, Cassandra, I.27
 Carn, Michelle, POS-S-2:30
 Carpenter, Brooke, H.11
 Carpenter, Kelly, H.01
 Carrillo, María Heysha, H.17
 Carroll, Kristi, M.47
 Cartano, Andrew, P.12
 Carter, Paul, W.7
 Case, Anny, B.08, D.24
 Casey, Caitlin, O.41
 Cassady, Erica, G.02
 Castañon, Mariana, P.24
 Cast-Brede, Melissa, G.04
 Castellani, Avery, POS-F-12:00
 Caster, Katie, H.20
 Castillo, Jennifer, D.18
 Castillo, Lauren, I.12
 Castleman, Michele, G.04, POS-F-3:00, M.46
 Castner, Molly, O.23
 Caswell, Heather, K.35
 Caswell, Nicole, F.28
 Catania-Schultz, Mariam, A.15
 Catena, Emily, P.43
 Cattapan, Amy, POS-F-12:00
 Caudill, Jamie, I.42
 Cavin, Catherine Calabro, P.06
 Cazel, Travis, J.22
 Celaya, Anthony, D.14, M.48
 Ceneskie, Jill, L.45
 Chakmakjian, Carolyn, W.6
 Champeau, Kathryn, C.21
 Chandler, Leah, N.07
 Chapin, Meagan, POS-S-2:30
 Chappell, Cortney, G.18
 Chari, Sheela, G.46
 Charlton-Trujillo, e.E., E.19, I.25
 Charmelo, Ana Contreras, A.18
 Chase, Natalie, L.51, P.42
 Chase, Paula, C.13
 Chaudhri, Amina, G.26
 Chavez, Odaly, N.09
 Chen, Andrew, G.11
 Chen, Andy, F.34, K.32
 Chenault, Loribeth, P.24
 Cheng, Jack, F.43
 Chernick, Margaret Delgado, N.42, P.40
 Cherry-Paul, Sonja, J.15, K.23, O.15
 Chester, Nekiyah, G.10
 Chhetri, Sidonie, I.38
 Chhin, Sovandara, H.50, O.04
 Chick, Whitney, F.04
 Chin, Beverly Ann, FS.02, N.01
 Chiong, Cynthia, P.06
 Chism, Monique M., FS.04
 Choi, Grace, F.38, H.38, BYS.16, CBA-L, N.21
 Choi, Minkyung, G.49, J.46
 Chrisman, Alyssa, P.35
 Christel, Mary, E.22, F.22, NOW
 Christie, Amanda, E.50
 Chung, Claudia, K.47
 Chung, Huy, P.35
 Churnin, Nancy, G.23
 Ciarrocca, Robert, F.23
 Cisneros, Ernesto, G.17
 Cissi, Emily, H.02
 Citizen, Leticia, H.34
 Clark, Amy, K.35
 Clark, Briannah, I.11
 Clark, Caroline, F.17, P.35
 Clark, Dana, M.35
 Clark, Ellen, K.41
 Clark, Shanetia, J.03, J.04
 Clarke-De Reza, Sara, POS-F-12:00
 Clark-Oates, Angela, COLL-GT, MN.01
 Clarkson, Octavia, J.48
 Clayton-Taylor, Nyree, J.10
 Clements, Brian, C.22
 Clemons, Aris, G.20
 Clinton, Maria, F.04, M.03
 Cobos, Casie, B.03
 Cocca-Leffler, Maryann, H.38
 Cohen, Kelsey, P.07
 Coklan, Emily, N.06
 Colabello, Bridget, M.47
 Colabucci, Lesley, I.11, J.04
 Colbert, Brandy, C.10, E.10
 Colby, Olivia, O.16
 Coleman, James, G.31, J.32
 Coleman, Josh, J.32
 Coles, Justin A., M.12
 Collier, Nicole D., A.13
 Collier-Gibson, Britt, J.13
 Collins, Saudah, N.16
 Collins-Berry, Christina, K.07
 Colonna, Marlene, O.30
 Colosimo, Natalie, POS-F-3:00
 Colwell, Ryan, H.09, K.37, CBA-L
 Comer, Todd A., P.01
 Commeret, Michelle, F.04, J.51
 Compton, Raven, F.38
 Compton-Lilly, Catherine, B.16, N.16
 Connolly, Jennifer, O.23
 Connors, Kelsey, O.42
 Consalvo, Annamary, B.01, E.25, F.46, L.51
 Constantine, Dahlia, H.38, CBA-L
 Contreras, Karla, H.14
 Cook, Leslie, E.33
 Cook, Michael, F.17, G.28, J.20
 Cook, Mike, D.25, E.32, J.22
 Cook-Mack, Abigail, G.10, K.11
 Coombs, Dawan, E.33, L.38, P.35
 Cooper, Christina, E.26
 Cooper, Gray, J.13
 Cooper, Kaitlynn, O.23
 Cooper, Monét, J.27
 Cooper, Sara, N.19
 Cooper-Peyton, Erica, E.44
 Coppola, Rick, J.03
 Coppola, Shawna, G.28, J.41
 Corazza, Justin, F.23

Corbitt, Alex, W.5, MID-MU, MID-L, H.06, M.05
 Corbitt, Alexander, L.23
 Cordes, Katherine, E.05, K.12
 Cordi, Kevin, SIG.13
 Corliss, Mary-Alice, I.18
 Cornelius, Chris, O.38
 Cornwell, Amanda, J.26, L.26
 Coskie, Tracy, E.28
 Costner, Suzanne, H.38, H.18, BYS.16, CBA-L
 Cotillo, Mary, C.20, POS-F-3:00, J.16
 Cotton, Talia, W.4
 Courtmanche, Jason, K.35
 Courtney, Pam, G.23
 Covington, Nick, W.15
 Covino-Poutasse, Katharine, E.25, H.51, J.22, L.51, N.47
 Cowan, Kerry, POS-S-11:30
 Cox, Julie, O.27
 Crabtree, Alissa, C.11
 Craig, Jake, P.19
 Cramer, Katherine, G.31, H.40, J.22
 Crandall, Bryan Ripley, G.45, K.35
 Crawford, Alex, F.20
 Crawford, Angela, F.20
 Crawford, Kyle, A.08
 Crawford-Mckinney, Kathleen, FS.03, BYS.29
 Crawley, Adam, F.17, G.31, SIG.09
 Creger, John, I.18
 Cridland-Hughes, Susan, F.46, P.11
 Croce, Keri-Anne, SIG.02
 Crochunis, Thomas, E.26, H.40, P.35
 Croom, Marcus, B.10
 Crossley, Jared, G.26
 Crovitz, Darren, I.33, J.20, L.17
 Crow, Jake, N.33
 Crowder, Melanie, K.44
 Crowe, Chris, H.15
 Crowell, Caryl, BYS.07, H.38, CBA-L
 Cruise, Brit, E.30
 Cruz, M. Colleen, H.13, K.23, O.15
 Cueto, Desiree, E.28, FS.03, H.15
 Cuevas, Adrianna, M.05, P.25
 Cummings, Sherisse, F.46
 Cunningham, Katie, G.26
 Curlee, Amber, I.14
 Curleyhair, Brooke, L.09

Curran, Kitty, A.22
 Curry, Tina, E.32
 Curtis, Erin, F.51
 Cutts, Qiana, CNV-REC
 Czyn, Ewelina, F.02

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Da Silva Iddings, Ana Christina, O.29
 Dacus, Laura, POS-F-12:00
 Dail, Jennifer, E.26, I.33, J.20, L.17, M.18
 Dairman, Tara, G.46, N.31
 Dales, Brenda, M.08
 Daley, Maureen, L.29
 Dallacqua, Ashley, H.07, L.08, M.46, P.35
 Dallacqua, Paula, I.23
 Daly, Annie, G.20
 Daly, Kimberley, E.38, POS-F-12:00
 Damico, James, E.52
 Damico, Nicole, I.18, P.24
 Dando, Michael, B.15
 Daniel, Liz, E.26
 Dao, Julie, P.25
 Darius, Regine, M.07
 Darragh, Janine, C.23, M.15, SIG.12, P.11
 Darrington, Fredeisha, E.32, N.14
 Dasgupta Mueller, Kirin, P.09
 Dasgupta, Sayantani, G.46, I.24, P.09
 Dasgupta Mueller, Sunaya, P.09
 Daspit, Toby, O.24
 Datcher, Michael, I.12, N.25
 Daughtery, Miah, E.16
 Daughtry, Tracy, K.51
 Davenport, Lauren, L.46
 David, Ann, B.01, F.46
 Davidhizar, Megan, O.23
 Davidson, Jill, P.32
 Davidson, Michelle, N.10
 Davila, Denise, L.37, SIG.06
 Davis Black, Ashley, F.23
 Davis, Brennan, F.04, P.35
 Davis, Elizabeth, F.23
 Davis, Janine, POS-S-2:30
 Davis, Jewel, H.15, ALAN-B, SIG.03
 Davis, Maggie Morris, P.35
 Davis Roberts, Megan, G.21, P.26
 Davis-Porada, Natalie, E.33, P.26
 Dawayangzong, Fnu, POS-S-11:30
 Dawes, Erika, G.26
 Dawson, Christina, D.25
 Dawson, Christine, B.08, D.24
 Dawson, Keila V., D.06
 Day, Deanna, FS.03, H.09, K.37, CBA-L
 Day, Hannah, W.6
 De La Pena, Matt, K.19
 De Los Rios, Cati, ELATE-L, H.51, I.48, N.47, SIG.06
 De Oliveira, Jenette, L.34
 De Silva, Aurelia, F.16
 Deal, C., H.29
 Deanon, Toni Rose, POS-F-12:00
 Dearybury, Jed, O.10
 Decker, Rebecca, O.23
 Dee, Barbara, P.25
 Deems, Don, G.38
 Defauw, Danielle, F.33, K.26
 Degenaro, Anthony, A.29
 Degener, Rebekah, H.40
 Dehaan, Gabriella, L.22
 Dehart, Jason, J.01
 Del Russo, Celeste, C.08
 Deleon, Jennifer, B.19
 Deleon, Rachel, L.30
 Delgado, Jeanette, E.44
 Delgado Camacho, Jessica, J.25
 Deliman, Amanda, L.34
 Delman, Melissa, POS-F-3:00
 Delong, Katlyn, A.11
 Deluca, Kelly, G.02, H.40
 Dempsey, Allison, POS-F-12:00
 Denerville, Anne, G.42
 Deng, Lin, G.25
 Denny, Samantha, F.12
 Densmore-James, Susan
 Denstaedt, Linda, L.30
 Derr, Robert, L.52
 Desimony, Amber, F.45, M.26
 Deskins, Liz, I.05
 Despain, Camille, W.8
 Desprez, Eleanor, D.10
 Destigter, Todd, H.37, N.19
 Devereaux, Michelle, I.33, L.17, O.21
 Devillers, Julia, O.02
 Devirgilio, Michele, N.01

Dewar, Tim, K.35
Dey, Amanda, I.29
Diaz, Dora, F.40
Diaz, Keyla Gonzalez, O.05
Dibartolo, Kara, K.25
Dibeneditto, Jessica, F.38
Dicesare, Katie, D.15
Dicicco, Michael, E.26, H.49, I.10
Dickinson, Tyler, O.17
Diedrich, Courtney, W.6
Diggs, Emily, I.14
Dikkers, Amy Garrett, K.51
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Jowett, Jennifer, L.29
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Jung, Jin Kyeong, C.16
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Kelly, Katie, E.21, G.28, K.36, P.35
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 Lewis, Liz, I.14
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Reeder, Stacey, K.24
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