# Convention **PROGRAM**



# THURSDAY NOVEMBER 20

### 2:30-4:15 p.m.

# T.01Linking Young Adult Literature andM SNon-FictionSession Time:C IIINational Harbor 111:00 - 3:45 p.m.

Join popular YA authors and literacy experts for this session that links YA literature to nonfiction texts. Hook students through storytelling, and they will become motivated to discover more. Participants will learn how fiction can lead students into deeper reading and expanded study through inquiry, research, writing, and speaking.

- **Co-chairs:** Barry Gilmore, Hutchison School, Memphis, Tennessee
- ReLeah Cossett Lent, author/educational consultant, Morganton, Georgia
- **Speakers:** Jennifer Buehler, Saint Louis University, Missouri
- Joan Kaywell, University of South Florida, Tampa
- Tradebook Authors: Jacqueline Woodson, Penguin Young Readers Group, New York, New York
- Matt de la Peña, Random House Publishers, New York, New York
- Shannon Hitchcock, Namelos, Tampa, Florida
- Susan Campbell Bartoletti, Scholastic, Inc., New York, New York

Lisa Luedeke, Simon and Schuster, New York, New York

### T.02 Creating a Landscape for Story through the Arts

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#### National Harbor 2 Sponsored by the CEE Commission on Arts and Literacies, open to all

The CEE Commission on Arts and Literacies (COAL) was established to explore theoretical and practical applications of expanded views of literacy. Commission members will share ways in which they infuse arts in their K–University settings to provide a landscape for story. Participants will then be invited to share ideas raised at the roundtables.

**Co-Chairs:** Pauline Schmidt, West Chester University of Pennsylvania, West Chester

Peggy Rice, Ball State University, Muncie, Indiana

### Roundtable 1: Using Illuminated Text Projects with Young Adult Literature

Wendy Williams, Arizona State University, Tempe

### Roundtable 2: Two Stories, Two Teachers: Visual Representations of Two English Teachers Beginning Their Careers

Sarah Klein, Georgia State University, Atlanta

### Roundtable 3: Using Visual Literacy to Develop Understandings of the Stories of Our Past

- Diane Bottomley and Peggy Rice, Ball State University, Muncie, Indiana
- Jessica Carnes, Milwaukee Public Schools, Wisconsin

Roundtable 4: Living the Story: Teaching Reluctant Readers to Enter the Story World through Drama Rebecca Craig, Pamela Hartman, and Lauren Kean, Ball State University, Muncie, Indiana

### Roundtable 5: Draw What the Story Means: Using Art to Support All Learners

Anne Ociepka and Chris Leland, Indiana University-Purdue University, Indianapolis

Roundtable 6: The Art in Stories and the Stories in Art Maggie Chase, Boise State University, Idaho

Roundtable 7: First Graders Discover Powerful Writing through Drawing Instruction Rebecca Leigh, Oakland University, Rochester, Michigan

### T.03 Creating Lifetime Readers: Building Skill While Nurturing Will

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National Harbor 10

Join us in a hands-on session as we discuss two critical components of creating critical readers who are also lifetime readers: skill and will. You'll learn how to connect your reluctant readers to books while learning strategies that help all readers, but especially struggling readers, with close reading of complex texts.

- **Speakers:** Kylene Beers, educational consultant, The Woodlands, Texas, "Close Reading: What This Means for Struggling Readers"
- Teri Lesesne, Sam Houston State University, Huntsville, Texas, "Read All about It: The New Books You Have to Know!"
- Donalyn Miller, O. A. Peterson Elementary School, Fort Worth, Texas, "Reading Workshop: How and Why It Works"
- Robert Probst, Marathon, Florida, "Why Reading Matters"

### T.04 Telling American Stories through Art M S National Harbor 4

How can American art help students become better readers, writers, and critical thinkers in the English classroom? Explore how visual art can be utilized to deepen students' understanding of literary concepts such as theme, character, and symbolism, using strategies demonstrated by educators at the Smithsonian American Art Museum.

- **Speakers:** Laura Griffin, Smithsonian American Art Museum, Washington, DC
- Phoebe Hillemann, Smithsonian American Art Museum, Washington, DC
- Carol Wilson, Smithsonian American Art Museum, Washington, DC

### T.05 Writing through Uncertainty, Conflict, and Difference: Navigating Complexity, Making Meaning, and Gaining Direction National Harbor 5

Focusing on two projects—1) a critical inquiry into urban youth experience of uncertainty, conflict, and difference and 2) a youth documentary project that frames local community inquiry into contemporary transitions and uncertainties of rural life in mid-Missouri—this panel explores teaching writing to navigate complexity, make meaning, and gain direction with others in uncertain contexts.

**Speakers:** Stephen Scott, Lewis and Clark Middle School, Jefferson City, Missouri

Julie Sheerman, Marceline High School, Missouri Jennifer Clifton, University of Missouri, Columbia

### T.06 Using Poetry, Literature, and History () (S) in Teaching the Holocaust

### Chesapeake 7/8/9

Sponsored by the NCTE Jewish Caucus and the United States Holocaust Museum, open to all

This session is designed for teachers who are interested in teaching Holocaust literature and poetry as part of their language arts program and teachers who are interested in using literature and poetry to help students understand the Holocaust. The expert panelists are all affiliated with the National Institute for Holocaust Education and the US Holocaust Museum and all have experience working with young people. Time is provided in the session for discussion, questions, and sharing ideas.

- **Co-chairs:** Rosemary Horowitz, Appalachian State University, Boone, North Carolina
- David Bloome, The Ohio State University, Columbus
- **Speakers:** Christina Chavarria, US Holocaust Memorial Museum, Washington, DC, "Using Holocaust Literature in English and Language Arts Classrooms"
- Rebecca Dupas, US Holocaust Memorial Museum, Washington, DC, "Using Poetry to Reflect upon the Holocaust"
- Ann Mullin, US Holocaust Memorial Museum, Washington, DC, "Providing Historical Context for Holocaust Literature in the Secondary Classroom"

### T.07 Connecting the Convention to Your Year-Long Professional Learning National Harbor 6/7

Are you attending the Convention as a professional learning team or on behalf of a collaborative team? Your strategy for attending the Convention should include connections not only to your personal learning interests, but also to those of your teammates and your school. Join us for this working session to generate an action plan that will bring the most benefit to you and your team. Strategize with team members about which sessions to attend together and when it's best to divide and conquer. Establish plans for collaboration throughout the Convention and beyond.

Facilitator: Lara Hebert, National Council of Teachers of English, Urbana, Illinois

### T.09 Unbinding the Book, Rebinding the Tale: Exploring the Relationship between Visual and Verbal Narrative Strategies

### National Harbor 3

A picture book truly comes alive through the combination of text and image. In this session, author-illustrators Bethanie Deeney Murgia, *Violet and Victor Write the Best-Ever Bookworm Book* and Kelly Light, *Louise Loves Art* explore how visual communication strategies can aid young readers in picking up verbal cues in a story's text.

Tradebook Authors: Bethanie Deeney Murgia, Little, Brown and Company, New York, New York

Kelly Light, HarperCollins Publishers, New York, New York

### T.11 A Story of Cross-Curricular Community Engagement: The Newseum and Thomas Jefferson High School National Harbor 12

How do you bring stories to life for students and spur them to action? The Newseum and Thomas Jefferson High School developed an innovative project where students transformed research papers into authentic products that serve the community. Speakers present teaching strategies to bring museum content and digital tools into the classroom.

**Speakers:** Maggie Crawford, Newseum, Washington, DC Scott Campbell, Thomas Jefferson High School,

Alexandria, Virginia

Judy Bello, Thomas Jefferson High School, Alexandria, Virginia

Anna Kassinger, Newseum, Washington, DC

### 3:30-5:30 p.m.

### Get-Together Reception Sponsored by Bedford, Freeman, Worth

All Convention attendees are invited to stop by the Get-Together Welcome Reception Thursday afternoon. Enjoy a break with refreshments and light hors d'vores, while catching up with friends and colleagues before attending your section's get-together event.



### AFTERNOON EVENTS

### 4:30-6:00 p.m.

### **Elementary Section Get-Together**

### **Maryland Ballroom A**

**CARMEN AGRA DEEDY** is perhaps best known for her children's books, including *The Library Dragon*, the ALA's Pura Belpré Honor Book, *Martina the Beautiful Cockroach*, and *New York Times* Bestseller, *14 Cows for America*. While she is an award-winning author and storyteller, Deedy is also an accomplished lecturer, having been a guest speaker for the TED Conference, the Library of Congress, and Columbia University, among other notable venues. She is also the host of the three-time Emmy Award-winning children's program *Love that Book*. Most important Deedy spends much of the year traveling across North America and the Caribbean performing for children. They remain, unapologetically, her favorite audiences.

- **Presiding:** Sandra Wilde, Hunter College, City University of New York, New York
- Introducing and Presenting Donald H. Graves Award: Detra Price-Dennis, Teachers College, Columbia University, New York, New York
- Winner of Donald H. Graves Award: Margaret Simon, Iberia Parish Gifted Program, Louisiana
- Introducing and Presenting Outstanding Educator Award: Jean Anne Clyde, Fort Collins, Colorado
- Winners of Outstanding Educator Award: Heidi Mills, University of South Carolina, Columbia and Tim O'Keefe, Center for Inquiry, Columbia, South Carolina
- Introducing Speaker: Nora Gonzalez, Fort Sam Houston Elementary School, San Antonio, Texas
- Roundtable 1: Jean Anne Clyde, Fort Collins, Colorado
- **Roundtable 2:** Susi Long, University of South Carolina, Columbia Dinah Volk, Cleveland State University, Ohio
- Roundtable 3: Mike Oliver, James K. Zaharis Elementary School, Gilbert, Arizona

Katie Wood Ray, Waynesville, North Carolina

- **Roundtable 4:** Diane Stephens and Diane DeFord, University of South Carolina, Columbia
- Roundtable 5: TashaTropp Laman, University of South Carolina, Columbia
- Roundtable 6: Jerome Harste, Indiana University, Bloomington
- Roundtable 7: Kathryn Mitchell Pierce, Wydown Middle School, Clayton, Missouri
- **Roundtable 8:** Kenneth Goodman and Yetta M. Goodman, University of Arizona, Tucson
- Roundtable 9: Rudine Sims Bishop, The Ohio State University, Columbus
- **Roundtable 10:** Vivian Vasquez, American University, Washington, DC Mariana Souto-Manning, Teachers College, Columbia University, New York, New York



### AFTERNOON EVENTS

### 4:30-6:00 p.m.

### Middle Level Section Get-Together

### Maryland Ballroom D

**T. A. BARRON** grew up in Colorado ranch country and traveled widely as a Rhodes Scholar. He is the winner of the 2011 de Grumond Medallion for "lifetime contribution to the field of children's and young adult literature" and many other awards. Barron is the author of more than 25 highly acclaimed books, many of which are international bestsellers. They include *The Lost Years of Merlin* (now being developed into a feature film), *The Great Tree of Avalon* (the first book in the *New York Times* bestselling series), *The Ancient One* (the tale of a brave girl and a magical tree), and *The Hero's Trail* (nonfiction stories of courageous kids). Though he'd dreamed as a young man of becoming a writer, Barron couldn't find anyone to publish his first novel. He joined a business, eventually became president, then decided to try again. So in 1990, he surprised his business partners by moving back to Colorado to

become a writer and conservationist. In 2000, he founded a national award to honor outstanding young people who help their communities or the environment: the Gloria Barron Prize for Young Heroes, which honors 25 highly diverse public-spirited kids each year. He recently produced a documentary film, *Dream Big*, profiling seven winners of the Barron Prize. When not writing or speaking, Barron serves on many boards, including those of Princeton University, where he helped to create the Princeton Environmental Institute, and The Wilderness Society, which recently honored him with its highest award for conservation work. His favorite pastimes are hiking, camping, and skiing in Colorado with his family.

Presiding: Matt Skillen, Elizabethtown College, Pennsylvania

Introducing and Presenting Richard W. Halle Award: Sara Kajder, The University of Georgia, Athens Winner of the Richard W. Halle Award: Jeffrey N. Golub, Seattle, Washington Introducing Speaker: Susan Houser, Thurgood Marshall Fundamental Middle School, Saint Petersburg, Florida

### **Secondary Section Get-Together**

### Maryland Ballroom B

**JIM BURKE** teaches English at Burlingame High School in California, where he has worked since 1992. He is the author of more than 20 books, including *The Common Core Companion* series and *The English Teacher's Companion*. He is currently working with Gerald Graff and Cathy Birkenstein on a high school edition of *They Say/I Say: The Moves That Matter in Academic Writing* for W. W. Norton. He has received numerous awards, including the Distinguished Service Award from the California Association of Teachers of English, Exemplary Leader Award from the Conference on English Leadership, Best Social Network for Educators as moderator of the English Companion Ning, and the Intellectual Freedom Award from NCTE. He currently serves on various committees as PARCC, the Advanced Placement program, and the College Board 6–12 English Language Arts Advisory Committee. Burke lives in San Francisco with his wife, three children, dog, and two tortoises.



Presiding and Introducing Speaker: Jocelyn Chadwick, Harvard Graduate School of Education, Cambridge, Massachusetts

Leading Activities: Kimberly Parker, The Cambridge Rindge and Latin School, Cambridge, Massachusetts

Preview Showing of Running From Crazy: William Kist, Kent State University, Ohio, will preview the film Running From Crazy, a documentary narrated by actress Mariel Hemingway who says she has been "running from crazy" her entire life. A goal of the filmmakers is to acquaint teachers with the story of the family of canonical writer Ernest Hemingway and their struggles with mental illness—a struggle shared by many students. The film will have an exclusive showing at the NCTE Screening at 10:00 a.m. on Saturday of the Convention.

Closing Remarks: Anna J. Small Roseboro, consultant, Grand Rapids, Michigan



### 6:30-8:00 p.m.

## THURSDAY General Session Potomac Ballroom A/B

SONIA NAZARIO has spent more than 20 years reporting and writing about large social issues in the US—hunger, drug addiction, and immigration—most recently as a projects reporter for the Los Angeles Times. She has won numerous national journalism and book awards. Her story of a Honduran boy's struggle to find his mother in the US, entitled "Enrique's Journey," won more than a dozen awards, among them the Pulitzer Prize for feature writing, the George Polk Award for International Reporting, the Grand Prize of the Robert F. Kennedy Journalism Award, and the National Association of Hispanic Journalists Guillermo Martinez-Marquez Award for Overall Excellence. Expanded into a book, Enrique's Journey became a national bestseller, won three book awards, and became a favorite among educators. It has been required reading for incoming freshman at more than 70 colleges, and scores of high schools; a young adult version, published in 2014, has broadened the book's use to middle schools. In 1998, Nazario was a Pulitzer Prize finalist for a series on children of drug addicted parents. And in 1994, she won a George Polk Award for Local Reporting for a series about hunger among schoolchildren in California. Nazario, who grew up in Kansas and in Argentina, and began her career at the Wall Street Journal, has written extensively from Latin America and about Latinos in the United States. She has been named



among the most influential Latinos by *Hispanic Business Magazine* and a "trendsetter" by *Hispanic Magazine*. In 2012 *Columbia Journalism Review* named Nazario among "40 women who changed the media business in the past 40 years." She is on the advisory board of Catch the Next, a nonprofit working to double the number of Latinos enrolling in college, and on the board of Kids In Need of Defense, a nonprofit launched by Microsoft and Angelina Jolie to provide pro-bono attorneys to unaccompanied immigrant children. Nazario, a graduate of Williams College, has a master's degree in Latin American Studies from the University of California, Berkeley. She has been awarded two honorary doctorates by Mount St. Mary's College and Whittier College. She is now at work on her second book.

Presiding: Kathy G. Short, NCTE President-Elect, University of Arizona, Tucson

Presentation of the NCTE Intellectual Freedom Award: ReLeah Cossett Lent, Chair, Standing Committee Against Censorship to Brian Jeffrey, Montclair High School, California

Honorable Mention: Karen Andrus Tollafield, Kent State University, Ohio

- **Presentation of the NCTE Leadershift Initiative Awards:** Ernest Morrell, NCTE President, Teachers College, Columbia University, New York, New York
- Advancement of People of Color Leadership Award: Keith Gilyard, Pennsylvania State University, University Park
- Early Career Educator of Color Leadership Award: Tamera Jenae Carter, John H. Phillips Academy, Birmingham, Alabama; Tiffany A. Flowers, Georgia Perimeter College, Clarkston; Lorena German, Lawrence High School, Massachusetts; Elizabeth Isidro, Texas Tech University, Lubbock; Kelly Shin Kim, The Learning Center for the Deaf, Framingham, Massachusetts; and Alexis Renea McGee, Texas State University, San Marcos

Introducing Speaker: MaryCarmen Cruz, Cholla Magnet High School, Tucson, Arizona

# FRIDAY **NOVEMBER 21**

### 7:00-8:00 a.m.



### First Timers Breakfast

### Potomac Ballroom C/D

Join first time attendees and NCTE leaders for an informative session that will orient vou to the NCTE Annual Convention. This special breakfast meeting is sure to be rewarding as you learn ways to maximize your convention experience while gaining quick tips and strategies that will expand your knowledge of NCTE and your professional network. This popular breakfast meeting has been sponsored by Novel Learning Series and will include a light continental breakfast.

### 8:00-9:15 am

# **General Session**

### Potomac Ballroom A/B



Friday morning begins with a welcome from Kaya Henderson, Chancellor of the DC Public Schools, and keynote address by Marian Wright Edelman, founder and president of the Children's Defense Fund. The morning continues with a conversation between five individuals who have taken leadership as authors and/or illustrators in speaking out about the underrepresentation of people of color in books for children and young adults. The heart of the panel will be the importance of literature as mirrors and windows, as well as its importance as maps of imagination in the lives of children. The discussion will explore the continual decline in people of color in books and why that matters, and will suggest steps for action and ways we can each assume responsibility for change.

Marian Wright Edelman



Rudine Sims Bishop Christopher Myers







Mitali Perkins



Rukhsana Khan

Presiding: Kathy G. Short, NCTE President-Elect, University of Arizona, Tucson Local Welcome and Guest Introduction: Kaya Henderson, Chancellor, DC Public Schools Featured Speaker: Marian Wright Edelman, Children's Defense Fund

Matt de la Peña

### Reshaping the Landscape of Story: Creating Space for Missing and Marginalized Voices

Chair: Rudine Sims Bishop, The Ohio State University, Columbus Panelists: Christopher Myers, author and illustrator, Egmont Publishing, New York, New York Matt de la Peña, author, Random House Publishers, New York, New York Mitali Perkins, author, Charlesbridge Publishing, Watertown, Massachusetts Rukhsana Khan, author and storyteller, Toronto, Ontario, Canada

### 9:30-10:45 a.m.

### A.01 FEATURED SESSION – Diane Ravitch: Censorship, Freedom, and Democracy

### Censorship, Freedom, and Democracy Woodrow Wilson A

Sponsored by the Standing Committee against Censorship, and the Assembly on Literature for Adolescents of NCTE/ALAN Anti-Censorship Committee, open to all

This session invites convention participants to join in conversation centered on the writings of Diane Ravitch, a leading advocate for democratic education and the freedom and autonomy of America's teachers. Participants are invited to share experiences and thoughts related to either or both of her titles, Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools (2013) or The Death and Life of the Great American School System (2010). Small group conversation will center on how these titles inform the conceptions, perceptions, and realities of censorship in our schools, libraries, and communities. The session will conclude with a larger discussion of resources and recommendations for educators as they work to preserve the freedom to read, write, and think.

**Co-chairs:** Joan Kaywell, University of South Florida, Tampa

Wendy Glenn, University of Connecticut, Storrs

**Speaker:** ReLeah Cossett Lent, author/educational consultant, Morganton, Georgia

### A.02 FEATURED SESSION – WLU Opening Session: Telling a Story, Taking a Stance, Creating a World! Potomac 5/6

Educators from Arizona's Zaharis Elementary will describe the essential role of story in developing a school culture where learners create meaningful adventures, struggle for justice, and experience an illumination of life. Our own stories that move learners beyond passive acceptance toward agency and action will be featured.

**Chair:** Mike Oliver, Zaharis Elementary School, Mesa, Arizona

- **Speakers:** Ranelle Rothlisberger and Julie Reichert, Zaharis Elementary School, Mesa, Arizona, "Story as a Pathway for Teaching for Justice and Care"
- Jenny Crandell and Jeanne Boiarsky, Zaharis Elementary School, Mesa, Arizona, "Story as a Pathway to History and an Understanding of the Present"
- Mike Oliver, Zaharis Elementary School, Mesa, Arizona, "Story as a Pathway to Agency"
- Kim Prock and Scott Ritter, Zaharis Elementary School, Mesa, Arizona, "Story as a Pathway to Critical Thinking"

### A.03 In The Yellowy Green Phase of Spring: The Newtown Poetry Project Chesapeake D/E

This panel features team leaders of The Newtown Poetry Project, a cross-age, cross-school poetry workshop begun in Newtown, Connecticut in the wake of the shootings at Sandy Hook Elementary School. Panelists provide an overview of the project, discuss plans for sustained cross-community engagement, and offer guidelines for developing similar initiatives.

**Chair:** Elizabeth Boquet, Fairfield University, Connecticut **Speakers:** Elizabeth Boquet, Fairfield University, Connecticut

Carol Ann Davis, Fairfield University, Connecticut Charlotte Pecquex, Fairfield University, Connecticut Lea Attanasio, Parkway School, Greenwich, Connecticut **Respondent:** Bryan Ripley Crandall, Fairfield University, Connecticut

### A.04 Reading Stories beyond the Common Core: Information, Complexity, and Feelings Annapolis 4

The Common Core presents challenges to using literature in elementary school classrooms. These challenges include an increased emphasis on reading nonfiction, attention to text complexity, and downplaying student affect. The presenters will address these challenges, focusing on books about WWI, Willems's Elephant and Piggie series, and novels by Neil Gaiman.

- **Chair:** Rose Cappelli, Pennsylvania Writing and Literature Project, West Chester
- **Speakers:** Laura Hudock, Fairfax County Public Schools, Alexandria, Virginia, "Redefining the Early Reader: Mo Willems' Elephant and Piggie Series"

Daniel Hade, Pennsylvania State University, State College, "Remembering (and Forgetting) the Great War in Children's Literature"

#### A.05 Passionate, Savvy Writing Instruction: SC **Preparing Teachers to Use Rhetorically Rich Approaches with** æ ELL, Generation 1.5, and Bidialectal Writers

### Chesapeake 7/8/9

Sponsored by the CEE Commission on Writing Teacher Education, open to all

This session explores ways to help teachers engage with linguistic diversity and enact effective writing instruction. The presenters describe concepts and methods based on linguistic and rhetorical understandings to support preservice and in-service teachers as they teach academic writing in classrooms with ELL, generation 1.5, and bidialectal writers.

**Chair:** Liz Spalding, University of Nevada, Las Vegas

**Speakers:** Christina Ortmeier-Hooper, University of New Hampshire, Durham

Maja Teref, Von Steuben High School, Chicago, Illinois Melinda McBee Orzulak, Bradley University, Peoria, Illinois

#### A.06 **Revising the Story: Reluctant Readers Overcoming Shame** G Annapolis 3

Teachers and authors realize that through testing and well-intended intervention, and reading instruction, some students have inadvertently developed a negative self-image of reading. This panel will discuss and demonstrate how they help students overcome shame and realize a love for reading again through personalized instruction and insightful text analysis.

- Chair: Justin Stygles, Guy E. Rowe Elementary School, Norway, Maine
- Speakers: Kara DiBartolo, Bethel Public Schools, Connecticut, "Interpreting and Identifying with Archetypes: Stories of Students' Reading Journey's"
- Melissa Guerrette, MSAD #17, Maine and Justin Stygles, Guy E. Rowe Elementary School, Norway, Maine, "Exploring Characters and Conflicts through Text: Interpreting and Identifying with Archetypes"
- Tradebook Authors: Lynda Mullaly Hunt, Nancy Paulsen Books/(Penguin Group), New York, New York, "Realizing and Overcoming Adversity: Our Stories and Students' Stories"
- Liesl Shurtliff, Knopf Books, New York, New York, "Perspectives from the Outside: What Students Share with Authors"

### A.07

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### **Reading and Writing Digital Texts:** 🖸 👩 Why and How Students Should Engage with eBooks, RSS Readers, and Transmedia Stories National Harbor 5

Ebooks have dramatically changed the way texts are published, distributed, read, and written. In this session, attendees will reflect on their own reading practices, learn how to navigate the sometimes confusing realm of eReaders and eBooks, and take away practical strategies for helping their students read and write eBooks.

Co-chairs: Robert Rozema, Grand Valley State University, Grand Rapids, Michigan

Troy Hicks, Central Michigan University, Mount Pleasant

Speakers: Kristen Turner, Fordham University, New York, New York, "Connected Reading in a Digital World"

Troy Hicks, Central Michigan University, Mount Pleasant, "What (and How) Teens Read: A Survey of Adolescents' Digital Reading Practices"

Sara Kajder, The University of Georgia, Athens, "Digital Reading in the Classroom"

Robert Rozema, Grand Valley State University, Grand Rapids, Michigan, "Composing Interactive eBooks"

#### A.08 This Is How We Get along: Using Art to Extend Our Understanding of Story œ

### Baltimore 2

Transmediation involves taking the meaning that is symbolically expressed in one sign system and moving it to some other sign system. This session describes a two-year project in which first- and third-grade children used art to extend their understanding of stories about social issues like poverty, racism, and homophobia.

**Speakers:** Anne Ociepka, Indiana University-Purdue University, Indianapolis

Chris Leland, Indiana University-Purdue University, Indianapolis

#### A.09 **Blurred Lines: Landscapes of** M S Truth and Fiction in Imaginary and Informational Texts Woodrow Wilson C

How can teachers approach imaginary texts as informational texts and discover stories in informational texts? Within the landscape of all texts reside lines that blur truth and fictions. This session will demonstrate strategies and offer lesson plans that engage students in traversing the landscape of both imaginary and informational texts.

- **Chair:** Glenda Funk, Highland High School, Pocatello, Idaho
- **Speakers:** Glenda Funk, Highland High School, Pocatello, Idaho

Debbie Greco, Highland High School, Pocatello, Idaho

Cherylann Schmidt, J. P. Case Middle School,

Flemington, New Jersey

Ami Szerencse, Schurr High School, Montebello, California

### A.10 Using the Stories of Individuals to S Explore the Narrative of Genocide and the Holocaust

#### Maryland C

### Sponsored by the United States Holocaust Memorial Museum, open to all

Teacher fellows from the United States Holocaust Memorial Museum have had significant experiences in effectively teaching the Holocaust to a wide range of students. The narrative of the Holocaust can be daunting, even to experienced teachers, and the presenters at this roundtable session will demonstrate a variety of techniques and strategies.

**Chair:** Jeffrey Parker, Norman Howard School, Farmington, New York

### Roundtable 1: The Holocaust through the Lens of a Social Psychologist

Brittany Burns, Algonquin Regional High School, Massachusetts

#### Roundtable 2: What Is Your Story?

Christina Bentheim, Brinley Middle School, Las Vegas, Nevada

#### Roundtable 3: Time between the Wars

Mitch Polay, Paideia School 15, Yonkers, New York

### **Roundtable 4: Heroes of the Holocaust**

Heather Pasquinelli, MobyMax, Wyoming

**Roundtable 5: Music and Musicians of the Holocaust** Debra Smith, Hanover High School, Pennsylvania

### Roundtable 6: Some Were Neighbors: The Lens of Collaboration and Complicity

Toshimi Abe, Riviera Beach Preparatory and Achievement Academy, West Palm Beach, Florida

#### Roundtable 7: Ethnic Conflict: An Ethical Dilemma

Jennifer Wilson, North East High School, Philadelphia, Pennsylvania

### **Roundtable 8: Ghetto Diaries**

Jeffrey Parker, Norman Howard School, Farmington, New York

### A.11 The Stories of Diverse Learners: S C Researching Students Funds of Knowledge

### Rainbow National Harbor 6

**GEE** Bringing stories into the learning and tracking of diverse learners can incorporate students' funds of knowledge into the classroom. Using a case study approach in our placement classroom, we chronicle and analyze the pedagogical approaches which foster, encourage, and validate students' ideas, opinions, experiences, and voices, and ultimately, as is our hope, their stories. Moreover, through the basis and lens of this research, we suggest innovative methods for telling stories in and about diverse classrooms.

**Chair:** Ellen Cushman, Michigan State University, East Lansing

**Speakers:** Erin Coen, Michigan State University, East Lansing

Colin Konkel, Michigan State University, East Lansing Caren Kadri, Michigan State University, East Lansing Kait Wuetrich, Michigan State University, East Lansing

### A.12 DBQs in Literature: Getting to the Core of Argument Writing Camelia

Modelled after Document Based Questions from the AP History exam, DBQs in Literature can sharpen students' critical thinking, reading, and evidence-based writing skills. This method allows students at all skill levels, grades 4–12, to excel in the sophisticated DBQ experience. Each teacher will receive a unit ready for classroom implementation.

 $\textbf{Chair:} \ \textbf{Molly Winter, Brooklyn Friends School, New York}$ 

**Speakers:** Warren Wolfe, Highland Park High School, Illinois

Phil Roden, The DBQ Project, Evanston, Illinois

### A.13 When Worlds Collide: Pop Culture as a Springboard into Cultural Narrative and Composition Chesapeake 2/3

We put seventh graders on a collision course with Brad Paisley and ended up with a cross-cultural, new literacy mash-up. Our students' projects are a custom mix of karaoke and core curriculum. Try your hand at this poppin' version of research writing and take an (optional) turn at the mic.

**Speakers:** Nanci Werner Burke, Mansfield University of Pennsylvania, Mansfield

Melissa Morral, Northern Tioga School District, Tioga County, Pennsylvania

### A.14 Scaffolding Students toward Independence with Close Reading Chesapeake B

Learn about methods for scaffolding students towards close reading of fiction, nonfiction, and media in this session. See how a range of close reading experiences unfolds for students over the course of a year, moving from teaching students what close reading is towards developing student independence with this instructional approach.

**Chair:** Denise N. Morgan, Kent State University, Ohio **Speakers:** Scott Hatteberg, Solon Middle School, Ohio Gayle Marek Hauptman, Solon City Schools, Ohio Barbara Clark, Solon City Schools, Ohio Denise N. Morgan, Kent State University, Ohio Jeff Williams, Solon City Schools, Ohio

### A.16 Stories in New Forms: Teaching Digital Literacies National Harbor 4

Storytelling is sacred to the English teacher. As print text migrates to more dynamic forms, technology offers myriad possibilities to tell and read stories. Consider how storytelling is becoming more connected, adaptable, flexible, and customized with electronic text and how that changes the teaching of literacy.

- **Chair:** Denise Foster, Adlai E. Stevenson High School, Lincolnshire, Illinois
- **Speakers:** Laura L. Brown, Adlai E. Stevenson High School, Lincolnshire, Illinois
- Mary Christel, Indian Trails Public Library, Wheeling, Illinois
- Charlene Chausis, Aptakisic-Tripp CCSD 102, Buffalo Grove, Illinois

### A.17 LGBTQ Stories in Education: Building Hopefulness, Helpfulness, and Happiness Maryland B GBT Granesered by the Gay Straight Educators

Sponsored by the Gay Straight Educators Alliance and the Lesbian, Gay, Bisexual, Transgendered Issues in Academic Studies Advisory Committee, open to all

Participants will engage in activities and conversations aimed at increasing the presence and influence of LGBTQ stories in K-college school curricula. Using diverse approaches to storytelling, the keynote speaker and roundtable leaders will guide attendees in exploring themes of LGBTQ multimodal texts that build positive conditions in schools and society.

- **Chair:** Nicole Sieben, State University of New York College, Old Westbury
- Keynote Speaker: Bill Konigsberg, Scholastic, Inc., New York, New York, "The Wide World of LGBTQ and Novels that Don't Pander"

## Roundtable 1: Never Too Young for Fairness: Using LGBTQ-Themed Literature with Elementary School Children

Scott Ritchie, Kennesaw State University, Georgia

Roundtable 2: Stories of Hope: Teachers as Allies for LGBTQ-Youth

Roxanne Henkin, The University of Texas, San Antonio

Roundtable 3: Introducing Queer Theory to High School Students

Laraine Wallowitz, Adelphi University, Garden City, New York

Roundtable 4: From Fiction to Reality: How TV Shows Can Open Up Conversations about LGBTQQ Advocacy Michelle Falter, The University of Georgia, Athens

Roundtable 5: How Lauren Saved Sam: One Secondary Teacher's Many Uses of LGBTQ Literature in the English Classroom and Her Students' Reactions

Paula Taylor-Greathouse, Tennessee Technological University, Cookeville

Roundtable 6: Empowerment and Resilience: Real Success Stories from LGBTQ Youth

Rick Joseph, Bloomfield Hills, Michigan

Roundtable 7: Fighting Story with Story: Our Role in Advocating for Our Youth's Silenced Realities

Megan S. Kennedy, Westfield State University, Massachusetts

Kimberly Slusser, Mansfield University of Pennsylvania, Mansfield

Roundtable 8: Building Hopeful Realities through Fiction: Konigsberg's Novels that Don't Pander

Nicole Sieben, State University of New York, Old Westbury

Donald McCarthy, Adelphi University, Garden City, New York

Roundtable 9: Writing Ourselves Alive: How Students in Rural GSA Empower Themselves through Narrative Tiffany Rehbein, East High School, Cheyenne, Wyoming

**Respondent:** Stephanie Shelton, The University of Georgia, Athens

#### A.18 "I Am Because We Are": Critical SC

### Narrative Inquiries and Identity among African American Women

#### Chesapeake 4/5 Rainbow

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An intergenerational group of African American women rely on Lave and Wenger's (1991) communities of practice, Collins's (2000) Black feminist thought, and Clandinin and Connelly's (2000) narrative inquiry to discuss how they resist multiple forms of oppression as they sustain their identities and maintain their emotional well-being.

Speakers: Tori Washington, Columbus City Schools, Ohio, "Stories from Within: Black Feminist-Centered Communities of Practice"

Ashley Patterson, The Ohio State University, Columbus, "Dinner and Dialogue: Black Women and Critical Narrative Inquiry"

Arianna Howard, The Ohio State University, Columbus, "Communities of Practice and Black Feminist Thought"

#### Making the Connection: Storytelling A.19 as the Springboard to Cross-Curricular M Literacy Chesapeake C

Literacy leader Paul W. Hankins joins forces with Jon and Pamela Voelkel, authors of The Jaguar Stones, a high-interest series for upper-elementary/middle grade readers. Offering practical ideas and free resources, they will discuss how teachers can use the power of storytelling to enrich literacy across their curriculum.

Speakers: Jon Voelkel, author, Norwich, Vermont Pamela Voelkel, author, Norwich, Vermont Paul Hankins, Floyds Knobs, Indiana

#### Personal Narrative as Public Discourse A.20 Woodrow Wilson D C

Rainbow This panel presentation addresses the impor-WL tance of examining and (re)covering the personal narrative in writing composition classes at the college level. A critical examination of personal literacy narratives and classroom pedagogy is presented to encourage writing instruction that connects personal experience with public discourses and social policies.

- Chair: Elias Dominguez Barajas, University of Arkansas, Fayetteville
- Speakers: Farzana Akhter, University of Arkansas, Fayetteville, "Perceptions of Literacy: Teaching Composition as an International Teaching Assistant"
- Paige Hermansen, University of Arkansas, Fayetteville, "Selling College: The Promises of For-Profit Colleges"
- Respondent: Elias Dominguez Barajas, University of Arkansas, Fayetteville

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### A.21 Core Creativity: Lessons Using M S Nonfiction for Imaginative Writing and Thinking (for Teachers Who **Crave Authentic Teaching and** Learning beyond Tests) Baltimore 1

Stories can be told in many ways and through many lenses, from nonfiction to poetry to fiction. We'll share strategies and list sources that support the importance of reading, writing, and thinking critically in multiple genres while engaging students to connect creatively and authentically to their own and others' stories.

- Chair: Cathleen Greenwood, Dunedin Historical Museum, Florida
- Speakers: Louisa Polos, Rippowam Cisqua School, New York, New York

Ruth T. Story, University of Southern Maine, Portland Cathleen Greenwood, Dunedin Historical Museum, Florida

#### A.22 Text and Image or Text as Image? M S New Approaches to Teaching Visual and Media Literacy С Chesapeake 10/11/12

In an increasingly image-driven society, how can we synthesize text and image to engage students, developing "visual natives" into critical consumers and composers of visual texts? We will model classroom strategies, analyze student samples, and explore the rhetorical possibilities afforded by remixing print and visual texts in the classroom.

- Chair: Amber Jensen, Thomas A. Edison High School, Alexandria, Virginia
- Speakers: Amber Jensen, Thomas A. Edison High School, Alexandria, Virginia

Elizabeth Thackeray, East High School, Salt Lake City, Utah Christina Heslink, Thomas A. Edison High School, Alexandria, Virginia

### A.23 "Listen to This Here Story:" Immigrant Youth Navigating Rainhow Language and Identity through Speaking, Listening, and Storytelling National Harbor 3

Participants will discover ways that oral storytelling can leverage immigrant students' language development and sense of self. Presenters will share projects from their 3rd-8th grade classrooms including digital storytelling, StoryCorps, Liberian storytelling, and spoken word. Current research on language acquisition and the CCSS in speaking and listening will be shared.

- **Chair:** Erin Whitney, University of Pennsylvania, Philadelphia
- **Speakers:** Mayuko Iwaki Perkins, Folk Arts-Cultural Treasures Charter School, Philadelphia, Pennsylvania
- Debra Repak, Folk Arts-Cultural Treasures Charter School, Philadelphia, Pennsylvania
- Kathy Brody, Folk Arts-Cultural Treasures Charter School, Philadelphia, Pennsylvania
- Annie Huynh, Folk Arts-Cultural Treasures Charter School, Philadelphia, Pennsylvania

### A.24 Igniting Change through Literature: An Inquiry-Based Approach to Social Change Mandand 2/4

### Maryland 3/4

This session will examine how to use the power of story to define self, effect change, and break down socially constructed barriers through collaborative inquiry. Inquiry-based learning empowers students at all grade and ability levels to examine complex literature while impacting political, social, and cultural change.

**Chair:** Stephanie Weiss, Barrington High School, Illinois **Speakers:** Lucia Dvorak, Barrington High School, Illinois Stephanie Weiss, Barrington High School, Illinois

### A.25 Learning Stories: The Senior Education Seminar National Harbor 13

How do we encourage seniors to engage with course content? The Education Seminar invites students to integrate thought-provoking content with their stories. As students prepare to graduate, we ask them to reflect on visions of education and respond creatively to their own educational journey. Participants will leave with concrete lesson ideas and resources.

- **Chair:** Kerry Galson, Glenbrook North High School, Northbrook, Illinois
- **Speakers:** Kerry Galson, Glenbrook North High School, Northbrook, Illinois
- Nicholas Timmer, Glenbrook North High School, Northbrook, Illinois
- Karen Cunningham, Glenbrook North High School, Northbrook, Illinois

### A.26 Adolescent Males' Grief in Young G Adult Literature: Exploring Their Survivor's Guilt National Harbor 2

Grief, like most emotional constructs, is amplified during the adolescent years. The presenters will unpack the ways in which adolescent males navigate their way through grief and examine a selection of young adult novels in which the male protagonist's grief is magnified by survivor's guilt.

**Co-chairs:** Shanetia Clark, Salisbury University, Maryland Matthew Skillen, Elizabethtown College, Pennsylvania

- Tradebook Authors: Matt de la Peña, Random House Publishers, New York, New York
- Jenny Hubbard, Random House Publishers, New York, New York

### A.27 Modern Family Meets World of Warcraft: Interpreting and Re-Envisioning the Stories on Television and Video Games to Understand Our Own Stories and Those Found in Literature National Harbor 12

The stories of television and video games are ubiquitous and compelling and yet it is easy to neglect their power to engage our students in critical literacy and storytelling. Whether it's a sitcom, Reality TV, or a role-playing video game, our students will benefit from a deeper analysis and interpretation of stories and forms from popular culture. It is hoped that this will, in turn, translate to students' own powerful storytelling.

- **Chair:** Carol Pope, North Carolina State University, Raleigh
- **Speakers:** Nicholas Rose, Millersville University of Pennsylvania, Millersville, "No Longer Merely Players: Narratology in Episodic Video Games"
- Timothy Shea, Millersville University of Pennsylvania, Millersville, "Understanding and Creating the Stories of Television"

### A.28 Creating Stories on Demand: Time and the Common Core Assessments Woodrow Wilson B

This session focuses on strategies for contending with the Common Core assessments, explaining how they differ from past writing-ondemand scenarios. We explore elements of narrative writing, manifest in the standards and the performance tasks. Finally, we examine student work, discussing the elements of story students employ when writing on demand.

**Chair:** Kelly Sassi, North Dakota State University, Fargo **Speakers:** Leila Christenbury, Virginia Commonwealth

University, Richmond

Anne Ruggles Gere, University of Michigan, Ann Arbor Kelly Sassi, North Dakota State University, Fargo

### A.29 Empowering Readers through Personal Interactions with Text: Cultivating Personal Knowledge

### through Close-Cloze Reading and Annotation Baltimore 4

Three teachers address the needs of struggling, intermediate, and advanced readers by implementing close reading and Cloze reading strategies in their classrooms. The goal of this workshop is to provide educators with tools that help them empower student readers through improved engagement and personal investment in analysis of text.

**Speakers:** Jessica DiVietro, Black Horse Pike Regional School District, New Jersey

- Beth Marks, Black Horse Pike Regional School District, New Jersey
- Bonnie Brady, Black Horse Pike Regional School District, New Jersey

### A.30 Read Like a Writer, Write Like a Reader

### National Harbor 7

This session investigates innovative instructional strategies aimed to support, challenge, and empower young writers. Jacob Williamson explains how model texts can be used to scaffold the writing process. Beverly Chin shows how audience analysis improves argumentative writing. Alex Corbitt introduces performance tasks that blend argumentative and narrative writing.

Chair: Jason Griffith, Carlisle High School, Pennsylvania

- **Speakers:** Jacob Williamson, Chadwick School, Los Angeles, California, "Great Writers Steal"
- Beverly Ann Chin, University of Montana, Missoula, "Strategies that Help Writers Support Their Stance in Persuasive Writing"
- Alexander Corbitt, New York City Department of Education, New York, "Blurring the Divide between Narrative and Argument"

### A.31 Memories, Identities, and Profiling C Annapolis 1

**Rainbow** Narrative stirs the imagination, giving meaning and significance to one's life. This session features narratives on the social construction of ethnic identity, the rhetorics of racial profiling, and construction of female identity. Presenters will provide instructional strategies for narrative assignments, counter-narratives on race, and broader perspectives of women in Chinese-American literature for a diverse American society.

- **Speakers:** Yu Zhang, Florida International University, Miami, "The Construction of Female Identity in Chinese American Literature—Using *The Joy Luck Club* and *The Woman Warrior* to Teach Literature"
- Michelle Dacus Carr, University of Maryland University College, College Park, "Black and White and Read in Outline: Rhetorics of Racial Profiling"
- Itzcoatl Tlaloc Meztli, Slippery Rock University of Pennsylvania, Slippery Rock, "Cuentos: Tales of Memory, Xicano Identity, and Social Resistance"

### A.32 Writing and Telling the Tale: C Theories, the Sciences, and Transdisciplinary Collaboration Chesapeake G/H/I

- **NCLE** This session will feature an introduction to postmodern perspectives such as narrative, queer theory in first-year composition, and collaboration across the science disciplines. Resources on collaborative teaching, science learning communities, and sample assignments will be provided.
- **Speakers:** Heather Schell, George Washington University, Washington, DC, "Going Nuclear: When a Writing Professor and a Physicist Co-Teach"
- Gareth Hadyk-Delodder, University of Florida, Gainesville, "Failure to Launch: Marking a Place for Queer Theory and Storytelling in Writing Assessment and First-Year Composition"
- Justin Rademaekers, West Chester University of Pennsylvania, West Chester, "Collaborative Story Telling as Transdisciplinary Preparation"

### A.33 Survival, Triumph, and Revision: Writing Love, Trauma, and the Global Baltimore 3

Story represents the relationship between writer and subject. This session will look closely at Carver's *Popular Mechanics* telling stories on terms and international composition notions of "mother tongue."

Chair: Natalie Belcher, Delaware State University, Dover

- **Speakers:** Monika Shehi, University of South Carolina-Upstate, Spartanburg, "Why Is a Foreigner Teaching Me English?: Re-Authoring the Story of International Composition Teachers"
- Erin Wecker, The University of New Hampshire, Durham, "'Can Trauma Be Rewritten?': Survival, Triumph, and Revision in Refugee Writing"
- Rachael Burke, Northern Virginia Community College, Manassas, "What They Talk about When They Talk about Love"

### A.34 Literary Models and Mentor Texts to E Teach the Craft of Writing Chesapeake J/K/L

Two different strategies for engaging children in "literary borrowings" and using mentor texts will be shared as ways to engage students in their own writing.

- **Speakers:** Ruth Culham, Culham Writing Company, Beaverton, Oregon, "The Writing Thief: Using Mentor Texts to Teach the Craft of Writing"
- Ryan Colwell, Fairfield University, Connecticut, "Exploring the 'Literary Borrowing' of Fifth-Grade Writers"

### A.35 Young Voices: Using Diversity, Technology, and Play to Tell Stories

### National Harbor 10

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In this roundtable, presenters will explore the literacy voices of children from pre-K to elementary around issues of diversity, literature, technology, and play.

**Chair:** Sandra Wilde, Hunter College, City University of New York, New York

### Roundtable 1: Caldecotts and Oral Language Development: An Award-Winning Combination Supporting Emergent Readers and Their Stories

Melissa Parenti, St. John's University, Queens, New York

### Roundtable 2: Literacy Stories: Access, Agency, and Assessment in Early Childhood

Becky McCraw, Cherokee County Schools, Gaffney, South Carolina

- Jonathan Gillentine, Reverend Benjamin Parker School, Kaneohe, Hawaii
- Kela Goodman, The University of South Carolina Upstate, Spartanburg

### Roundtable 3: Engaging Students in the Writing Classroom Using Multimodal Learning

Kristen Sheehan, Nova Southeastern University, Fort Lauderdale, Florida

### Roundtable 4: Stories of Gender Nonconforming Children: Multiple Masculinities in Picture Books

Kay Chick, Pennsylvania State University, Altoona

### Roundtable 5: An International Story Project in First Grade

Ambika Raj, California State University, Los Angeles

### Roundtable 6: Connecting Our Classrooms to Communities Both Local and Global

Dahlia Constantine, Arlington Public Schools, Virginia

### Roundtable 7: Reading Workshop: Story as the Landscape of Authentic Reading

Joan Williams, Sam Houston State University, Huntsville, Texas

Alida Hudson, Tomball Independent School District, Texas

### Roundtable 8: Preschool Children Responding to Multicultural Picture Books

Xiufang Chen and Susan Browne, Rowan University, Glassboro, New Jersey

### A.36 Multiracial Stories and Asian-MS American Literature: Teaching Literatures across Difference

Rainbow National Harbor 11

This panel discusses literatures across cultural differences at a variety of developmental levels, focusing on Asian-American and multiracial literatures.

**Chair:** Kinga Varga-Dobai, Georgia Gwinnett College, Lawrenceville

**Speakers:** Virginia Loh-Hagan, University of Pittsburgh, Pennsylvania, "Current Status of Asian-American Children's and Young Adult Literature"

Xiaodi Zhou, The University of Georgia, Athens, "Immigrant Students' Diverse Stories Discovered in Their Writing"

### A.37 Reflections on Diversity and Multiculturalism: Exploring Stories of the Substance of Our Field Maryland 1/2

Two professors and an academic journal editor demonstrate the importance of stories and storytelling in three contexts: helping pre-service teachers understand diversity and multiculturalism, supporting graduate student teaching interns as they learn to enact culturally relevant pedagogy with elementary- and middle-school multilingual learners, and mentoring individuals in publishing academic writing.

**Speakers:** Debi Khasnabis, University of Michigan, Ann Arbor, "Learning Culturally Responsive Pedagogies: A Study of Beginning Teachers' Initial Efforts to Implement CRP with Multilingual Learners"

Cristina Kirklighter, Texas A&M University, Corpus Christi, "Where Are the Stories in Academic Journals? A Latina Editor's Reflections"

Meral Kaya, Brooklyn College, City University of New York, Brooklyn, "Dishing Up Understanding of Diversity and Multiculturalism for Pre-service Teachers"

### A.38 FEATURED SESSION – CEE Opening Session Roundtables—Stories of Practice and Possibility in English

### Teacher Preparation Maryland A

This session kicks off a full day of CEE-sponsored sessions. The roundtable discussions will explore the challenges and possibilities of English teacher education. Join aspiring, new, and experienced teacher educators in this wide-ranging session.

**Chair:** Louann Reid, Colorado State University, Fort Collins

### Roundtable 1: Core Practices Pedagogy: How Language and Commitments Shape Our Teaching

Jessica DeMink-Carthew and Rebecca Grove, University of Maryland, College Park,

Margaret Peterson, Riva, Maryland

Roundtable 2: Living the Stories We Tell: The Sociopolitical Context of Enacting Teaching Stories Makenzie Selland, Utah Valley University, Orem

Andrea Bien, University of Washington, Seattle

### Roundtable 3: Place-Based Literacy Professional Development: Meeting the Needs of Rural Literacy Educators

Koomi Kim, New Mexico State University, Las Cruces

### Roundtable 4: The Evolving Political Landscape of the Common Core Standards Movement

Michael Moore, Georgia Southern University, Statesboro Don Zancanella, University of New Mexico, Albuquerque

### Roundtable 5: Reflection in 140 Characters or Less: Using Twitter as a Reflective Tool in Teacher Education Susanna Benko, Ball State University, Muncie, Indiana

Megan Guise, California Polytechnic State University, San Luis Obispo

Witny Martin, Ernest Righetti High School, Santa Maria, California

### Roundtable 6: Performance Makes Practice: Two Teacher Educators' Stories of Enacting Performance, Practice-Based Literacy Teacher Education Pedagogies

Amy Lachuk, Hunter College, City University of New York, New York

Tricia DeGraff, University of Missouri, Kansas City

### Roundtable 7: Place-Based Literacy Professional Development: Meeting the Needs of Rural Literacy Educators

Mary Fahrenbruck, New Mexico State University, Las Cruces

Judith Franzak, Salisbury University, Maryland

### Roundtable 8: Landscapes of Imagination: The Power of Poetry Writing in the Classroom

Claudia Reder, California State University Channel Islands, Camarillo

### Roundtable 9: Research as Stories Rendered: Using Mixed Methodology to Understand Urban Service Learning in English Education

Deborah Bieler, University of Delaware, Newark

### Roundtable 10: The Role of Literacy Teacher Educators in Preparing Content Area Teachers for Disciplinary Literacy Instruction

Zhihui Fang, University of Florida, Gainesville

Roundtable 11: Literacy in Secondary Teacher Education Preparation: Identity, Learning, and Practice Emily Pendergrass and Katherine Werner, Vanderbilt

University, Nashville, Tennessee

### Roundtable 12: Two Sides of the Same Coin: How Secondary Pre-service Teachers Learn to Understand Content Literacy

Tracy Windle, Emily Sims, and Jordan Barkley, Jacksonville State University, Alabama

**Respondents:** Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

Leah Zuidema, Dordt College, Sioux Center, Iowa

Melanie Shoffner, Purdue University, West Lafayette, Indiana

Deborah Bieler, University of Delaware, Newark Steven Bickmore, Louisiana State University, Baton Rouge Mollie Blackburn, The Ohio State University, Columbus sj Miller, University of Colorado, Boulder

Thomas M. McCann, Northern Illinois University, DeKalb David E. Kirkland, Michigan State University, East Lansing Tara Star Johnson, Purdue University, West Lafayette,

Indiana

Cathy Fleischer, Eastern Michigan University, Ypsilanti Jamal Cooks, San Francisco State University, California

# A.39 On Learning to Teach Identities, On Learning to Teach Identities, Narratives, and Technologies Potomac 3/4

Presenters will offer research on teacher learning during the pre-service and early years of induction. The studies show how identities, narratives, and attention to technologies can be taught and learned.

Chair: Anne Pegram, Falls Church High School, Virginia

**Speakers:** Jennifer Morrison, University of North Carolina, Charlotte, "Hearing Voices: Using Narrative Inquiry to Explore Teaching Candidate Transitions"

Jennifer Higgs, University of California, Berkeley, "'Pulling Us in Rather than Forcing Us': Preparing Pre-service English Teachers to Use Instructional Technology through a Project-Based Model"

Jennifer Conner-Zachocki, Indiana University, Columbus, "Colliding Identities and Power Differentials: One Student Teacher's Story"

### A.40 Centering Race, Power, and Culture in Teaching for Justice

### Rainbow Annapolis 2

This session explores research on Hip-Hop and popular cultures as a resource for justice teaching and how focusing on culture, race, and power in teacher education can offer possibilities for justice teaching for new educators.

- **Speakers:** Crystal Shelby-Caffey and Lavern Byfield, Southern Illinois University, Carbondale, "The Black Snowman and Other Tales: Dismantling Notions of the Other by Unpacking Issues of Race, Power, and Privilege in Teacher Preparation"
- Ashley Boyd, Washington State University, Pullman, "Macklemore, Musicals, and Miseducation: An Exploratory Case Study of Social Justice Practices in a Secondary English Classroom"
- H. Bernard Hall, West Chester University of Pennsylvania, West Chester, "Blurred Lines: Remixing Stories of Hip-Hop Literacy Education Theory and Practice in Urban Public High Schools"
- Michele Ebersole, University of Hawaii, Hilo, "Culturally Responsive Teaching: Using Narratives in a Graduate Teacher Course"

### A.41 Research Roundtable 1—Research Focused on Teacher Voices Maryland D

The roundtables in this session showcase research with, by, and about teachers across a range of classroom and community contexts. The roundtables offer complex and varied studies of how teachers engage and are engaged by literacy, language, and literature in digital and embodied spaces in and beyond schools.

### Roundtable 1: Motivating Teacher Study Groups across the Curriculum

Victoria Oglan and Mary Styslinger, University of South Carolina, Columbia

Deidre Clary, University of New England, Armidale, Australia

### Roundtable 2: Telling, Hearing, and Legitimating Stories: Pre-Service Teachers Learn Critical Literacy by Studying Their Own Conversations

Erin Stutelberg and Maggie Struck, University of Minnesota, Minneapolis

### Roundtable 3: Pedagogical Journey across Cultural Boundaries: Examining a Group of Chinese Professors' Experiences

Wen Ma, Le Moyne College, Syracuse, New York

### Roundtable 4: Preparing Students for College-Level Reading: Authorial Choice as Tool for Interpretation of Text Aidan Brett, Temple University, Philadelphia, Pennsylvania

Roundtable 5: Teacher's Stories in the Landscape of Assessment

J. Eric Hasty, Indian Creek Middle School, Covington, Georgia

**Roundtable 6: Moving Toward Meaning: Phenomenological Insights for Finding Flow for Teachers of Writing** Sarah Morris, Georgia Gwinnett College, Lawrenceville

Roundtable 7: Stories that Heal: A Multicultural Perspective

Rhoda Myra Bacsal, Nanyang Technological University, Singapore

### Roundtable 8: "Bending the Composition to My Will": An Inquiry into How Students Perceive Themselves as Writers in Schools

Rachel Nichols, Lower Merion School District, Pennsylvania

**Roundtable 9: Culture, Literacy, and New Media** Ted Hall, Indiana University, Bloomington

Roundtable 10: A Secondary English Teacher's Use of New Literacies and Voice with Struggling Writers

Jenny Martin, Virginia Tech, Blacksburg, and Bridgewater College, Virginia

### A.42 NCTE Author Strand—What Is College-Level Writing? An Update and Symposium Maryland 5/6





The editors of the popular NCTE books What Is "College-Level" Writing? (2006) and What Is "College-Level" Writing? Volume 2: Assignments, Readings, and Student Writing Samples (2010) will host a wide-ranging discussion about college-level writing. Professors Sullivan, Tinberg, and Blau will report on feedback they have received about these books and discuss upcoming plans for a book about college-level reading.

**Chair:** Patrick Sullivan, Manchester Community College, Connecticut

**Speakers:** Sheridan Blau, Teachers College, Columbia University, New York, New York Howard Tinberg, Bristol Community College, Fall River, Massachusetts

Patrick Sullivan, Manchester Community College, Connecticut

### A.43 Folger Fundamentals—Part 1:

You and Your Students Meet Shakespeare's Language Head-on Baltimore 5

#### Sponsored by The Folger Shakespeare Library, open to all

This session will demonstrate several specific activities and strategies to unlock and demystify the thorniest aspect of teaching Shakespeare his language—and get you and your students right inside these complex texts. Both beginning teachers and veteran teachers will benefit from these basic methods, though this should be required for first-time or nervous teachers of Shakespeare.

**Chair:** Michael Lomonico, The Folger Shakespeare Library, Washington, DC

Speakers: Christopher Lavold, Mauston, Wisconsin Sue Biondo-Hench, Carlisle Schools, Pennsylvania Peggy O'Brien, The Folger Shakespeare Library, Washington, DC

### A.44 Planning for Integrated Literacy S Instruction Magnolia 3

### Magnolia 3

Teachers that develop rich instructional sequences which incorporate a range of texts and are designed to generate integrated literacy performances for students? Learn about the framework created in one school district and how teacher collaboration drives Common Core implementation. The panel will share the framework and sample instructional modules through presentation, modeling, and discussion.

**Speakers:** Keda Buttles, Fresno Unified School District, California

Blair Eliason, Fresno Unified School District, California Katie McWalters, Fresno Unified School District,

California

### 9:30 a.m.-12:15 p.m.

### AB.01 Literacies of the Disciplines (History, Science, Math, Technology, and the Arts)

### Prince George's Hall D

### An NCLE Practice Exchange

Humanities, STEM, STREAM, C3, and more— There's one thing most of us can agree on. With over 50 sessions on the program devoted to literacies of the disciplines, there is a great deal of expertise in the room when teams of educators are invited into collaborative conversations about their ongoing work. In this Practice Exchange format, teams share their current practices, acknowledge their wonderings and challenges and seek input from teams with similar interests. Collaborative teams will be sharing with and seeking input from others around these topics and more:

- A Revision of Reader Response: Reading Process across Disciplinary Literacies
- Using Quick Writes across the Curriculum to Improve Literacy and Comprehension
- Our Science Stories...Engaging Readers through Science Inquiry
- Intertwining Literacy and Numeracy in Algebra and English
- Engaging Literacy Activities for ELA and Social Studies
- Integrating STEM Tenets into English/Language Arts Classes
- Promoting Disciplinary Understanding through Shared Conceptual Literacy Experiences
- Literacy across the Disciplines (History and English/Language Arts)
- Media Literacy Integration into K–College English and English Teacher Education

Facilitator: Sharon Roth, National Council of Teachers of English, Urbana, Illinois

### 11:00 a.m.-12:15 p.m.

### B.01 Using Joseph Harris's Metalanguage for Revision to Nurture Reflective Practice

### National Harbor 12

Learn four of Joseph Harris's "moves" for argumentative writing ("coming to terms," "forwarding," "countering," and "taking an approach") and how a "metalanguage for writing" can help student writers, teacher candidates, and teachers become more reflective about and effective in their writing and teaching practices.

Chair: Mary Warner, San Jose State University, California

**Speakers:** Kate Flowers, Santa Clara High School,

California, "Re-Purposing 'Rewriting' for High School Writers"

Carrie Holmberg, San Jose State University, California, "Re-Purposing 'Rewriting' for Mentoring: Working with Beginning Teacher Candidates"

Jonathan Lovell, San Jose State University, California, "Re-Purposing 'Rewriting' to Deepen Practicing Teachers' Reflective Practice" Joseph Harris, University of Delaware, Newark, "Teaching a Metalanguage for Writing: Helping Students Become More Reflective as Writers"

### B.02 Real Stories: Adding Flesh to the ■ Bare Bones of Fact Chesapeake 4/5/6

Five acclaimed authors discuss real stories (nonfiction), with a view toward the Common Core Standards, and strategies that teachers can use in their classrooms to foster more engaging, fact-based writing with their students. Includes interactive audience participation and question/ answer.

**Chair:** Larry Dane Brimner, author/former lecturer, San Diego State University, California

Tradebook Authors: Larry Dane Brimner, author/former lecturer, San Diego State University, California

Cynthia Levinson, Peachtree Publishers, Atlanta, Georgia

- Roxie Munro, author/illustrator, Two Lions/Amazon Children's Publishing, Long Island City, New York
- Kelly Milner Halls, Chronicle Books, San Francisco, California and Millbrook/Lerner Publishing Group, Spokane, Washington
- Selene Castrovilla, Calkins Creek Books, Island Park, New York

### B.03 Changing Stories: Code-Switching and Grading in the Common Core Classroom Chesapeake 10/11/12

Code-switching (CS) and contrastive analysis are well-recognized strategies interrogating deficit viewpoints in ELA. Yet key components remain lacking: how to 1) analyze writing for grammar needs, 2) monitor student progress, and 3) grade in a code-switching classroom. This panel fills these gaps and anchors CS in the Common Core Standards.

- **Speakers:** Rebecca Wheeler, Christopher Newport University, Newport News, Virginia
- Rachel Swords, Sanford Elementary School, Newport News, Virginia

### B.04 Critical and Global Participation in G Literacy Research through Web Seminars Baltimore 4

This study investigates how a critical literacy web seminar project can or does influence and impact the thinking of a global literacy community, and identifies what literacy issues emerge in and across web seminars.

Chair: Peggy Albers, Georgia State University, Atlanta

**Speakers:** Myoung Eun Pang, Georgia State University, Atlanta

Christi Pace, Georgia State University, Atlanta Jin kyeong Jung, Georgia State University, Atlanta Ji Hye Shin, Georgia State University, Atlanta Aram Cho, Georgia State University, Atlanta Sarah Marjan Turnbull, Georgia State University, Atlanta Tuba Angay-Crowder, Georgia State University, Atlanta Mandie Sena, Georgia State University, Atlanta

### B.05 Harnessing the Power of Narrative, Visual Art, and Lyrical Storytelling in Informational Books National Harbor 2

The combination of poetry, well-researched storytelling, and cutting edge visual art in informational books creates a potent mix for learning. Two award-winning authors, one Caldecott Honor illustrator, and a librarian/professor share their research/writing/illustrating processes, offering numerous ways to engage students in their own journeys as writers, art-makers, and researchers.

- **Chair:** Judith Jester, Kennett Middle School, Landenberg, Pennsylvania
- **Speakers:** Edie Ching, University of Maryland, College Park, "Using Informational Books as Models for Writing, Catalysts for Research, and Portals to the Past"
- Cynthia Grady, Sidwell Friends School, Washington, DC, "Using Poetry to Engage Students with Language and History"
- **Tradebook Authors:** Melissa Sweet, illustrator, Houghton Mifflin Harcourt, Boston, Massachusetts, "How Visual Art Boosts Engagement, Comprehension, and Retention"
- Jen Bryant, Random House Children's Books, New York, New York and EBYR, Minnesota, "The Role of Primary Research in Shaping Story"

### B.06 Formative Assessment that Truly Informs Instruction: Living NCTE's Position Statement in Classroom Practice Maryland D

How do teachers use formative assessment in their classrooms to truly change instructional practice? In this session, you'll learn more about the NCTE position statement on formative assessment, hear about formative assessment practices from some of the statement's authors, and share your own experiences with formative assessment.

**Chair:** Cathy Fleischer, Eastern Michigan University, Ypsilanti

### Roundtable 1

Kathryn Mitchell Pierce, Wydown Middle School, Clayton, Missouri

Roundtable 2

Lisa Scherff, Estero High School, Florida

**Roundtable 3** Scott Filkins, Champaign Unit 4 Schools, Illinois

Roundtable 4 Antero Garcia, Colorado State University, Fort Collins



Do you notice the deaf characters in stories? What do deaf students think of them? How does the portrayal of deafness impact students' identities? What happens to a reader's identity when the majority culture writes about her minority experience? Find out from a panel of teachers of the deaf.

**Chair:** Dynnelle Fields, The Learning Center for the Deaf, Framingham, Massachusetts

**Speakers:** Kelly Shin Kim, The Learning Center for the Deaf, Framingham, Massachusetts, "The Deaf Middle School Teacher and His Deaf Students"

Casey Spencer, The Learning Center for the Deaf, Framingham, Massachusetts, "The Hearing Middle School Teacher and Her Deaf Students"

Dynnelle Fields, The Learning Center for the Deaf, Framingham, Massachusetts, "The Hearing High School Teacher and Her Deaf Students"

### B.08 Reclaiming What It Means to Know: Stories that Focus on Literacy Initiatives and Policy Actions Maryland C

### Sponsored by the NCTE Reading Collaborative, open to all

Our Reading Collaborative Session focuses on multiple stories that lead to reclaiming our ability to teach thoughtful literacy that values the whole child/adolescent along with steps we can take to effect change in educational policy. Discussions with knowledgeable, passionate educators lead to Very Important Points that enrich teaching and learning.

**Co-chairs:** Yvonne Siu-Runyan, University of Northern Colorado, Greeley, "The Power of Story"

Richard Meyer, University of New Mexico, Albuquerque and Bess Altwerger, Towson University, Maryland, "Policy Initiatives" **Speakers:** Regine Rossi, St. Thomas Aquinas College, Sparkill, New York, "Academic Writing"

Michael Shaw, St. Thomas Aquinas College, Sparkill, New York, "Framing the Issues"

### Roundtable 1: Community Involvement

Richard Williams, Youngstown State University, Ohio

### Roundtable 2: Literature as the Source for Motivation

Sandra Wilde, Hunter College, City University of New York, New York

### **Roundtable 3**

Joanne Yatvin, Portland, Oregon, retired

### **Roundtable 4: Social Justice**

Penny Silvers, Dominican University, River Forest, Illinois

#### **Roundtable 5: Critical Literacy**

- Guofang Wan, Virginia Commonwealth University, Richmond
- **Respondent:** Yetta M. Goodman, University of Arizona, Tucson, "Very Important Points"

### B.09 Sharing What Works when Teaching M S Reading, Writing, and Thinking Maryland B

Four teacher-authors will share how to best address students' needs in the area of academic reading and writing. The session examines the process of interpreting and subsequently writing arguments about challenging texts on a range of topics. As part of the discussion of academic reading and writing, the presenters will consider the role of story as it is used for argument.

**Chair:** Morgan Hallabrin, teacher/department head, San Francisco, California

- **Speakers:** Jeff Wilhelm, Boise State University, Idaho and Michael W. Smith, Temple University, Philadelphia, Pennsylvania, "Lessons from Reading Unbound: Why We Should Care More about Interpretive Complexity (What Kids Actually Do When They Read) than Textual Complexity"
- Alan Lawrence Sitomer, author, Disney Book Group, New York, New York, "What Stories Can Teach Us about Argument"

Jim Burke, Burlingame High School, California

### B.10 Why Do We Need the Things in Books? The Enduring Power of Libraries and Literature Annapolis 1

As educational reform focuses on Common Core and preparing students for the workforce, the importance of libraries, children's access to books, and children's/young adult literature are often ignored. This panel champions the need to re-dedicate classrooms to the joys of literature as central to why stories matter.

**Chair:** Paul Thomas, Furman University, Greenville, South Carolina

**Speakers:** Sean Connors, University of Arkansas, Fayetteville

Renita Schmidt, University of Iowa, Iowa City Paul Thomas, Furman University, Greenville, South Carolina

### B.11 Exploring the Stories Told by S American Media: Creating iBooks, Creating an Authentic Research Experience National Harbor 5

Participants will learn how to transform the traditional research process into an authentic, cross-disciplinary story-telling experience. Learn how producing their own iBooks can improve students' ability to analyze multiple forms of text, ultimately enhancing their media and digital literacies.

**Speakers:** Alex Klein, New Trier High School, Winnetka, Illinois

Ariell Bachman, New Trier High School, Winnetka, Illinois

### B.12 Communicating Their Stories: Strategies to Help Students Write Powerful College Application and Scholarship Essays Chesapeake 7/8/9

Admissions officers ranked college essays as the top qualitative measure in the college admissions process, in 2013. These essays help students communicate their unique voices and stories and therefore become three dimensional for admissions officers. The presenters, including two for top universities, will provide a variety of strategies to help English teachers integrate personal essays throughout the high school curriculum, especially junior and senior year, to help students create powerful essays that help them gain scholarships and admissions to college, and develop keen awareness of how to write powerful first-person essays.

**Speakers:** Valerie Gregory, University of Virginia, Charlottesville

Rebecca Joseph, California State University, Los Angeles

### B.13 Hearing the Story in the Poem, G Finding the Poem in Your Story Rainbow Azalea 3

Poetry was the earliest form of storytelling, its unique patterns of words and rhythms both memorable and transformative. Three writer/ teachers will invite participants to listen for stories in contemporary poems and will share prompts and the resulting poems that grew from students' own personal stories.

**Chair:** Judith Michaels, Princeton Day School, New Jersey, Emerita

**Speakers:** Terry Blackhawk, InsideOut Literary Arts Project, Detroit, Michigan

Judith Michaels, Princeton Day School, New Jersey, Emerita

Merna Ann Hecht, Foster High School, Vashon, Washington

### B.14 Reading to Learn: Transactions with Literary and Non-Literary Texts National Harbor 11

Current reading theories treat literary and informational reading as two ends of a spectrum of stances that Rosenblatt calls "aesthetic" and "efferent." This session will present hands-on experiments and research results demonstrating that a "literary" or "aesthetic" approach to texts is required for all reading experiences that lead to learning.

**Chair:** Carmela Gustafson, Oakdale Bohemia Middle School, Oakdale, New York

**Speakers:** Sheridan Blau, Teachers College, Columbia University, New York, New York, "What Is Reading? When Is It Learning? Experiments in Practice and Theory"

Cheryl Hogue Smith, Kingsborough Community College, City University of New York, New York, "Unblocking Developmental College Readers: Practices that Complicate Transactional Theory"

### B.15 Narrative Pathways to Inquiry S Camelia

Three panelists demonstrate how various kinds of narratives can introduce the problems that become the focus for inquiry. Narratives put flesh on essential questions and engage students in the necessary discussions through which they practice the procedures critical to close reading and to the writing of elaborated arguments and stories.

**Chair:** Thomas M. McCann, Northern Illinois University, DeKalb

- **Speakers:** Carolyn Calhoun Walter, University High School, University of Chicago Laboratory Schools, Illinois, "Exploring Connections with Literary Texts"
- Elizabeth Kahn, James B. Conant High School, Hoffman Estates, Illinois, "Using Narrative to Initiate an Inquiry Sequence"
- Thomas M. McCann, Northern Illinois University, DeKalb, "Expanding an Inquiry Sequence"

### B.16 The Nerdy Book Club: Shaping Reading Identity through Community, Story, and Choice Maryland A

To sustain lifelong reading habits, students must develop positive reading identities. Join the Nerdy Book Club and learn how to foster students' reading identities in this fast-paced, interactive session. Attendees will reflect on practices, explore instructional moves, and build communities that help students write (or revise) their reading stories.

**Chair:** Donalyn Miller, O. A. Peterson Elementary School, Fort Worth, Texas

Tradebook Author: Jonathan Auxier, Abrams, New York, New York, "Tuesday: Author Post"

#### **Roundtable 1**

Sarah Gross, High Technology High School, Lincroft, New Jersey

### Roundtable 2: Thursday: New Book Review

Gae Polisner, author, Algonquin Young Readers, Chapel Hill, North Carolina

Augusta Scattergood, author, Scholastic Press, New York, New York

#### Roundtable 3: Wednesday: New Book Review

Cindy Minnich, Upper Dauphin Area High School, Elizabethville, Pennsylvania

### Roundtable 4: Saturday: Top Ten

Karin Perry, Sam Houston State University, Huntsville, Texas

John Schumacher, Brook Forest Elementary School, Naperville, Illinois

#### **Roundtable 5: Monday: Reading Lives** Tony Keefer, Dublin City Schools, Ohio

Roundtable 6: Friday: Pay It Forward

Katherine Sokolowski, Washington School, Monticello, Illinois

#### Roundtable 7: Sunday: Surprise Sunday

Teri Lesesne, Sam Houston State University, Huntsville, Texas

### B.17 Narrative Landscapes as a New G Form of Data for the Professional Development of Teachers Baltimore 5

The use of personal and professional stories can open windows to teacher and student identities, where the cognition of language lives and breathes. We suggest and plan to explicate in our presentation a case for teachers exploring their inner landscapes, probing the liminal space between their professional and their personal identities. We intend to make the case that storytelling is not only data but professional development, that our lived experiences can be reflected in narrative data, and that the interrogation of our identities is a form of professional improvement. Our presentation will make the case that teacher identity is a powerful influence on the practice of teaching literacy, and that storytelling is the best means to understanding it.

Speakers: Danielle Ricci, University of Massachusetts, Lowell

John Brown, University of Massachusetts, Lowell

### B.19 One Book, Many Paths: Actor, Artist, Archivist, Advocate! How The Immortal Life of Henrietta Lacks Inspired the Living Book Project National Harbor 3

Participants will experience dynamic, interactive, interdisciplinary approaches to *The Immortal Life of Henrietta Lacks* as created for The Living Book Project. We will model such strategies as a Readers Theatre emphasizing multiple voices, movement that recognizes community, and science literacy and visual images that reflect personal and political narratives.

Chair: Hilve Firek, Virginia Wesleyan College, Norfolk
Speakers: Ken Lindblom, Stony Brook University, New York
Elizabeth Kelso, Ward Melville High School, Stony
Brook, New York

Lauren Kaushansky, Stony Brook University, New York

### B.20 Remixing Literature to Re-Present Story: Creating a Participatory Culture with Middle Grades Students National Harbor 4

This session shares a project where university and middle grades students collaboratively remixed *The Giver*, leading to a remix of *The Breadwinner* between two middle schools. Attendees will learn about using the framework of

participatory culture to engage students in their classroom and will see examples of the collaborative remixes.

Chair: Jennifer Dail, Kennesaw State University, Georgia

Speakers: Nicholas Thompson, Lassiter High School, Marietta, Georgia

Jennifer Dail, Kennesaw State University, Georgia

Mary Ann Stillerman, Palmer Middle School, Acworth, Georgia

Kitty Drew, The Walker School, Smyrna, Georgia

#### Story as Destination and Journey: **B.21 Building Meaning through** M **Companion Texts** Annapolis 4

This session puts story, whether fictional or literary non-fiction, at the heart of students' engagement with multiple text forms. It will demonstrate how to use multi-genred companion texts that build prior knowledge, vocabulary, skills, and, engagement. Teachers will leave with strategies and lessons to use in their classrooms.

Chair: Nancy Patterson, Grand Valley State University, Grand Rapids, Michigan

Speakers: Nancy Patterson, Grand Valley State University, Grand Rapids, Michigan

Elizabeth Storey, Grand Valley State University, Grand Rapids, Michigan

Pam Page, Grand Valley State University, Grand Rapids, Michigan

#### **B.22** From Silence to Community: Honoring Stories of Trauma to Unlock the G Voices in Our Literacy Classrooms National Harbor 6

Inviting and welcoming the stories of our students can both inform and transform our community, broadening what is possible and increasing the potential for rigorous learning for every student. Survivors of trauma, however, often silence their stories. In what ways can teachers open doors of healing for students who carry trauma in their life experiences? What role can literacy play in this potential healing?

Chair: Andie Cunningham, Portland, Oregon

Speakers: Katie Doherty Czerwinski, Ron Russell Middle School, Portland, Oregon, and Lewis and Clark College, Portland, Oregon, "A Safe Space"

Brynna Hurwitz, independent educator/education consultant, Portland, Oregon, "Do Stories of Trauma Have a Place in Our Classrooms?"

Andie Cunningham, Portland, Oregon, "Survivor-Educators' Untold Stories"

### B.23 Teach the Researcher, Not the

### 🗈 м Research: Deep Reading, Big Thinking, and Building Ideas NCLE Woodrow Wilson C

**WL** Panelists will demonstrate classroom strategies for teaching students to uncover stories in social studies by reading deeply and drawing conclusions. Particular emphasis will be placed on naming research strategies in order to teach transferable research skills such as primary document reading and collaboration.

Chair: Kathy Bartelmay, Duke School, Durham, North Carolina

Speakers: Kathy Bartelmay, Duke School, Durham, North Carolina, "Teach the Researcher: School-Wide Change"

- Jenny Murray, Duke School, Durham, North Carolina, "Teaching Middle School Researchers"
- Jeff Burch, Durham Academy, North Carolina, "Teaching Elementary Researchers"

#### **B.24 Telling Our Stories: Student Agency** MS and Choice in Writing Workshop, **Blogging, and Online Socratic** Discussion Chesapeake 2/3

Three teachers describe how incorporating writing workshop, student blogging, and online Socratic discussion forums have given students agency and choice in their writing as well as authentic audiences. A demonstration of writing workshop and examples of student work will be shared with participants.

- **Chair:** David Pegram, Paradise Valley Community College, Phoenix, Arizona
- Speakers: Lisa laccarino, Worcester Academy, Massachusetts, "Blogging Our Stories: Fostering Student Agency and Voice through Authentic Real-World Audience"

Catherine Fox, Worcester Academy, Massachusetts, "Engaging English Language Learners in Writing and Thinking through Online Socratic Discussion Forums"

Dana Huff, Worcester Academy, Massachusetts, "Writing Workshop: Creating a Writing Community"

# B.25 El día de Los niños/El día de Los libros: Planning, Funding, and Implementing Your Winning Celebration of Kids, Culture, and Books

### Chesapeake D/E

This presentation will open the seams of our Día de Los Niños/Día de Los Libros Literacy celebration at Arizona State University. From planning, to organizing, to implementation, we will share tips for educators, librarians, community organizations, and higher institutions of learning about how to start their own Día celebration.

Chair: James Blasingame, Arizona State University, Tempe

**Speakers:** Matthew Bentz, Agua Fria High School, Phoenix, Arizona

Tracey Flores, Arizona State University, Tempe

- Pat Mora, author, Random House Publishers, New York, New York
- **Respondent:** Meredith DeCosta, Grand Canyon University, Tempe, Arizona

### B.26 Disciplinary Literacies Meet Interdisciplinary Instruction: The Story Enfolds Chesapeake C

Come hear our story of how secondary teachers of all content and discipline areas are taking up disciplinary literacies within an interdisciplinary instructional frame to enhance student learning. We will share key characteristics of effective interdisciplinary planning and specific examples and testimonials that will inspire you to explore these instructional approaches.

**Chair:** Elizabeth Stolle, Grand Valley State University, Grand Rapids, Michigan

**Speakers:** Elizabeth Stolle, Grand Valley State University, Grand Rapids, Michigan

Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa, Honolulu

### B.27 The Perfect Pairings: Connecting YA Literature to More Traditional Readings (Classics, Memoirs, and Informational Texts) Woodrow Wilson B

Reading young adult books makes students more sophisticated readers and thinkers while keeping reading relevant. Pairing YA with classics, memoirs, and informational texts can prepare students for the rigor of many types of reading experiences. The presenters will recommend pairings of texts and provide ideas about classroom implementation.

Chair: Donna Niday, Iowa State University, Ames

- **Speakers:** Donna Niday, Iowa State University, Ames, "Pairing YA Literature with Informational Texts"
- Anne Weir, Waco Community Schools, Mount Pleasant, Iowa, "Pairing YA Literature with the Classics"
- Kirstey Ewald, Charles City High School, Iowa, "Pairing YA Literature with Memoirs"

### B.28 Digital Storying: Honoring Student Experience, Encouraging Critical Perspectives Maryland 5/6

We describe how students in three settings (Pre-kindergarten, third, and fifth grades) used multiple modalities, languages, and technologies to compose stories as cultural knowledge, critiques, and resistance. We demonstrate digital and traditional tools, media, and apps, and invite audience analysis of the potentials of new media for supporting critical storying.

- **Chair:** Kelly Davis, Howard County Public School System, Ellicott City, Maryland
- **Speakers:** Deborah Rowe and Mary Miller, Vanderbilt University, Nashville, Tennessee, "Pre–K Dual Language eBook Composition"
- Summer Wood, Vanderbilt University, Nashville, Tennessee, "Critical Responses: Being Critical for a Purpose"

### B.29 Textured Teaching: Inquiry-Based, Unleveled Instruction that Scaffolds Up Magnolia 3

The story of an English student's success or lack of success is often prescribed before the student even enters our classrooms by program placement and leveled class choices. Learn how three teachers pushed against these systematic binaries by designing a course of unleveled English to bring students from all over the achievement spectrum into one classroom setting. Participants will take away both the theoretical backings and hands-on experiences.

- **Chair:** Carly Nicholson, Charlottesville High School, Virginia
- **Speakers:** Nicole Carter, Charlottesville High School, Virginia, "Unleveled Reading"
- Jennifer Horne, Charlottesville High School, Virginia, "Origin of Unleveled"
- Carly Nicholson, Charlottesville High School, Virginia, "Unleveled Writing"

### B.30 Strength in Divergence: Stories of Connection and Communication for State Affiliates National Harbor 13

### Sponsored by the Standing Committee on Affiliates, open to all

NCTE's state affiliates form an invaluable network that helps promote the development of literacy and the use of language to construct personal and public worlds. In this session we move from collective affiliate memory toward the creation of new stories for digital networking, conference development, NDOW events, and affiliate journals.

**Chair:** Dixie Keyes, Arkansas State University, Jonesboro **Speakers:** Carol Revelle, University of North Texas, Denton

Amy Rasmussen, Turner High School, Carrollton, Texas, "Partnering to Provide Year-Round PD"

Dixie Keyes, Arkansas State University, Jonesboro, "Adding Vitality through Digital Networking"

### B.31 FEATURED SESSION – Celebrating Outstanding Writing in English Education; the Emig and Meade Awards

### Chesapeake B

The Conference on English Education gives two prestigious awards in honor of Janet Emig and Richard Meade. In this session, the winners will present the work that earned them this year's tribute.

- **Chair:** Louann Reid, Colorado State University, Fort Collins
- **Speakers:** Marcelle Haddix, Syracuse University, New York and Detra Price-Dennis, Teachers College, Columbia University, New York, New York, "Urban Fiction and Multicultural Literature as Transformative Tools for Preparing English Teachers for Diverse Classrooms"
- Troy Hicks, Central Michigan University, Mount Pleasant, "Awareness as Assessment: Process, Product, and Reflection with Digital Writing"

# B.32 LGBTQA Issues 201: ELA Teacher G Education and the Safe Schools Initiative

### Baltimore 3

GBT

Sponsored by the Lesbian, Gay, Bisexual, and Transgendered Issues in Academic Studies Advisory Committee, open to all

In this interactive professional development session, keynote speaker Jenny Betz of Gay, Les-

bian and Straight Education Network (GLSEN), discusses ELA teachers' roles as advocates for LGBTQ students and the need for safe, supportive school environments. Also, participants will learn about GLSEN's Safe Space Campaign and their LGBT-Inclusive Curriculum Guide for Educators.

- **Co-chairs:** R. Joseph Rodriguez, The University of Texas, El Paso
- Toby Emert, Agnes Scott College, Decatur, Georgia
- **Speaker:** Jenny Betz, Gay, Lesbian, and Straight Education Network, New York, New York
- **Respondent:** Wendy Keyser, University of Massachusetts, Amherst

 B.33 Keeping the Frog off the Desk:
 M S Mentoring the Next Generation of English Teachers through Professional Collaboration

### Professional Collaboration Baltimore 2

In this era of teacher accountability, veteran English teachers may be hesitant to mentor a student teacher. This panel will discuss pros and cons of this professional partnership, and share field-tested advice to facilitate effective collaboration between mentor teachers and student teachers.

- **Chair:** Mark A. Letcher, Purdue University-Calumet, Hammond, Indiana
- **Speakers:** Thomas Trottier, Gavit Middle School, Hammond, Indiana
- Kimberly Arroyo, Gavit Middle School, Hammond, Indiana

Kelly Hayes, Highland Middle School, Indiana

### B.34 STEM Stories: Integrating the STEM Philosophy into the English Classroom Potomac 1/2

What meaningful role can the English class play in a STEM school? English teachers from one of the first public, fully-integrated STEM high schools in the nation will help participants experience Language Arts-based STEM activities that demonstrate how English and STEM can combine to enrich our students' educational experiences.

**Chair:** Maria Clinton, Denver Writing Project, Colorado **Speakers:** Alice Smith, Denver Writing Project, Colorado Sarah Steinbach-Ball, Denver Writing Project, Colorado Maria Clinton, Denver Writing Project, Colorado

### B.35 Storying the Bard: Student-Created Shakespeare Film Festivals Annapolis 3

This session will help educators think about what happens when students create a performance assessment for a classroom Shakespeare Film Festival. Presenters will share materials, strategies, and student work with the overall goal for attendees to leave with ideas about how to create Shakespeare Festivals in their own classrooms.

**Speakers:** Annie Wilhelmy, The Cambridge Rindge and Latin School, Cambridge, Massachusetts

Kimberly Parker, The Cambridge Rindge and Latin School, Cambridge, Massachusetts

### B.36 Writing and Storytelling in Early

### Childhood Classrooms Baltimore 1

Pre-kindergarten teachers from Janney Elementary (District of Columbia Public Schools) share the results of a yearlong internal professional development aimed at studying the writing process for our youngest learners. Early childhood educators can prepare young students for the rigor of the Common Core writing standards through innovative methods and materials aimed at allowing students space to create and demonstrate their knowledge of the writing process through planning, goal setting, and storytelling.

- **Chair:** Carolyn Obel-Omia, Rhode Island College, Providence
- **Speakers:** Nancy Khuu, Janney Elementary School, Washington, DC

Brittany Ell, Janney Elementary School, Washington, DC Ryan Varner, Janney Elementary School, Washington, DC Susan Meshberger, Janney Elementary School, Washington, DC

### B.37 Why Keywords, Now? Teaching Deep C Reading in the Twenty-first Century Classroom C Choraneake A

### Chesapeake A

This panel will examine "keyword" studies as a pedagogical tool for teaching reading and writing beyond the traditional literature survey, introducing models for assigning and assessing keyword projects in teacher education, interdisciplinary studies, and introductory English major courses.

**Chair:** Joel Dodson, Southern Connecticut State University, New Haven **Speakers:** Charles Baraw, Southern Connecticut State University, New Haven, "Novel Keywords"

Andrew Smyth, Southern Connecticut State University, New Haven, "Keywords in Young Adult Literature"

### Joel Dodson, Southern Connecticut State University, New Haven, "Keywords as Critical Inquiry"

Jeanne Dubino, Appalachian State University, Boone, North Carolina, "Keywords for Global Studies"

### B.38 NCTE PRESLM Presents: A Review of the Country's Best Student Literary Magazines; and Introducing PRESLM's Interactive Online Anthology of Student Creative Writing Woodrow Wilson D

### Sponsored by the NCTE Program to Recognize Excellence in Student Literary Magazines Committee, open to all

Our annual showcase of exemplary student literary magazines: first, a review (hosted by the NCTE PRESLM committee) of the thirty-two "Highest Award" magazines in our 2013 Program—then a live demonstration of the new PRESLM website—an innovative online forum for distance collaborations among student writers and publication advisors from around the country.

- Speakers: Peter Elliott, John Cooper School, The Woodlands, Texas, "NCTE PRESLM Presents"
- Thomas Feigelson, NCTE PRESLM (litmag program), Brooklyn, New York, "A Review of the Country's Best Student Literary Magazines"

### B.39 Urban Students' Stories Change Curriculum and Lives Rainbow Chesapeake J/K/L

Many urban children live each day in hopes to see tomorrow. In a time where the value system of education is skewed toward testing and standardization these students don't stand a chance. Hear how middle school teachers learn to help students write to learn about themselves and engage in curriculum.

**Speakers:** Erin Bloom, Philadelphia School District, Pennsylvania, "Writing about Their Lives Builds the Bridge to Understanding Content"

Bob Vogel and Kimberly E. Lewinski, La Salle University, Philadelphia, Pennsylvania, "How Can They Change If We Don't?"

#### B.40 Self-Reflection, Writing, Culture, and Letter-Grade Stories **Rainbow** National Harbor 7

Researching family histories as Amy Tan does in her short story "Snapshot: Lost Lives of Women", examining contrasting lyric and realistic narrative styles in Chinese writing, exploring how graders reflect their identities in evaluating essays. These presenters offer fascinating insights on connections between culture and writing. The presenters demonstrate how selfreflection leads to growth and learning.

- Chair: Lorraine Sfeir, Rio Hondo College, Whittier, California
- Speakers: Xingiang Li, Michigan State University, East Lansing, "Constructing a Western Realistic Writing Culture through Comparative Literature"
- Janet Crosier, Springfield Technical Community College, Massachusetts, "The Power of Self-Reflection in the Writing Classroom"

#### **B.41 Microstories and Larger Histories** C Chesapeake G/H/I

- Rainbow To understand the past, we must consider the larger events that took place. The whole past needs attention. In this session, the presenters will focus on "nearby history" to dispel myths, focial (re)presentations via social media, and storytelling by first-generation Mexican American students. Resources include writing strategies and assignments, and student evaluations.
- Chair: Tom Callinan, Rio Hondo College, Whittier, California
- **Speakers:** Candace Zepeda, Our Lady of the Lake University, San Antonio, Texas, "Re-Imagining Developmental Writing: Encouraging Story-Telling for First Generation Latina Students"
- Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, Florida, "Using Micro-Histories and Stories to Help Undergraduate Writing Students Conduct Research"

#### **B.42** New Century Approaches to Literacy: Perspectives on Engaging the MS Margins C

### Potomac 5/6

This panel presents two diverse but innovative T CHAL CONTOR FOR NCLE perspectives on approaches to engage margin-Rainbow alized students in literacy.

- Speakers: Archie Hill, George Mason University, Fairfax, Virginia, "Predictive Effects of Black Fathers' Class and Status on Their Adolescent Sons' Reading Proficiency"
- David Jackson, Saint Joseph's University, Philadelphia, Pennsylvania, "Engaging the Marginalized Student"

#### B.43 Centering the Linguistic, Literate,

### G Rainbow R

### and Cultural Knowledges of African American Communities in Teaching and Learning

Potomac 3/4 This session offers humanizing research with

African American youth and their teachers about how notions of achievement, success, and pedagogy can be centered on our cultural communities.

- Chair: Marvin Shelton, College of William and Mary, Williamsburg, Virginia
- Speakers: Raven Jones Stanbrough and Django Paris, Michigan State University, East Lansing, "Sustaining the African American Cultural Traditions of College-Going and Community Activism: Learning from the Pedagogies of Two English Teachers"
- Amber Pabon, University of Pittsburgh, Pennsylvania, "Schooled Out of Literacy: Black Male Teachers' Counter-Narratives of Academic Experiences"
- Shameka Powell, University of Wisconsin, Madison, "Sponsors of Literacies: High School English Teachers Supporting African American Academic Success"
- Hannah Franz, College of William and Mary, Williamsburg, Virginia, "A Story of Isolation or Progress?: Sole Status and the Curricular Experiences of High-Achieving African Americans"

#### **B**.44 Research Roundtable 2—Research Focused on Children and Youth Voice С Woodrow Wilson A R

The roundtables in this session showcase research with, by, and about children and youth voice and agency across a range of classroom and community contexts. The roundtables offer complex and varied studies centered on students engaged in literacy, language, and literature in digital and embodied spaces in and beyond schools.

### Roundtable 1: Creating Dialogical Digital Spaces for Literacy Learning

Kathlene Holmes, The University of Texas, Austin Emily Smith, Cunningham Elementary School, Austin, Texas

### Roundtable 2: "It's All about Me!": Rethinking Young Immigrant Children's Visual Storytelling

Keon-Ryeong Park, The University of Georgia, Athens

### **Roundtable 3: Queering Digital Literacies for Social** Justice and Cross-Disciplinary Collaboration

Summer Pennell, University of North Carolina, Chapel Hill

### Roundtable 4: The Messy Path to Meaning: Exploring How Multiple Authors Negotiate and Compose **Stories in Digital Videomaking**

Candance Doerr-Stevens, University of Minnesota, Minneapolis

Chuck Jurich, University of Alaska, Fairbanks

Roundtable 5: Heritage and "Hair-Atage": Black Adolescent Girls Writing across Identities through **Cultural Significations of Hair** 

Gholnecsar Muhammad, Georgia State University, Atlanta

#### Roundtable 6: More than One Direction: Intertextuality and Pop Culture in Adolescents' Narratives Robert Heggestad, The Ohio State University, Columbus

Roundtable 7: How to Use Role Playing Game Creation to Enhance Literature Instruction

Kip Glazer, Independence High School, Bakersfield, California, and Pepperdine University, Malibu, California

### Roundtable 8: "Let Them Know They Matter": Reading, Writing, and Acceptance in a Primary Literacy Workshop

Angela Hampton, Ball State University, Muncie, Indiana

Roundtable 9: Summer in the City: Digital Literacy, Urban Youth, and the High School-to-College Transition Jeremy Greenfield, City University of New York Graduate

Center, New York

#### **B.45** Folger Fundamentals—Part 2: All Kinds of Students Close-Read Shakespeare G Actively and Successfully Maryland 3/4

#### Sponsored by The Folger Shakespeare Library, open to all

How do you actually get your students to work on and understand a scene? Demonstration of this research-based methodology-now commonly known as the Folger Method-will include a group of uninitiated students from a local school (Prince George's County or DC public high or middle school) who will tackle a scene that they've never read or seen before.

**Chair:** Peggy O'Brien, The Folger Shakespeare Library, Washington, DC

Speakers: Michael Klein, Selden, New York Michael Tolaydo, Washington, DC

#### **CNV Poster Session B.46**

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### Prince George's Hall A

This poster session will include research from the fellows in the 2014–2016 cohort of the Cultivating New Voices among Scholars of Color Program (CNV), which is sponsored by the

Research Foundation of NCTE. They will present their research and address questions from participants.

### Poster 1: Across the Divided Field of Children's Literature: An Interdisciplinary Approach to Teacher Training

Marilisa Jimenez Garcia, Hunter College, City University of New York, New York

### Poster 2: Voices within Sitios y Lenguas: Looking at Spaces and Languages of Learning in a Bilingual Classroom

Gabriela Romero, University of Illinois, Urbana-Champaign Poster 3: Who Let the Elephant in the Room? Analyz-

ing Race and Racism through a Critical Family Literacy Book Club

Lamar Johnson, Miami University, Oxford, Ohio

Poster 4: Re-Mastering the Master's Tools: Recognizing and Affirming the Life Experiences and Cultural Practices of Urban Youth in Critical Computational Literacy through a Video Game Project

Clifford Lee, University of California, Los Angeles

Poster 5: Twenty-first Century Frontera Literacies: Navigating, Negotiating, and Leveraging Literacies within a Chicana/o-Latina/o Literature Course Cati V. de los Rios, Teachers College, Columbia

University, New York, New York

Poster 6: Interdependent Interactions among Bilingual **Elementary Peers in Classroom Writing Experiences** Joanna Wong, University of California, Davis

Poster 7: The Translingual Literacies of Latino Immigrant Families

Steven Alvarez, University of Kentucky, Lexington

Poster 8: Youth Identities and African American Cultural Practices: Lessons from a High School Community of Practice

Donja Bridges, The Ohio State University, Columbus

Poster 9: "Yo tengo algo que decir": Promoting Critical Literacy among Emergent Bilinguals

Sandra L. Osorio, Illinois State University, Normal Poster 10: "I'm Intelligent in that Stuff": Situating

Youth Migrant Farmworkers as Holders and Creators of Knowledge

Lorena Gutierrez Romero, Michigan State University, East Lansing

Poster 11: (In)visible Sons: Exploring Culturally Relevant Pedagogy Enacted with Black Adolescent Males Keisha McIntosh Allen, Teachers College, Columbia University, New York, New York

### Poster 12: Interrupting the Single Story: Understanding the Literacy Lives of Academically High Performing Young Black Men in Urban Contexts

Sakeena Everett, Michigan State University, East Lansing

### B.47 African American Read-in: A C Landscape for Creating Partnerships Rainbow National Harbor 10

This session will engage participants in the stories that have been created around 25 years of experiences with the African American Read-In Chain, AARIC. In 2014, emphasis will be placed on partnerships, a tool for expanding the literacy stories that have been and will be created around enhancing literacy activities across communities. The presentations will respond to the critical question of how to enhance cultural and text knowledge within and across communities.

Chair: Ezra Hyland, University of Minnesota, Minneapolis

- **Speakers:** Keith Gilyard, Pennsylvania State University, University Park, "Historical Context"
- Mila Thomas Fuller, National Council of Teachers of English, Urbana, Illinois, "How to Expand the Landscape of Partnerships to Enhance Cultural and Text Knowledge within and across Communities"
- David E. Kirkland, Michigan State University, East Lansing, "Ways that Black Caucus Members and Other Professionals Have and Can Use Their Professional Publications to Address the Needs of Teachers"
- Ezra Hyland, University of Minnesota, Minneapolis, "Partnerships Created between the University of Minnesota and Schools and Communities that Have Effectively Used the Stories of African American Authors to Enhance Knowledge of and Sensitivity to Different Cultural Differences"

### B.48 The Elementary Section Steering Committee Talks about Story and Tells Stories

Maryland 1/2

### Sponsored by the Elementary Section Steering Committee, open to all

Come hear the member-elected Elementary Section Steering Committee, who represent diverse backgrounds, professional settings, and geographical regions, share ideas for using stories and storytelling (including digital) with children, tell stories from their own professional lives, and more. We'll also talk a little about the Elementary Section's work and provide time for general discussion and questions.

**Speakers:** Lisa Martin, Clark County School District, Las Vegas, Nevada

- Dinah Volk, Cleveland State University, Ohio
- Latosha Rowley, Andrew J. Brown Academy, Indianapolis, Indiana
- Detra Price-Dennis, Teachers College, Columbia University, New York, New York

- Nora Gonzalez, Fort Sam Houston Elementary School, San Antonio, Texas
- AnnMarie Corgill, Cherokee Bend Elementary, Mountain Brook, Alabama
- Ted Kesler, Queens College, City University of New York, Flushing
- Sandra Wilde, Hunter College, City University of New York, New York

### 12:30-1:45 p.m.

### C.02 How Story Comes to Be: Author/ C Editor Relationships Maryland A

In rotating roundtables, authors and their editors share methods of working together in drafting and revising to create stories (in middle grade, young adult, and professional books). As they work with student writers, teachers can model interactions after these author/editor relationships to provide guidance and support in communicating their stories.

**Co-chairs:** Jillian Heise, Indian Community School of Milwaukee, Wisconsin

Sarah Andersen, Fenton Area Public Schools, Michigan

- Tradebook Authors: Miranda Kenneally, Sourcebooks, New York, New York
- Karen Harrington, Little, Brown Books for Young Readers, New York, New York
- Jennifer Rush, Little, Brown Books for Young Readers, New York, New York
- Jason Reynolds, Simon and Schuster, New York, New York
- Atia Abawi, Penguin Young Readers Group, New York, New York

Kevin Emerson, Walden Pond Press, New York, New York

Jennifer Lynn Barnes, Disney Book Group, New York, New York

Trish Doller, Bloomsbury Publishing, New York, New York

- Wendelin Van Draanen, Random House Children's Books, New York, New York
- J. A. White, HarperCollins Children's Books, New York, New York
- Christopher Lehman, Christopher Lehman Consulting, New York, New York
- Kate Roberts, Teachers College, Columbia University, New York, New York
- Christopher Paul Curtis, Scholastic, Inc., New York, New York

### Roundtable 1

Brett Wright, Bloomsbury Children's Publishing, New York, New York

# FRIDAY

### Roundtable 2

Katherine Tegen, HarperCollins Children's Books, New York, New York

### Roundtable 3

Bethany Strout, editor, Little, Brown Books for Young Readers, New York, New York

### Roundtable 4

Jordan Brown, editor, Walden Pond Press, New York, New York

### Roundtable 5

Andrea Pinkney, editor, Scholastic, Inc., New York, New York

### Roundtable 6

Tobey Antao, editor, Heinemann, Portsmouth, New Hampshire

### Roundtable 7

Caitlyn Dlouhy, editorial director, Atheneum Books, New York, New York

### Roundtable 8

Annette Pollert, editor, Sourcebooks, New York, New York

### Roundtable 9

Pam Gruber, editor, Little, Brown Books for Young Readers, New York, New York

### **Roundtable 10**

Jill Santopolo, executive editor, Philomel Books, New York, New York

### **Roundtable 11**

Nancy Siscoe, editor, Random House Children's Books, New York, New York

### C.03 Embodying Social Issues: Teaching M S YA Literature as Activist Intervention Magnolia 3

YA texts' frequent focus on characters em-

Rainhow bodying social issues invites readers' proactive responses. Sharing content from, and teaching strategies around, four "embodied" themes (depicting racial/ethnic identity, body as trauma site, disabled bodies, and cyborg/technologyshaped bodies), we offer approaches for linking these YA narratives with informational texts and social justice exploration.

Chair: Denise Davila, The University of Georgia, Athens

- **Speakers:** Margaret Robbins, The University of Georgia, Athens, "Exploring 'Embodied' Ethnic/Racial Identities through Graphic Literature"
- Julie Vu, Texas Christian University, Fort Worth, "Cyborg Bodies"

Sarah Robbins, Texas Christian University, Fort Worth, "Enabling the Disabled Body in YA Lit"

### C.04 Mockingbird—Hearing Silenced Voices

### MS National Harbor 10

**Rainhow** What race-based assumptions lurk within Harper Lee's beloved novel? Our students explore Maycomb's white, dominant culture and its black marginalized community as well as historical documents and works that reveal the agency of African Americans during this time and the historical pretext for the often assumed heroism of Lee's white protagonists.

**Chair:** Stacy Swearingen, The Blake School, Hopkins, Minnesota

**Speakers:** Rachel Godlewski, The Blake School, Hopkins, Minnesota

Stacy Swearingen, The Blake School, Hopkins, Minnesota

### C.05 Film, Writing, and the Common Core—Rigorous Curriculum That Reaches Reluctant Learners Chesapeake 2/3

This course is an exciting and fun way to meet the standards of the Common Core. Using film and blended and "flipped" learning models, students become better writers and readers, engaged in their learning. They gain skills needed to understand perspectives, to comprehend and critique, to demonstrate independence, and to value evidence.

**Chair:** Nancy Barile, Revere High School, Massachusetts **Speakers:** Nancy Barile, Revere High School, Massachu-

- setts, "Film, Writing, and the Common Core"
- Evalynn Bulger, Revere High School, Massachusetts, "Flipped and Blended Learning"

### C.06 Story as the Great Equalizer: The Transformative Impact of Culture Circles Maryland D

Culture circles exist as a space to explore social injustices and begin problem solving, ultimately changing the way we think, transforming classrooms, schools, and communities. This presentation showcases dynamic examples of culture circles implemented in urban and rural elementary schools in Georgia, Montana, and Utah.

- **Chair:** Shannan Bernal, Challenger Middle School, Glendale, Arizona
- **Speakers:** Margaret Opatz, Salt Lake City School District, Utah

Michelle Coman, Norcross Elementary School, Georgia Kathryn Osgood, Bigfork Elementary School, Montana

### C.07 But I Don't Want to Read and Write!: Making Information Interesting and Research Relevant Maryland B

Common Core State Standards call for more informational reading and writing, leading to dry assignments and texts that don't engage readers and writers. Enter multi-genre reading-writing that engages students and raises research and informative writing to new standards of joy and passion. Come ready to learn and laugh with Barry Lane, author of *51 Wacky We-Search Reports*, and Lesley Roessing, author of *The Write to Read*.

- **Chair:** Lesley Roessing, Armstrong Atlantic State University, Savannah, Georgia
- **Speakers:** Lesley Roessing, Armstrong Atlantic State University, Savannah, Georgia, "Making Information Interesting and Research Relevant"
- Barry Lane, Discover Writing Company, Shoreham, Vermont, "Engaging Writers with Wacky We-Search Reports"

### C.08 The Path Less Beat Down: One District's Attempt to Remediate Remediation Baltimore 5

Through a panel of teachers, administrators, and writing consultants, an urban district shares their reimagining of state-mandated remediation of struggling readers and writers who failed state standardized tests. Schools partnered with North Star of Texas Writing Project to prove workshop tutorials are superior to drill and kill.

- **Chair:** Eric Simpson, Lewisville Independent School District, Texas
- **Speakers:** Eric Simpson, Lewisville Independent School District, Texas
- Amanda Werneke, Hebron High School, Carrollton, Texas
- Theresa Daniels, Hebron 9th Grade Campus, Carrollton, Texas

### C.09 Ways of Knowing Postmodern Picture Books Baltimore 2

Postmodern picture books offer a wealth of opportunities to engage students in transacting with our postmodern world, as well as enjoying the exploration of a diverse genre that inspires enjoyment and inquiry. Come engage as learners and educators in this interactive session full of classroom ideas and handouts.

- **Chair:** Angela Byrd, University of South Carolina, Columbia
- **Speakers:** Shannon Davis, North Springs Elementary School, Columbia, South Carolina
- Nicole Walker, Ridge View High School, Columbia, South Carolina

Angela Byrd, University of South Carolina, Columbia

### C.10 Jazzin' It Up—Using an Integrated Approach to Teach the Roaring 20's Chesapeake C



Experience elements of an integrated unit
including research, critical thinking, role playing, and reflection. Activities include comparing and responding to the artistic works and social influences of Langston Hughes, Romere Bearden, and Bessie Smith; re-enacting the Sacco and Venzetti trial; researching, and presenting topics relating to people, places, and events that shaped America. Participants receive a menu designed to provide activities that best fit their students' needs.

Chair: Sara Newell, Greenville, South Carolina

- **Speakers:** Linda Reynolds, Sterling School, Greenville, South Carolina
- Pamela Dechau, Sterling School, Greenville, South Carolina

Sara Newell, Greenville, South Carolina

### C.11 Writing Teachers Write: Journeys into Digital Composition National Harbor 7

Composition is redefined daily as writers discover new digital possibilities, requiring us to rethink our work as writers and the writing instruction in our classrooms. "Writing teachers write" is, however, still at the heart of everything we do. Three teachers share their journeys into the world of digital composition.

- **Chair:** Ashanti Foster, Oxon Hill Middle School, Fort Washington, Maryland
- **Speakers:** Julie Johnson, Hilliard City Schools, Ohio, "Teaching Young Writers in Digital Workshop"
- Cathy Mere, Hilliard City Schools, Ohio, "A Personal Transition into the Digital World"
- Gretchen Taylor, Dublin City Schools, Ohio, "Welcoming Teachers to Digital Composition"

#### C.12 It's about Logos: Strengthening C.12 It's about Logos: Strengthening C.12 It's about Logos: Strengthening

### Circles and Digital Storytelling Annapolis 2

Writing argument is not easy, but certain classroom engagements can encourage students to: make claims, defend these with evidence, offer warrants, and consider rebuttals. This collaborative panel presentation will offer the ways and means to strengthen argumentative writing through student engagements with Socratic Circles and Digital Storytelling.

**Chair:** Mary Styslinger, University of South Carolina, Columbia

- **Speakers:** Michelle Fowler, Hillcrest Middle School, Greenville, South Carolina, "Using New Media to Teach Argument"
- Jessica Overstreet, New Ellenton Middle School, South Carolina, "Strengthening Argumentative Writing with Socratic Circles"

# C.13 What the Common Core Forgot: M S Community, Collaboration, and Social Justice

### Chesapeake G/H/I

This panel will briefly identify some critical gaps left by the Common Core and recent state standards. Then, participants will join in an interactive, multistep lesson that invites them to read, write, think, discuss, and collaborate around powerful short texts—a lesson that meets, and far exceeds, the Common Core.

- **Chair:** Harvey Daniels, University of New Mexico, Albuquerque
- **Speakers:** Steven Zemelman, Illinois Writing Project, Evanston, "Rigor without the Mortis: The Joy of Thinking Together"
- Sara Ahmed, Bishops School, San Diego, California, "Teaching Literature for Social Justice"
- Harvey Daniels, University of New Mexico, Albuquerque, "Ground Floor Skills for Collaborative Conversations"
- Nancy Steineke, Illinois Writing Project, Brookfield, "Developing and Discussing Deeper Topics"

### C.14 Story as a Springboard for Understanding Our Complex World Chesapeake B

What do you get when you combine two English teachers, one Social Studies teacher, and a shared passion for using story as a springboard to learning about the larger world? Join us as we read, write, and share ideas for three units which blend fiction with nonfiction to inspire students and encourage inquiry.

- **Chair:** Melissa Lynn Pomerantz, Parkway North High School, St. Louis, Missouri
- **Speakers:** Aimee Beeson, Wydown Middle School, Clayton, Missouri, "World Religions: Telling Stories, Making Meaning"
- Debra Baker, Wydown Middle School, Clayton, Missouri, "From Pakistan to China to Zimbabwe: Building Global Awareness through Literature Study"
- Melissa Lynn Pomerantz, Parkway North High School, St. Louis, Missouri, "Leaping from the Text: Close Reading Leads to Inquiry"

### C.15 Bridging the Gap between Common Core and College Writing: The New Freshman Composition Course Chesapeake 7/8/9

As Common Core and curriculum standardization become commonplace in many states, Tennessee has found a way to bridge the gap between high school writing and freshman composition. After this panel presentation/discussion, you will feel confident in your journey to design a freshman composition course without sacrificing best practices.

- **Chair:** Sonja Montague, College of Southern Maryland, La Plata
- **Speakers:** Heidi Blaisdell, Nashville State Community College, Tennessee

Lauren Ingraham, University of Tennessee, Chattanooga

Endora Feick, Nashville State Community College, Tennessee

### C.16 To Infinity and Behind: Reflecting on the Past, Processing the Present, and Predicting the Future through Storytelling Woodrow Wilson A

Rooted in the past, present and future, our CCSSaligned approach to storytelling encourages students to explore self and society, integrating knowledge of genre conventions, writer's craft, and literary analysis. Presenters will share various narrative-driven approaches starting with mentor texts leading to narrative response and reflection.

- **Chair:** Tricia Conn, Central Bucks High School East, Doylestown, Pennsylvania
- **Speakers:** Colleen Remar, Central Bucks High School East, Doylestown, Pennsylvania
- Tricia Conn, Central Bucks High School East, Doylestown, Pennsylvania

#### C.17 Authors and Editors Spill Their Secrets: How Collaboration Fuels Writing

### Chesapeake J/K/L

Curious how collaborative conversations shape quality writing? Join authors and editors as they share secrets and techniques. Perfect for teachers seeking to coax tales from reluctant storytellers, refine ramblers, and invest students with a sense of ownership.

- Chair: Erica Perl, Simon and Schuster, New York, New York
- Speakers: Laurel Snyder, Random House Publishers, New York, New York
- Mallory Loehr, Random House Publishers, New York, New York

Arthur Howard, Simon and Schuster, New York, New York

Allyn Johnston, vice president, Beach Lane Books and Simon and Schuster, New York, New York

Erica Perl, Simon and Schuster, New York, New York

### C.18 Food in the English Classroom M S Potomac 3/4

Eating healthy, balanced diets, avoiding anorexia and obesity, and working in the fast food industry are crucial issues for teens. Teachers talk using literature, informational text, and writing to address the topic of food and food justice—and meet Common Core Standards.

Speakers: Steffany Maher, Western Michigan University, Kalamazoo

Gabrielle Merani, Ursuline Academy of Dallas, Texas

Lauren Goldberg, Fordham University, New York, New York

Allen Webb, Western Michigan University, Kalamazoo

#### C.19 Queer(ing) Literature in the Secondary English Classroom MS National Harbor 5 æ

In an engaging readers' theater presentation, a former classroom teacher and teacher educator partners with a veteran teacher to share experiences and engage participants in exploring the implications of teaching literature in a way that queers, or disrupts, heteronormativity and homophobia, while deepening critical literacy.

Chair: Cammie Kim Lin, Brooklyn, New York

Speakers: Cynthia Kravetz, New York City Department of Education, New York

Cammie Kim Lin, Brooklyn, New York

### C.20

#### From Poetry to Picture Books to-Polemics—We Write and We Teach Writing: A Story of Cross-Curricular, WL **Cross-Grade-Level Collaboration among National Writing Project Teachers** Baltimore 4

Once Upon a Time We Pledged to Keep Writing. This session details experiences of National Writing Project Teacher-Consultants who met at an NWP professional-writing retreat in 2004 and who continue to write. We'll encourage participants to be teachers who write, and tell how to sustain a writing community over time.

Speakers: Shelly Unsicker-Durham, Central Junior High School, Moore, Oklahoma

Margaret Simon, Iberia Parish Gifted Program, Louisiana Denise Amos, University of Louisville, Kentucky

Cheryl North, University of Maryland, Baltimore County, Baltimore

Christine Aikens Wolfe, Pittsburgh, Pennsylvania

#### Authoring for the Twenty-first C.21 **Century: Self-Publishing Multimedia** MS eBooks in the Classroom National Harbor 4

Multimedia eBooks flow between video, audio, visual, and the written word. They challenge us as readers, inviting us to reconsider what we think of as "book". Presenters will explore eBook self-publishing technology and its classroom uses, sharing eBook projects that go public with multiple media research, memoir, and creative nonfiction.

- Chair: Daisy Kim, Teachers College, Columbia University, New York, New York
- Speakers: David Baksh, Teachers College, Columbia University, New York, New York, "The Baksh Family: A Multigenre Study"
- Vicky Waldthausen, Teachers College, Columbia University, New York, New York, "Yours for a Shorter Wait"
- Daisy Kim, Teachers College, Columbia University, New York, New York, "Quarter Life Crisis: Redux"
- Respondent: Erick Gordon, Teachers College, Columbia University, New York, New York

### C.22 How to Tell a Story: Using Fiction to

**M S** Engage Students in STEM Disciplines

### Chesapeake D/E

Engaging students in a meaningful understanding of the world and working within the framework of the Common Core requires collaboration between English teachers and other core disciplines. Interdisciplinary approaches create strong academic teams and rich, rigorous research opportunities. Participants will examine Barbara Kingsolver's *Flight Behavior* and *Odds Against Tomorrow* by Nathaniel Rich as anchor texts for ELA lessons and interdisciplinary lessons in math and science.

**Chair:** Aubrey Ludwig, National Math and Science Initiative, Alexandria, Virginia

- **Speakers:** Sheila Rulison, National Math and Science Initiative, Dallas, Texas
- Michelle Stie-Buckles, National Math and Science Initiative, Dallas, Texas
- Aubrey Ludwig, National Math and Science Initiative, Alexandria, Virginia

### C.23 FEATURED SESSION – 2014 Outstanding Educators in the English Language Arts—Changing Our Hearts, Minds, and Actions: Inquiry as a Way of Being Woodrow Wilson D Sponsored by the Elementary Section

Steering Committee, open to all

Heidi Mills and Tim O'Keefe will chronicle critical incidents in their professional journeys that have shaped their current beliefs and practices. Using classroom vignettes, videos, and student artifacts, they will theorize from curriculum and assessment practices in Tim's second and third grade classrooms at the Center for Inquiry in Columbia, South Carolina. They will explore a range of topics including kidwatching, content literacy, and teaching for democracy and social justice through collaborative inquiry.

**Chair:** Sandra Wilde, Hunter College, City University of New York, New York

**Speakers:** Tim O'Keefe, Center for Inquiry, Columbia, South Carolina

Heidi Mills, University of South Carolina, Columbia

### C.24 Stories of War: Using Young Adult S Literature to Investigate Conflict and Navigate Change

### Annapolis 3

How does conflict lead to change? Utilizing the lens of war, the presenters in this session will explore rigorous and meaningful ways to incorporate young adult literature into a middle or high school English class. This engaging session will provide creative, multigenre connections to the Common Core, classroom-ready resources, and a shared dialogue about authentic assessments.

**Chair:** Sheila Benson, University of Northern Iowa, Cedar Falls

**Speakers:** Colleen Ruggieri, Ohio University, Athens Karla Hieatt, Wilmington High School, Ohio

Amanda Schear, Withrow University High School, Cincinnati, Ohio

# C.25 Questions as the Landscape of M S Knowing: Doing Away with English as a Discipline and Embracing Humanities Inquiry Annapolis 4

What is English as a discipline, or is it a discipline at all? Join us for a discussion of a humanities-based inquiry curriculum that pushes back against English as a discipline. We'll share our experiences rethinking the English discipline through student inquiry, exploring unit materials, classroom videos, and student work.

**Speakers:** Ashley Tyson Johnson, Michigan State University, East Lansing

Allison Gulamhussein, George Washington University, Washington, DC

### C.26 That's Sensational! Using the Five Senses to Inspire the Inner Storyteller Potomac 5/6

From infancy, senses define our world. They are the keys to making connections and unlocking understanding. This session will show attendees how to use the senses to inspire the exceptional education and ELL student to recall, create, and share their stories.

**Chair:** Melissa Ragan, Course Crafters, Verona, New Jersey

**Speakers:** Ester Guillen, Tucson Unified School District, Arizona

Christine Gallego, Tucson Unified School District, Arizona

### C.27 Scientists in the Field, Scientists in the Classroom: Using Informational Text in Classrooms National Harbor 3

Using titles from the Scientists in the Field series, specific ideas for integrating non-fiction will show how easy it can be to engage readers when the right non-fiction book is offered. In addition, Loree Griffin Burns and Elizabeth Rusch, both 2013 Orbis Pictus Award winners, will talk about writing science books for children.

**Chair:** Joan Kindig, James Madison University, Harrisonburg, Virginia

**Speaker:** Joan Kindig, James Madison University, Harrisonburg, Virginia

Tradebook Authors: Elizabeth Rusch, Houghton Mifflin Harcourt, Boston, Massachusetts

Loree Griffin Burns, Houghton Mifflin Harcourt, Boston, Massachusetts

### C.28 The Landscapes of Literacy: Exploring the Stories We Tell about Reading Baltimore 1

Common Core Standards and education reforms encourage reductive ideas about reading, and minimize the complexity of "private" reading processes essential to Rosenblatt's (1938) transactional theory. This presentation argues that diverse literacies, including "disciplinary literacy," "performative literacy," and "reading composition," update Reader Response theory, challenging powerful, but closed, conceptions of reading.

- **Chair:** Lynn Reid, Fairleigh Dickinson University, Teaneck, New Jersey
- **Speakers:** Carmela Gustafson, Oakdale Bohemia Middle School, Oakdale, New York, "The Necessary Aesthetic of Disciplinary Literacy"
- Andrew Ravin, Teachers College, Columbia University, New York, New York, "Reading Composition: A Reconstructed Definition of Reading"
- **Respondent:** Min Kim, New Visions Humanities, Fort Lee, New Jersey

### C.29 Hacking, Remixing, and Fixing M S Narrative Bugs in the Web C Chesapeake 10/11/12

Participants will consider how stories function on the web and remix them with an eye toward greater equity, access, and representation. Using Leah Ann Bell's storytelling for social justice framework, we'll think about how stories position us in terms of power and privilege, use WebKlipper and Popcorn to analyze and annotate those stories, and activate Mozilla X-Ray Goggles to hack and remix new narratives. While focusing on the critical and rhetorical aspects of the web, participants will also learn basic concepts of HTML, CSS, and the Open Web through the X-Ray Goggles interface.

- **Chair:** Katie Dredger, James Madison University, Harrisonburg, Virginia
- **Speakers:** William Banks, East Carolina University, Greenville, North Carolina
- Danielle Lewis, Wendell Middle School, Clayton, North Carolina
- Jennifer Smyth, Hertford County Early College, Ahoskie, North Carolina
- Robert Puckett, J. H. Rose High School, Greenville, North Carolina
- Stephanie West-Puckett, East Carolina University, Greenville, North Carolina

### C.30 Slaying the Dragons: How the Story of My Learning Empowers Students as Heroes

Woodrow Wilson B

The panelists describe how a three-pronged approach—a curriculum driven simultaneously by skills and inquiry, assessed by standards-based grading, and embedded in a student-crafted narrative framework starring students-asheroes—empowers learners at the high school and community college level to care deeply about, and advance further in, their learning.

- **Chair:** Nicole Boudreau Smith, Adlai E. Stevenson High School, Lincolnshire, Illinois
- **Speakers:** Melina Probst, Waubonsee Community College, DeKalb, Illinois, "Electronic Portfolios in Community College Composition: How to Make Reflection Matter"
- Mark Patton, Adlai E. Stevenson High School, Lincolnshire, Illinois, "From Fragmented to Meaningful: Methods to Generate Meaningful Reflection"

Nicole Boudreau Smith, Adlai E. Stevenson High School, Lincolnshire, Illinois, "Framework for Meaning: Student-Generated Metaphors that Capture Learning Stories"

- M. Elizabeth Kenney, Adlai E. Stevenson High School, Lincolnshire, Illinois, "Using Inquiry-Centered Curriculum to Generate Lightbulb Moments in Students' Stories"
- William Fritz, Adlai E. Stevenson High School, Lincolnshire, Illinois, "The Student as Hero—Using Archetypes to Place the Learner Center Stage"
### C.31 Capturing Our Hearts and Leaving Us Coming Back for More: Popular Authors of Series Novels for Middle Grade and Young Adult Readers National Harbor 2

There is nothing like the anticipation of waiting for a new title in a favorite series. Authors Stephanie Perkins, Adam Rex, Sarah Maas, and Graham Salisbury share their experiences writing a series, connecting with readers, and providing sneak peeks into their latest series installments.

Chair: Melanie Koss, Northern Illinois University, DeKalb

Tradebook Authors: Graham Salisbury, Random House Children's Books, New York, New York

Adam Rex, Disney Publishing Worldwide, New York, New York

Stephanie Perkins, Penguin Young Readers Group, New York, New York

Sarah Maas, Bloomsbury Walker Books for Children, New York, New York

### C.32 Where We Live Is Who We Are: Scaffolding Place-Based Inquiry in a Language Immersion Fifth Grade Classroom National Harbor 12

This session will trace the implementation of a place-based inquiry within a language immersion school, detailing the pedagogical moves, including both successes and pitfalls, as fifthgrade students wrestled with questions about the ways where they live affects who they are.

**Speakers:** Lisa Dorner, University of Missouri, Columbia Nicholas Husbye, University of Missouri, St. Louis

 C.33 Tensions in English Teaching around the World: A Preview of the July 2015 CEE/IFTE-International Federation for the Teaching of English Conference in New York Potomac 1/2

> Sponsored by the International Federation of Teachers of English and the Conference on English Education, open to all

The 1966 Dartmouth Conference initiated a professional collaboration among English teachers across the world that ultimately led to the formation of the International Federation of Teachers of English. IFTE provides a forum for thinkers, writers and teachers from the UK, Australia, Canada, New Zealand, South Africa, and the US to explore common concerns. In this session, speakers from the US, the UK, and Australia will discuss issues such as test mania, decreased respect for teachers and teacher educators, and standards stress. They will also look ahead to themes and issues for the 2015 IFTE Conference to be held in New York City.

**Chair:** John Mayher, Lehman College, City University of New York, Bronx

**Speakers:** Andy Goodwyn, University of Reading, United Kingdom, "A Report from the UK and on IFTE"

Don Zancanella, University of New Mexico, Albuquerque, "What Is the Real Education Crisis?"

Janet Alsup, Purdue University, West Lafayette, Indiana, "Planning for IFTE 2015"

### C.34 Developing the Language and Literacy of English Learners through Teacher Collaboration across the Content Areas National Harbor 13

# Sponsored by the Center for Applied Linguistics, open to all

This panel will describe three approaches to promoting teacher collaboration around the instructional needs of English learners. Through online resource sharing, SIOP Model lesson design, and dual enrollment programs, teachers share expertise in providing English learners with support and strategies to develop language and literacy skills and content-area knowledge.

**Chair:** Sarah Moore, Center for Applied Linguistics, Washington, DC

**Speakers:** Sarah Moore, Center for Applied Linguistics, Washington, DC, "Cross-Contextual Teacher Collaboration for Secondary Transitions: Connecting Secondary and Community College Educators in Dual Enrollment Programs"

Lindsey Massoud, Center for Applied Linguistics, Washington, DC, "Virtual Teacher Collaboration: Partnering English Language Arts and English Learner Educators for Standards-Based Instruction"

Marybelle B. Marrero-Colon, Center for Applied Linguistics, Washington, DC, "Using the SIOP (Sheltered Instruction Observation Protocol) Model to Foster ESL and General Education Teacher Collaboration"

### C.35 Telling Rhetorical Stories and Literacy Narrratives: The Composition Process, Multimodal NCLE Composition, and Multilingual Writers Chesapeake 4/5

### The autobiographical, multi-modal literacy narrative allows instructors to get to know their students better. Through metacognitive writing assignments, multimodal storytelling, and multilingual narratives, the presenters will provide strategies on how to integrate rhetorical stories, communicate practices, and literacy narratives.

- **Chair:** Jennifer Penaflorida, Berryville School District, Arkansas
- **Speakers:** Entisar Elsherif, Indiana University of Pennsylvania, Indiana, "Literacy Narratives: Stories of Learning, Discovering, and Transforming"
- Amy Ratto Parks, University of Montana, Missoula, "What Were You Thinking?: Using Rhetorical Stories to Teach Metacognition in the Working Classroom"

### C.36 Empathy and the Sacred: Writing with C Awareness and in Community

### **LGBT** National Harbor 6

- **Rainbow** Empathy and the sacred can be empowering through the act of writing and building community. This session will focus on the empathetic reader and writer, empathetic awareness, and sacred stories for new meanings.
- **Speakers:** Corinne Blackmer, Southern Connecticut State University, New Haven, "Sacred Stories and LGBT Communities"
- Lew Caccia, Walsh University, North Canton, Ohio, "Empathy, Not Sympathy: Affective Distinctions in Writing"
- Rachael Geary, Texas Woman's University, Denton, "Empathy through Stories, Empowerment through Writing: Building More Compassionate Readers and Clearer Writers"

### C.37 Young Adult Literature Teaching as Story: Literary Theory Meets Pedagogy Baltimore 3

### Two experienced

Two experienced instructors of YA literature will present results of a study that examined preservice teacher learning in a co-teaching model that combined study of literary theory and dialogic pedagogy in a university YA literature course.

**Chair:** Michelle Goodsite, Kennesaw State University, Georgia

- **Speakers:** Ann Van Wig and Megan Marshall, University of Wyoming, Laramie, "Young Adult Literature Learning as Story: Literary Theory Meets Pedagogy, the Student Perspective"
- Tammy Mielke, University of Wyoming, Laramie, "Young Adult Literature Teaching as Story: Literary Theory Meets Pedagogy, the Teacher's Perspective"

### C.38 Research on Representation and Identities in Young Adult and Children's Literature Maryland 3/4

This session presents research on representations of poverty, race, ethnicity, gender disability, and (in)justice in literature read with young people and taught by literary educators.

- **Speakers:** Grace Enriquez, Lesley University, Cambridge, Massachusetts, "Teachers' Comprehension, Identity, and Critical Literacy: A Shifting Relationship from Coursework to Classroom Teaching"
- Rebecca Gasiewicz, University of Cincinnati, Ohio, "Close Reading and Critical Multicultural Analysis: Similar Terrains or Dissimilar Landscapes of Knowing"
- Janine Darragh, University of Idaho, Moscow, "An Investigation of Attitudinal Effects of Reading Young Adult Literature that Portrays Characters with Disabilities"
- Crag Hill, University of Oklahoma, Norman, "Unpacking Misconceptions of Poverty in Young Adult Literature"

### C.39 Committing to Equity in Early Childhood Literacies Maryland 1/2



### The current national discussion of the importance of early literacies too often misses the complexity of equity issues for children and families. With attention to early literacies in special education among immigrant children, and supported by mothers in crisis, this session commits to justice in the early literate years.

**Speakers:** Shuning Liu, University of Wisconsin, Madison, "Emergent Biliteracy: A Critical Reflection on Early Literacy Practices of an Immigrant Family in a Transnational Context"

Ambika Raj, California State University, Los Angeles, "Preparing Early Childhood Special Education Literacy Teachers: A Collaborative Project"

- Efleda Tolentino, Long Island University (Post), New York, "'In the Beginning, the Baby Is Taken Away; That's the Adventure': Stories as Means to Construct Possible Worlds among Emergent Writers"
- Arlene Prinzivalli Mascarenhas, Alexandria Public Schools, Virginia, and George Mason University, Fairfax, Virginia, "How Do Mothers-in-Crisis Help Their Children Acquire Early Literacy?"



### Research Strand Poster Session Prince George's Hall B

This year NCTE actively sought poster sessions as a conference format. Please browse through this area, examine the posters, and enjoy oneon-one discussions with the creators. You will find everything from classroom ideas to theory and research.

# Poster 1: Induction for Early Career English Teachers Program Developments to Reinforce Agency and Efficacy

Sarah L. Thomas, University of Nebraska, Lincoln

### Poster 2: Using e-Readers to Engage Adolescent Readers: A Formative Design Experiment

Kristine Shurina, Bridgewater-Raritan School District, Bridgewater, New Jersey, and Rutgers, The State University of New Jersey, New Brunswick

# Poster 3: Muslim Immigrants: Stories that Project "Otherness"

Seemi Aziz, University of Arizona, Tucson

### Poster 4: "This Is Information that Needs to be Known!:" Black Educators' Experiences Before and After Brown v. Board of Education

Leta Hooper, University of Massachusetts, Amherst

## Poster 5: Visual-Digital Media Design as Theorization of Story

Kuhio Walters, West Chester University of Pennsylvania, West Chester

Poster 6: Thoughtfully Adaptative Teachers of English: Classroom Teachers' Instructional Moves

Seth Parsons, George Mason University, Fairfax, Virginia

Poster 7: Story as a Transactional Space for Teachers and Students: Examining How a Second-Year English Teacher Made Meaning Before, During, and After Teaching through Stories Lived and Told Christi Edge, Northern Michigan University, Marquette

Poster 8: Paradigm Boxes: Frames for Our Stories Melissa Weber-Mayrer and Mary Kate Patterson, The Ohio State University, Columbus

Poster 9: Finding the Narrative Thread: What Do Faculty Outside of English Say about Writing? Maury Brown, Old Dominion University, Norfolk, Virginia

## Poster 10: Measuring Teacher Candidates' Beliefs about Reading

C. W. Johnson, University of Minnesota, Duluth

Poster 11: Embracing the Playground: The Story of a Secondary ELA Teacher in His 1:1 iPad Classroom

Erica Hamilton, Grand Valley State University, Grand Rapids, Michigan

# Poster 12: The Storied Gamer: Telling the Narratives of Intimate Others

Heather Lynch, Georgia State University, Atlanta

### Poster 13: Authorship 2.0: A Classroom Story of Interactive Composition with Social Media

Marielle Palombo, educator/consultant, Arlington, Massachusetts

## Poster 14: Teaching and Learning Experiences with Shakespeare and Performance

Jennifer Bogdanich, The University of Georgia, Athens Poster 15: Extending Our Reach: Teacher/Librarian

Partnerships to Ensure Student Attainment of 21<sup>st</sup> Century Skills

Shelbie Witte, Don Latham, and Melissa Gross, Florida State University, Tallahassee

Poster 16: "Yours, Mine, and the Truth(s)": Infusing Diversity into the Teaching of Reading and Writing in an Elementary Education Methods Course Syndie Allen, University of Idaho, Moscow

Poster 17: Story as the Landscape of Knowing Mental Illness

Diane Scrofano, Moorpark College, California

### C.41 Folger Fundamentals—Part 3: Your Students Close-Read a Scene Independently or in a Group, and Understand It Annapolis 1

### Sponsored by The Folger Shakespeare Library, open to all

Acting like scholars and directors, your students will edit a scene and create a prompt book page as a way to close-read and understand scenes. Attendees will take on these tasks to appreciate the power that editing and directing have to achieve close reading of a text.

**Chair:** Michael Lomonico, The Folger Shakespeare Library, Washington, DC

**Speakers:** Jill Burdick-Zupancic, Washington, DC Mari O'Meara, Chaska, Minnesota

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#### C.42 **CNV Mentor Session—Negotiating** Identities in Urban School Settings Maryland 5/6

In this session, former fellows of the NCTE Cultivating New Voices (CNV) Among Scholars of Color Program examine the challenges an African American educator committed to social justice faces in the midst of an educational crisis; grapple with tensions that emerge in negotiating youth/researcher/co-researcher identities; highlight the translanguaging practices of youth in mainstream ELA courses; and examine how students negotiate multiple languages, literacies, and identities in academic contexts.

Chair: Juan Guerra, University of Washington, Seattle

- Speakers: Danny Martinez, University of California, Davis, "'Ingles Macheteado es lo que hablo yo': Documenting the Translanguaging Practices of Emergent Bilinguals in Black and Latino Urban Contexts"
- Limarys Caraballo, Queens College, City University of New York, Flushing, "Constructing and Negotiating Languages, Literacies, and Identities in a Figured World of Achievement"
- Vaughn W. M. Watson, Teachers College, Columbia University, New York, New York, "Negotiating Tensions and 'Ballin' Literacies In and Out of the Classroom: Performing, Reading, Writing, and Wearing Basketball as Literacy Practices across a Youth Co-Researcher Methodology"
- Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia, "The Parable of the Peacemaker: An African American Male Teacher's Discursive Strategies of Selfhood during the Philadelphia School Crisis"

#### C.43 **Text-Dependent Questions Drive Close Reading Instruction** G Maryland C

The questions teachers ask about complex text are a critical component of close reading. These questions facilitate students' discussion about the text and guide teachers' subsequent instruction. We focus on the phases of close reading and the ways in which standards can guide the development of appropriate questions.

Chair: Douglas Fisher, San Diego State University, California

Speakers: Nancy Frey, Health Sciences High School, San Diego, California

Douglas Fisher, San Diego State University, California

#### C.45 **Deconstructing Inspiration**

#### National Harbor 11 G

They say you can't teach "creativity". The best an educator can do is spark curiosity within their students in the hopes it will lead them on a lifelong journey of discovery. From Newton with his apple to Einstein, great discoveries occur when people are curious. It is no different with literature. You will see how by deconstructing the inspiration behind some of Rukhsana's awardwinning stories, she discovered something fundamental about herself, her assumptions, and the human condition.

Speaker: Rukhsana Khan, author and storyteller, Toronto, Ontario, Canada

# AFTERNOON EVENTS

### 12:30-2:15 p.m.

### Middle Level Luncheon Potomac C

JOSEPH BRUCHAC is a writer and traditional storyteller whose work often reflects his American Indian (Abenaki) ancestry and the Adirondack Region of northern New York, where he lives in the house in which his grandparents raised him. He holds a BA in English from Cornell University, an MA in literature and creative writing from Syracuse University and a PhD in comparative literature from the Union Institute of Ohio. Founder and executive director of the Greenfield Review Literary Center and the Greenfield Review Press, Bruchac draws on his Abenaki Indian ancestry for much of his writing. A martial arts expert, he holds a 5th-degree black belt and Master's rank in Pentjak-silat and a blue belt in Brazilian jiu jitsu. He and his two grown sons, James and Jesse, who are also storytellers and writers, work together on projects involving the preservation of Native culture, Native language renewal, the teaching of traditional Native skills, and environmental education. He is the author of more than 120 books in several genres for young readers and adults, and his experiences also include running a college program in a maximum security prison and teaching in West Africa. Bruchac's newest books include a picture book coauthored with his son James, Rabbit's Snow Dance; a bilingual collection of poems in English and Abenaki co-authored with his younger son Jesse, Nisnol Siboal/Two Rivers; and the young adult post-apocalyptic novel Killer of Enemies, winner of the 2014 Native American Librarians Association's American Indian Youth Literature Award.

**Presiding and Introducing Speaker:** Sara Kajder, The University of Georgia, Athens

**Introducing and Presenting Outstanding Educator Award:** Shelbie Witte, Florida State University, Tallahassee

Winner of the Outstanding Educator Award: Fran Squires, Pine View School, Osprey, Florida



# AFTERNOON EVENTS

### 12:30-2:15 p.m.

# Conference on English Education Luncheon

### Potomac D

**MATT DE LA PEÑA** is the author of five critically acclaimed young adult novels: Don't Lie, Mexican White Boy, We Were Here, I Will Save You, and The Living. He's also the author of the award-winning picture book A Nation's Hope: The Story of Boxing Legend Joe Louis (illustrated by Kadir Nelson). His debut novel, Ball Don't Lie, was made into a major motion picture of the same name starring Ludacris, Nick Cannon, Emilie de Ravin, Grayson Boucher, and Rosanna Arquette. In 2013 de la Peña wrote a book in Scholastic's popular Infinity series called Curse of the Ancients. He has also published short fiction and essays in various newspapers, literary journals, and websites, including The New York Times, NPR.org, Pacific Review, One Teen Story, The Vincent Brothers Review, Chiricu, George Mason Review, and Allegheny Literary Review. De la Peña received his MFA in creative writing from San Diego State University and his BA from the University of the Pacific, where he attended school on a full athletic scholarship for basketball. He currently lives in Brooklyn, New York, where he teaches creative writing at NYU and Vermont College and visits high schools and colleges all over the country.



**Presiding:** Louann Reid, Colorado State University, Fort Collins **Introducing Speaker:** Steven Bickmore, Louisiana State University, Baton Rouge

### **CEE Award Recognition:**

### Janet Emig Award

Presenter: Deb Bieler, Award Chair, University of Delaware, Newark

**Recipients:** Marcelle Haddix, Syracuse University, New York and Detra Price-Dennis, Teachers College, Columbia University, New York, New York for their April 2013 article in *English Education* titled "Urban Fiction and Multicultural Literature in Transformative Tools for Preparing English Teachers for Diverse Classrooms"

### **Richard Meade Award**

Presenter: Leslie Rush, Award Chair, University of Wyoming, Laramie

**Recipient:** Troy Hicks, Central Michigan University, Mount Pleasant, for his book *Crafting Digital Writing*, published in 2013 by Heinemann.

### **Cultural Diversity Grants**

Presenter: Tara Star Johnson, Purdue University, West Lafayette, Indiana

**Recipients:** Steven Alvarez, University of Kentucky, Lexington, "Trans-languaging Tareas: Mexican Immigrant Families Brokering Homework Literacies"

Sana Ansari, Chicago Public Schools, Illinois, "What Does College Prep Mean for Black Students?: Examining Ideologies and Academic Socialization"

### 2:30-3:45 p.m.

### D.01 Heart and Mind: Stories and Ideas That Keep Us Teaching Maryland D

Along with students' narrative writing, teachers must recount their work, to build public understanding and encourage colleagues, especially with education so stressed. After featured speaker Sonia Nieto, three teachers will share classroom stories. Then, in this interactive session, participants write and photograph placards about teaching, published afterward in web videos.

- **Chair:** Steven Zemelman, Illinois Writing Project, Evanston
- **Keynote Speaker:** Sonia Nieto, University of Massachusetts, Amherst, "Listening to Teachers: Stories Their Lives Tell"
- **Speakers:** Alicia Lopez, Amherst Regional Middle School, Massachusetts, "Using Writing to Connect with English Language Learners"
- Noelle Jones, Social Justice High School, Chicago, Illinois, "Are You and Your Students Bystanders or Rescuers?"
- Adam Heenan, Curie High School, Chicago, Illinois, "Action Civics for an Engaging Curriculum"

### Roundtable 1

Cathy Fleischer, Eastern Michigan University, Ypsilanti

### Roundtable 2

Millie Davis, National Council of Teachers of English, Urbana, Illinois

### Roundtable 3

Beth Shaum, National Council of Teachers of English, Canton, Michigan

### Roundtable 4

Harry Ross, National-Louis University, Evanston, Illinois

### Roundtable 5

Anne Ruggles Gere, University of Michigan, Ann Arbor

### D.02 Multicultural Text Sets: Landscapes into Stories and Writing Maryland A

Join three professional educators and notable author Jacqueline Woodson in a classroom workshop to demonstrate the power of a multimodal, multicultural approach to sharing literature that fosters civic responsibility and social justice. Classroom examples, digital, and takehome resources will be shared.

- **Chair:** Mary Napoli, Pennsylvania State University-Harrisburg, Middletown
- **Speakers:** Susan Van Zile, Cumberland Valley School District, Mechanicsburg, Pennsylvania

- Ann Berger-Knorr, Pennsylvania State University-Harrisburg, Middletown
- Jacqueline Woodson, author, Penguin Young Readers Group, New York, New York
- **Respondent:** Kathryn Bhirud, Penguin Young Readers Group, New York, New York

# D.03 Using Personal Narratives to Write G Students and Teachers into the Curriculum National Harbor 6

Currently, many students possess varying linguistic, cultural, and ethnic backgrounds and have difficulty relating to ELA curriculum. Participants will learn strategies for helping both English teachers and their students "see themselves" in curriculum by composing narratives focused on literary personas, personal identity, and past educational experiences.

Chair: Erinn Bentley, Columbus State University, Georgia

**Speakers:** Tammie Short, Harris County High School, Hamilton, Georgia, "American Literature and Student Voice in High School"

Rachel Winkles, Columbus State University, Georgia, "Discovering Identity through Choice in Middle School"

Erinn Bentley, Columbus State University, Georgia, "Narratives for Teachers: Relating to Students' Backgrounds"

### D.04 Using Informational Text to Teach A S Raisin in the Sun Chesapeake 7/8/9

This session will focus on putting powerful literary stories in dialogue with engaging informational texts. Using *A Raisin in the Sun* as our anchor literary text, we will focus on when and how to find, prepare, and use informational texts in the classroom to deepen students' understanding of literary texts.

**Chair:** Audrey Fisch, New Jersey City University, Jersey City

Speakers: Susan Chenelle, University Academy Charter High School, Newark, New Jersey

Audrey Fisch, New Jersey City University, Jersey City

### D.05 Developing Strong Literacy Practices in Content-Area Instruction to Support Reading and Writing Development and Deep Content Knowledge Chesapeake C

Social studies is rife with opportunities to engage students in powerful literacy practices that support transference and deep thinking and understanding. The presenters will share FRIDAY

specific literacy methods that can be embedded into social studies instruction that will increase students' skills in nonfiction reading and writing, research, and discussion.

- Chair: Amanda Hartman, Teachers College, Columbia University, New York, New York
- Speakers: Celena Larkey, Teachers College, Columbia University, New York, New York
- Emily Butler Smith, Teachers College, Columbia University, New York, New York
- Anna Gratz Cockerille, writer/literacy consultant, Bronx, New York

### D.06 Meet Me at the Intersection of Story and Information and an

### Baltimore 1

We will demonstrate how story can be used to generate interest, prompt questions, contribute to the development of insights, test or stretch perspectives, and give rise to opinions that will fuel readers' exploration of various text types in the search for information.

Chair: Lester Laminack, author/consultant, Asheville, North Carolina

Speakers: Reba Wadsworth, consultant/author, Decatur, Alabama, "Turning the Corner from Story to Information"

Lester Laminack, author/consultant, Asheville, North Carolina, "Starting with Story"

#### D.07 **Silenced Stories: Techniques for** Œ **Teaching Teacher Candidates about** Censorship **(**Ξ Maryland 1/2

When stories are silenced through censorship, particular ways of knowing the world are cut off at the pass. This classroom demonstration will set the stage with background information before engaging participants in several activities for teaching about censored books with teacher candidates.

- Chair: Erin Reilly-Sanders, The Ohio State University, Columbus
- Speakers: Michele Castleman, Heidelberg University, Tiffin, Ohio, "Exploring Issues of Censorship through Dramatic Inquiry"
- Hilary Brewster, Marshall University, Huntington, West Virginia
- Lisa Patrick, The Ohio State University, Columbus, "What Do the Authors Say about Censorship?"

Erin Reilly-Sanders, The Ohio State University, Columbus, "Ideologies of Childhood as Seen through the Multiple Participants in Book Challenges"

#### D.08 **Knowing Stories: How Published**

### Authors and Student Writers Improve Their Craft through the Use of Mentor Texts

### National Harbor 2

What's the best way to become a stronger writer? Read. Read like a writer, studying mentor texts to learn the craft. Five trade book authors and a reknowned teacher-blogger come together to share their mentor text stories, from the writing room to the classroom, exploring the power of texts to teach us. We'll share not only strategies but also specific mentor texts for teaching everything from nonfiction to poetry to persuasion.

- Chair: Jeff Anderson, author/consultant, San Antonio, Texas
- Tradebook Authors: Varian Johnson, Scholastic Press, Austin, Texas
- Laurel Snyder, Random House Books for Young Readers, New York, New York
- Sarah Albee, Bloomsbury Kids, New York, New York
- Erin Dionne, Penguin/Dial Books for Young Readers, New York, New York
- Linda Urban, Houghton Mifflin Harcourt, Boston, Massachusetts

Kate Messner, Bloomsbury Publishing, New York, New York

#### D.09 **Emerging Literacies: Stories of s c** the Classroom as the Inception of **Professional Knowledge** œ National Harbor 7

This panel addresses pressing issues facing urban English teachers today and argues that a turning toward the difficulties, rather than a turn away, is an essential professionalizing quality, and a literacy skill. We offer examples of what this process of inquiry looks like.

- Chair: Alison Matika, Mercy College, Dobbs Ferry, New York
- Speakers: Angela Rice, formerly City College, City University of New York, New York, "Student Feedback and Teacher Motivation"

Sheri McKnight, Humanities Preparatory Academy, New York, New York, "Breaking the Code: How Gang Talk Functions in the English Classroom"

Claire Thomason, Herbert H. Lehman High School, Bronx, New York, "How the Nike Shoe Helped: Conversation and Community Building"

Alison Matika, Mercy College, Dobbs Ferry, New York, "Stories Teachers Tell: The Nexus of Teaching Philosophies and Teacher Practice"

### D.10 Fairy Tales in Real Life: Using Mentor

### S 1 Texts for Critical Thinking and Writing Annapolis 4

What do Snow White and college essays have in common? Come find out as we explore how to use mentor texts for thinking, reading, and writing. We will highlight our work with ninth and twelfth graders writing fairy tales and reallife college essays through the varied use of mentor texts.

- Chair: Rita Ross, Baruch College Campus High School, New York, New York
- **Speakers:** Scot Nourok and Rita Ross, Baruch College Campus High School, New York, New York, "1001 Nights"

### D.11 Writing Their Own Stories: Designing **M** S Writing and Performance Activities **LGBT** That Empower, Rather than "Other," **LGBTQ Students** Chesapeake D/E

Presenters will address both the promise and the challenge of creating powerful narrative and poetry writing assignments, as well as performance opportunities, for students—particularly those who are LGBTQ. Based in the stories of actual students, this presentation offers writing prompts and addresses important considerations for designing such activities.

- Speakers: Deborah Bertlesman, Cardinal O'Hara High School, Buffalo, New York
- Karen Andrus Tollafield, Kent State University, Ohio, "Finding His Narrative Voice: Case Study of a Trans man"
- Heather Killelea McEntarfer, State University of New York, Fredonia, "Designing Narrative Writing and Performance Activities that Empower LGBTQ Students"

#### D.12 YA Literature as the Landscape of **Knowing LGBT T** LGBT Baltimore 3

Three action research projects focus on the use of YAL with LGBTQ themes to inform and change perceptions among those who work with young people and literacy acquisition.

Chair: Judith Hayn, University of Arkansas, Little Rock Speakers: Julie Warner, Teachers College, Columbia University, New York, New York

Judith Hayn, University of Arkansas, Little Rock Linda Parsons, The Ohio State University, Marion

### D.13 Common Core Whisperers: What

### TE 13

### S C Educators Are Doing to Link Standards from High School through College

### Chesapeake G/H/I Sponsored by the Secondary Section and College Section, open to all

English educators will hear about linking and integrating the Common Core State Standards to provide a compass from high school to higher education. A short video on the CCSS in action will be presented. NCTE participants are encouraged to join the conversation about integrating the CCSS and disciplines in their own classrooms, school districts, and colleges to support students for secondary, college, career, and technical education.

- **Co-chairs:** R. Joseph Rodriguez, The University of Texas, El Paso
- Jocelyn Chadwick, Harvard Graduate School of Education, Cambridge, Massachusetts
- Speakers: Nina Davis, Guilford County Schools, Greensboro, North Carolina
- Andy Anderson, Johnson County Community College, Overland Park, Kansas
- Jocelyn Chadwick, Harvard Graduate School of Education, Cambridge, Massachusetts
- Respondent: Anna J. Small Roseboro, consultant, Grand Rapids, Michigan

#### D.14 How to Develop and How to Impair **Student Readers: New Research on** S Literacy Learning in Classrooms and Cultures

### Baltimore 2

This session will present new research conducted by classroom and school-based researchers on the forces in home and school cultures and how policy decisions made at the school/district level impact instruction and literacy learning. How are policies enacted to engage rather than alienate teachers and students?

- Chair: Sheridan Blau, Teachers College, Columbia University, New York, New York
- Speakers: Andrea Davis, Teachers College, Columbia University, New York, New York
- Rachel Golland, Teachers College, Columbia University, New York, New York
- Jennifer McLaughlin, East Side Community High School, New York, New York

### D.15 Academic Freedom Fighters: Create an Anti-Censorship Coalition in Your State!

### Anti-Censorship Coalition in Your State! Annapolis 3

### Sponsored by the Standing Committee Against Censorship, open to all

When censorship happens, it's usually too late! Learn how to organize your defense by forming a state anti-censorship coalition. Nebraska has had one for 25 years. Members of the Academic Freedom Coalition of Nebraska and the National Coalition Against Censorship provide guidelines for establishing a coalition. Free anticensorship t-shirts.

**Chair:** ReLeah Lent, chair, NCTE Standing Committee Against Censorship and author/educational consultant, Morganton, Georgia

- **Speakers:** Joan Bertin, executive director, National Coalition Against Censorship, New York, New York
- Peggy Adair, secretary, Academic Freedom Coalition of Nebraska, Omaha

Frank Elder, past president, Academic Freedom Coalition of Nebraska, Lincoln

# D.16 An Odyssey through Hell: Literary Classics Differentiated for the Masses Magnolia 3

- Through a collaborative teaching model, we empower students of various levels to read and engage with classic works of global literature. In our freshman and sophomore classes, students participate in active reading processes making challenging texts increasingly accessible. In this session, we will present some of our teaching strategies and their rationales, sharing resources and curricula.
- **Chair:** Diana Di Rico, Baruch College Campus High School, New York, New York
- **Speakers:** Danielle Carniaux, Baruch College Campus High School, New York, New York
- David Records, Baruch College Campus High School, New York, New York
- Diana Di Rico, Baruch College Campus High School, New York, New York

### D.17 Engaging Readers in Critical Literary Theory through Pop Playlists, Poetry, Technology, and Storytelling Potomac 1/2

These presenters, who teach both at the high school and university levels, will share techniques that will engage students in literary theory, challenge them to become critical thinkers, help build community within the classroom, and inspire them to tell their own life stories. Participants will receive complete unit samples.

- **Speakers:** Marian Muldrow, Chattahoochee Technical College, Acworth, Georgia
- Corina Clark, Cobb County School System, Marietta, Georgia

### D.18 Sharing Random Books of Kindness: The Power of Story National Harbor 3

Developing a culture of kindness is emerging as a national priority. Literature provides an external frame of reference creating a safe environment for exploring bullying and the need for compassion. We'll build the "story" of kindness through books and poems and model participatory strategies including reading aloud, discussion, and performance.

Chair: Sylvia Vardell, Texas Woman's University, Denton

- **Speaker:** Sylvia Vardell, Texas Woman's University, Denton, "The Educator"
- Tradebook Authors: Eileen Spinelli, Random House Children's Books, New York, New York, "The Poet's Perspective"
- Janet Wong, poet, Pomelo Books, Princeton, New Jersey, "The Poet's Perspective"
- Jerry Spinelli, Random House Children's Books, New York, New York, "The Author's Perspective"

### D.19 The Good, the Bad, and the Ugly: Pre-Service Teachers as Instructors in Remedial English National Harbor 10

This session describes an attempt to "mainstream" developmental English by coupling the regular first-year English class with supplemental instruction by pre-service students. Positive and negative aspects of this coupling will be discussed by participants in the program.

**Chair:** A. Waller Hastings, West Liberty University, West Virginia

### Roundtable 1

Cathy Moore, West Liberty University, West Virginia

### Roundtable 2

Jessica Safreed, West Liberty University, West Virginia

### Roundtable 3

Rachel Wurster, West Liberty University, West Virginia

### Roundtable 4

Steve Criniti, West Liberty University, West Virginia

### Roundtable 5

Patricia Brown, West Liberty University, West Virginia

### Roundtable 6

Kristi Howard, West Liberty University, West Virginia

# FRIDAY

### Roundtable 7

Nicole Naegele, West Liberty University, West Virginia

#### **Roundtable 8**

Andrew Price, Shepherd University, Shepherdstown, West Virginia

### D.20 The Virtual Chapter of the Story: Implementing a First-Year English Course that Enhances Teaching and Learning Betamae 2/4

### Potomac 3/4

Can teachers and students enrich their teaching and learning stories while engaging with an online hybrid? Three freshman composition instructors will share their experiences, discussing the different technologies used as well as the successes and challenges for both teachers and students partaking in this kind of course.

**Chair:** Elle Yarborough, Northern Essex Community College, Haverhill, New Hampshire

- **Speakers:** Anne Winchell, Texas State University, San Marcos, "The Feedback Loop: Faster Instructor Comments and Better Student Understanding"
- Jason Coates, Texas State University, San Marcos, "Technology in the Hybrid Freshman Composition Course: Identifying the Self Amid an Objective Context"
- Stephanie Noll, Texas State University, San Marcos, "The Teacher/Student Relationship in the First-Year Composition Hybrid"

### D.21 Writing Workshop in Motion: Empowering Writers to Use Personal Stories to Enter, Navigate, and Contribute to the Landscape of Knowing Chesapeake 2/3

Three teachers and a department supervisor, provides strategies for building a writing workshop plan in your district and your classroom. Leave with ideas you can use tomorrow for working with students to improve and celebrate their writing of narrative, exposition, and argument.

- **Chair:** Tara Wood, Black Horse Pike Regional School District, New Jersey
- **Speakers:** Tara Wood, Black Horse Pike Regional School District, New Jersey
- Marcie Geyer, Black Horse Pike Regional School District, New Jersey
- Kelly Wierski, Black Horse Pike Regional School District, New Jersey
- Abbe Elliott, Black Horse Pike Regional School District, New Jersey

### D.22 Story as Informational Text: Using Multi-

### Genre Projects in the Age of Digital Literacies and the Common Core Chesapeake J/K/L

Multi-genre projects in the age of digital literacies are powerful tools to develop students' writing skills and content knowledge, while effectively addressing the CCSS. This presentation will demonstrate teaching strategies and multi-genre projects that address the CCSS, including artifacts and technology tools such as blogs, Twitter, Glogster, Animoto, GoAnimate, digital comics, and more.

Chair: Candace Roberts, Saint Leo University, Florida

- **Speakers:** Carol McLeish, Holly Atkins, and Kimberly Higdon, Saint Leo University, Florida, "Multi-Genre Projects in the Age of Digital Literacies"
- Candace Roberts, Saint Leo University, Florida, "Multi-Genre Projects in the Digital Age"

### D.23 Reading Dystopias: Pathways to G Teaching Informational Texts and Argumentative Writing Chesapeake A

This interactive workshop will reinvigorate educators' use of narrative texts in light of the instructional shifts of the Common Core Standards. Participants will receive classroom-ready tools that use dystopian literature as a springboard for developing students' abilities to analyze informational texts, produce argumentative writing, and engage with their worlds.

**Chair:** Lina Mai, Millennium Brooklyn High School, New York

**Speakers:** Elizabeth Nevins, Robert F. Wagner Middle School, New York, New York

Lina Mai, Millennium Brooklyn High School, New York

### D.24 Portfolios: Reflective Processes for Independence and Innovation Chesapeake 4/5

Two teachers with diverse classroom experiences will share student portfolio design, reflective practices, and student examples that demonstrate growth in learning, writing, and metacognition.

- **Chair:** Addie Degenhardt, The Etude Group, Sheboygan, Wisconsin
- **Speakers:** Kimberly Johnson, The Etude Group, Sheboygan, Wisconsin
- Addie Degenhardt, The Etude Group, Sheboygan, Wisconsin

### D.25 New Possibilities for Appreciative Lenses: Reclaiming Teacher Knowledge, Community, and Craft National Harbor 11

This session will describe ways in which teacher knowledge can challenge and resist prevailing deficit notions regarding data, assessment, professional communities, and the craft of teaching. Participants will explore how they can take part in transforming dominant narratives about students, teachers, and schools to better represent the complex nature of our work.

Chair: Amber Warrington, The University of Texas, Austin

- **Speakers:** Thea Williamson, The University of Texas, Austin, "Redefining Data-Driven Instruction"
- Gusty Simpson, Del Valle High School, Austin, Texas, "Pursuing Appreciative Communities as a First Year Teacher"
- Amber Warrington, The University of Texas, Austin, "Broadening Our View of Assessment"
- Deb Kelt, The University of Texas, Austin, "Re-Visioning Teaching as Craft"

### D.26 So What's Our Story? Teachers Collaborating to Create Units of Study with Embedded Literacy Design Collaborative Modules Baltimore 5

Imagine educators collaborating across districts and states to create units of study aligned to the CCSS and designed to meet the needs of individual students. Come hear our stories in this interactive session about how virtual technologies made collaboration possible. You will leave with refreshed attitudes about why professional stories are worth telling.

- **Chair:** Renee Boss, The Fund for Transforming Education in Kentucky, Lexington
- **Speakers:** Sherri McPherson, Lafayette High School, Lexington, Kentucky
- Shannon Henson, Highlands High School, Fort Thomas, Kentucky
- Renee Boss, The Fund for Transforming Education in Kentucky, Lexington

### D.27 An Actor's Toolbox: Using Theatre Techniques to Unlock a Text National Harbor 13

Explore how to use drama to unlock a text. See how studying a monologue with an actor's eye improves close reading. Learn effective rehearsal techniques for students of all abilities, how to offer constructive criticism along the way, and encourage a collaboration in the classroom. How can non-fiction act as a pathway to understanding fictional characters make the choices that they do?

**Chair:** Anne Elizabeth Redlin, Teachers College, Columbia University, New York, New York

- **Speakers:** Doug Lillydahl, Adlai E. Stevenson High School, Lincolnshire, Illinois
- Mark Onuscheck, Adlai E. Stevenson High School, Lincolnshire, Illinois

Juliet Hart, TimeLine Theatre Company, Evanston, Illinois

### D.28 How Teachers Influence Education Policy Chesapeake 10/11/12

United States Department of Education Teacher Liaison Laurie Calvert and Teaching Ambassador Fellow Emily Davis will present strategies educators use to interact with policymakers at the national, state, and district level. They will discuss what approaches work well and suggest ways to make the most of opportunities to shape important decisions.

- **Speakers:** Laurie Calvert, United States Department of Education, Washington, DC
- Emily Davis, United States Department of Education, Washington, DC

### D.29 Reading Machines, Writing People: S C Examining Results of Automated Writing Placement Woodrow Wilson B

Using evidence from one large-scale computerized placement test, presenters will discuss why automated evaluation may fail to account for important dimensions of writing performance. Presenters will also invite dialogue about the role English composition professionals should play in guiding decisions that involve highstakes testing where they work.

- **Chair:** William Ziegler, J. Sargeant Reynolds Community College, Richmond, Virginia
- **Speakers:** William Ziegler, J. Sargeant Reynolds Community College, Richmond, Virginia
- Susannah Givens, Northern Virginia Community College, Manassas

### D.30 A Counter-Narrative and the Common Core: Learning from a High-Performing School Serving English Language Learners Maryland 3/4

Presenters will share insights from a two-year ethnographic study that explores how teachers at one high-performing, bilingual K–8 school make sense of and navigate the Common Core. This research offers a counternarrative to more conventional accounts of reform, teaching, and achievement in schools serving ELLs.

- Chair: Lauren Anderson, Connecticut College, New London
- **Speakers:** Lauren Anderson, Connecticut College, New London, "No Labels, No Banking, No Failing: Promise and Peril in Agentive Policy Navigation"
- Joyce Gomez and Kathryn Struthers, University of Southern California, Los Angeles, "How Much Is Too Much?: Struggle, Scaffolding, and the Common Core"
- John Beltramo, University of Southern California, Los Angeles, "The Press for Text Complexity, and Its Impact on Classroom Practice"
- Jamy Stillman, University of Southern California, Los Angeles

# D.31 Writing in the Rural Landscape: Stories M S from the South and the Midwest C T Chesapeake B

Two National Writing Project (NWP) sites serving rural communities will share stories of challenges faced and lessons learned while supporting teachers in rural schools. Integrating digital tools into professional development as supports for teachers and supporting new literacies in classrooms with varied technologies will be discussed.

- **Chair:** Sarah Hunt-Barron, Converse College, Spartanburg, South Carolina
- **Speakers:** Rachel Sanders, Southwood Academy of the Arts, Greenville, South Carolina
- Rebecca Kaminski, Clemson University, South Carolina
- Sarah Hunt-Barron, Converse College, Spartanburg, South Carolina
- Kelly Tracy, Western Carolina University, Cullowhee, North Carolina
- Dawn Hawkins, Upstate Writing Project, Greenville, South Carolina
- Emily Howell, Clemson University, South Carolina
- Cathie English, Missouri State University, Springfield Colleen Appel, Missouri State University, Springfield

### D.32 Teaching Story and the Common Core: Differentiated Reading Instruction to Help All Students Thrive with Complex Texts Baltimore 4

CCSS implementation has brought questions about how they dictate what is valued in English instruction, leaving teachers unsure about methods for helping students access the stories of complex texts. This session addresses methods of differentiating practices for meeting CCSS standards, providing concrete examples of strategies for teaching reading.

**Chair:** Leslie Rush, University of Wyoming, Laramie **Speakers:** Rebecca Bianco, Estero High School, Florida Lisa Scherff, Estero High School, Florida Peter Williamson, University of San Francisco, California Michelle Lauber, Estero High School, Florida

# D.33 Telling Stories in School: Learning with, about, and alongside Our Students and Families through Stories National Harbor 5

Stories are important tools for learning about children and families' lives. An administrator and teachers working with diverse families in a public early childhood setting describe how they work with, and learn from, children and families through story to create more equitable teaching and institutional practices for young children.

- **Chair:** Haley Sigler, Washington and Lee University, Lexington City, Virginia
- **Speakers:** Julia Lopez-Robertson, University of South Carolina, Columbia
- Kelli Williams, Spears Creek Road Child Development Center, Elgin, South Carolina
- Sabina Mosso-Taylor, Spears Creek Road Child Development Center, Elgin, South Carolina

### D.34 Surviving the Zombie Apocalypse: A Cross-Curricular Approach Woodrow Wilson D

This presentation will describe how to increase student motivation by creating cross-curricular units. A science teacher and English teacher will explain how to take a topic of high interest—the zombie apocalypse—and create a highly engaging, collaborative project. They will also describe challenges and benefits of such a project.

- **Speakers:** Sheena Montgomery, Crestview Local Schools, Columbiana, Ohio
- Veronica Kotel, Crestview Local Schools, Columbiana, Ohio
- Jackie Mercer, Crestview Local Schools, Columbiana, Ohio

### D.35 Everything's an Argument, S Everything's a Story Camelia

Students often understand that narrative structure is varied and creative but fail to see how arguments tell their own stories and affect meaning for the reader. This session will explore and bring to life the "story" of argumentation, allowing students to see that argument is more than five robotic paragraphs.

Chair: Bill Bass, Parkway Schools, Chesterfield, MissouriSpeakers: Michael Vokoun, Corbett Preparatory School of IDS, Tampa, Florida

Greg Van Nest, Leonia Public Schools, New Jersey

### D.36 How Rube Goldberg Saved the City of Ember

### National Harbor 12

In the *City of Ember*/Rube Golberg project, students are immersed in the story of a dying city, Ember. They use the story to solidify their understanding of how simple machines work. In this high-interest collaboration between English and science, students must build a machine to save the citizens of Ember.

- **Chair:** Robin Oshins, Adelson Educational Campus, Las Vegas, Nevada
- **Speakers:** Robin Oshins, Adelson Educational Campus, Las Vegas, Nevada

Samantha Koehler, Adelson Educational Campus, Las Vegas, Nevada

### D.37 Multimodality in the English Classroom

### Woodrow Wilson C

Presenters will highlight ways to engage a wide range of learners at all grade levels through collective "reading" of television content, photography, and teacher and student art to advocate for using alternative narrative modes within the English classroom.

- **Speakers:** Sarah Montgomery, Ashley Jorgensen, and Sarah Vander Zanden, University of Northern Iowa, Cedar Falls and Zak Montgomery, Wartburg College, Waverly, Iowa, "'We're in the Mud:' A Sixth Grade's Pursuit of the American Dream through Photography and Story"
- Steven Landry, The University of Georgia, Athens, "Remix Theory, Anchor Texts, and Narratives: Using Multimodal Compositions in the Classroom"

Elizabeth Bleicher and Cyndy Scheibe, Ithaca College, New York and Cathy Leogrande, Le Moyne College, Syracuse, New York, "As Seen on TV: Engaging All Learners through Close Reading of Fiction and Nonfiction Stories from the Landscape of Television"

### D.38 Identity and Resistance: Novellas, Pluralistic Pedagogy, and Text Messaging Annapolis 1

The presenters explore Frances Harper's new paradigm for black female identity, the use of popular music, and text messaging. These presentations will generate discussion of narratives as cultural repositiories, the analysis of which can lead to rich pluralistic discourse.

Chair: Rosalie Kiah, Norfolk State University, Virginia

**Speakers:** Jennifer Cunningham, Kent State University-Stark Campus, Ohio, "Combining Spoken, Written, and Digital Literacies: An Analysis of African American Language Text Messages"

Sandra Grady, Community College of Baltimore, Maryland, "Frances Harper's Narrative Construction of Identity in Three Novellas"

Mara Grayson, Teachers College, Columbia University, New York, New York, "Narrative Song Lyrics as Pluralistic Pedagogy in the Diverse Community College English Classroom"

### D.39 Pitching the Story: Notions of Cultures, Identities, and Narrations Annapolis 2

This presentation focuses on the complex interrelationship between gender, identity, memory, and culture. Panelists will explore ways feature films, postmodernist texts, and cultural artifacts can be used to examine notions of culture and identity.

**Chair:** Jane Nickerson, Gallaudet University, Washington, DC

- **Speakers:** Claire Kessinger Mathey, Culinary Institute of America, Hyde Park, New York, "Postmodern Storytelling: Unreliable Narrators, Fractured Storylines, and Contradictory Characters in Gabriel Garcia Marquez's *Of Love and Other Demons*"
- Robyn Tierney, New Mexico State University, Las Cruces, "The Craft of Memory Making: A Commonplace Collection of Girlhood Culture that Reinforces, Negotiates, and Resists Past and Present Gender Identities"
- Jee Yoon Lee, George Washington University, Washington, DC, "Pitched Perfectly: A Story of the Quiet Asian American in the 'Flipped' Classroom"

#### D.40 **Finding Voice: Creating Photo Stories** and Fan Fiction with Young Children E National Harbor 4

Two teachers will share the ways they opened up space for children to bring their lives outside of school into the classroom.

Speakers: Jennifer Allen, The University of Georgia, Athens

Lyndsie Schultz, Washington University in St. Louis, Missouri

#### Critical Spaces for Teaching, D.41 Learning, Building: Conversations Œ Rainbow about Multicultural Education

### Maryland C

E

These roundtable discussions will engage issues central to teaching in diverse environments. Presenters will address issues relevant to teaching, learning, and building critical space for students.

Chair: Stephanie P. Jones, The University of Georgia, Athens

Roundtable 1: Grammar Police No More: Revising Teachers' Narratives for ... "Correcting" African American English-Speaking Students

Daryl Parks, Metropolitan State University, St. Paul, Minnesota

Roundtable 2: Ain't No Shame in My Game: Determining Success and Finding Value in Urban Literature Erica Newhouse, Mercy College, Dobbs Ferry, New York

**Roundtable 3: Issues and Topics in Black Education** Jane Bean-Folkes, Rowan University, Glassboro, New Jersey

Roundtable 4: Building an Indigenous Writing Center: Navajo Literacies in the 21st Century

Rex Lee Jim, Navajo Nation, Window Rock, Arizona Ceci Lewis, Bread Loaf School of English and/Cochise College, Sierra Vista, Arizona

Damian Baca, Universit6y of Arizona, Tucson

### D.42 Research Roundtable 3—Research about Teacher Education

### Woodrow Wilson A

The roundtables in this session showcase research about teacher learning spanning the career. From pre-service education to professional development and beyond, the roundtables offer complex and varied studies centered on how teachers learn to teach for and across a range of contexts.

### Roundtable 1: Collaborative Efforts for Co-Designing and Co-Teaching University Courses with the English Language Learner as the Keystone of the Design

Vicky Cardullo, Jamie Harrison, and Mary Jane McIlwain, Auburn University, Alabama

### Roundtable 2: New Landscapes for Learning about Writing: Empowering Pre-Service Teachers through **Digital Stories**

Sandra Abrams and Nancy Morabito, St. John's University, Queens, New York

### Roundtable 3: "It Makes My Practice Deeper": Stories of Teachers' Professionally-Oriented Participation Online

Luke Rodesiler, University of South Florida, Tampa

Sarah Anderson, Fenton Area Public Schools, Michigan

Meenoo Rami, Science Leadership Academy, Philadelphia, Pennsylvania

Cindy Minnich, Upper Dauphin Area High School, Elizabethville, Pennsylvania

Brian Kelley, Patton Middle School, Pennsylvania

Gary Anderson, EMC Publishing, LLC, St. Paul, Minnesota

### Roundtable 4: Exploring a Model of Paired Student **Teachers in Secondary English Education**

Audra Slocum and Keisha Kibler, West Virginia University, Morgantown

Roundtable 5: The Power of Teachers: Exploring Identity, Agency, and Collaboration in the Context of Literacy

Grace Kang, University of Illinois, Urbana-Champaign

### Roundtable 6: Learning in the Field: Teacher Learners' Narration and Negotiation of School-Based **Experiences in Urban Literacy Classrooms**

Katharine Jacobs, University of Pittsburgh, Pennsylvania Roundtable 7: The Landscape of Culturally Relevant

Education Judson Laughter, University of Tennessee, Knoxville

Brittany Aronson, Miami University, Oxford, Ohio

Roundtable 8: Read, Write, Enact, Reflect: Living Our **Stories through Humanities Texts** 

Stephanie Hodde, University of Virginia, Charlottesville

**Roundtable 9: Small Stories of Little Monsters:** English-Education Doctoral Students' Images of the Dissertation

Ann Lawrence, Michigan State University, East Lansing Roundtable 10: Messy Work: An Autoethnography Examining Tensions in Support of Pre-service Teachers for In-Service Longevity

Lisa Purvin Oliner, University of Massachusetts, Amherst



### D.43 NCTE Author Strand—An A+ Framework for Language Learners (and All Learners) Authentic, Affirming, and Accessible Maryland 5/6



Learners are supported and successful when an A+ framework for learning is considered. In this interactive presentation we'll explore fundamentals of the framework, with ideas to immediately implement. An overview and artifacts from an effective writing workshop, with a multilanguage 5th-grade classroom, provide examples of the framework.

Speaker: Marsha Riddle Buly, Western Washington University, Bellingham

#### D.44 Shakespeare and My ELL Students

### Potomac 5/6

### Sponsored by The Folger Shakespeare Library, open to all

English language learners come to reading Shakespeare from diverse backgrounds, with different experiences, prior knowledge, and varying styles of learning. In addition, students in any given classroom will be at different points in their English language acquisition. Teaching Shakespeare to ELL students requires a specific arsenal of strategies for reading and for dramatic performance. This session will demonstate several ways to reach these students.

Chair: Christina Porter, Revere Public Schools, Massachusetts

Speakers: Corinne Viglietta, The Folger Shakespeare Library, Washington, DC

Greta Brasgalla, El Dorado High School, El Paso, Texas

#### D.45 **Poster Session: Digital and Media** Literacies G

### Prince George's Hall B

Unlike a traditional presentation, poster sessions provide a choose-your-own-adventure story where the audience has a hand in directing the order and details of the story. This poster session will focus on ways to include technology in the classroom.

### Poster 1: Reading Stories in the Post-PC Era: Four **Considerations for Using Interactive eBook Apps** with K-6 Readers

Heather Schugar and Jordan Schugar, West Chester University of Pennsylvania, West Chester

#### Poster 2: Self-Publishing for Schools: Why and How Sheri McGuinn, Northern Arizona University, Flagstaff

Poster 3: Dream of Flight: Creative and Non-Fiction Writing Using Primary Sources

Amy Roberts-Paeth, St. Benedict High School, Chicago, Illinois

### Poster 4: Code Switching: Exploring Language, Race, and Identity with PBS's POV Documentary Series

Aubrey Gallegos, American Documentary/POV, New York, New York

### Poster 5: Using Technology in Urban English Language Arts Classrooms

Bridget Mahoney, University of South Florida, Tampa

Poster 6: News Literacy: Sorting Fact from Fiction in Stories

Maureen Freeman, The News Literacy Project, Bethesda, Maryland

### Poster 7: Using Augmented Reality to Write the **Story of Science Fiction**

Amy Dibble, Benton Middle School, Arkansas Donna Wake, University of Central Arkansas, Conway

### Poster 8: Project Selfie: Teaching Students to Tell Their Stories Via Images

Antonia Mulvihill, Beechcroft High School, Columbus, Ohio

Poster 9: Beyond "Protection" and "Liberation": Towards a Critical Turn in Media Education Phil Nichols, University of Pennsylvania, Philadelphia

### D.48 Taking an Asset-Based Approach to Strengthen the Impact of Professional NCLE Prince George's Hall D

PLC, Data team, CoP, interdisciplinary or grade level team, department, curriculum committee, or leadership team—Collaboration comes in many shapes and sizes, and we find some to be more beneficial than others. Participants in this session will have an opportunity to explore the free tools supported by the National Center for Literacy Education to assess the strengths and weaknesses of group collaboration and to establish a plan for strengthening these practices. We will be highlighting recent findings on how particular kinds of educator collaboration increase the effectiveness and ownership of new reform initiatives (e.g., Common Core).

Speaker: Lara Hebert, National Council of Teachers of English, Urbana, Illinois

# FRIDAY

### D.49 CEE Commission Meetings Maryland B

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

**Chair:** Louann Reid, Colorado State University, Fort Collins

# Table 1: Commission on Social Justice in TeacherEducation Programs

**Co-Chairs:** Jamal Cooks, San Francisco State University, California

Tara Star Johnson, Purdue University, West Lafayette, Indiana

# Table 2 : Commission on New Literacies, Technologies, and Teacher Education

**Chair:** Hannah Gerber, Sam Houston State University, Huntsville, Texas

# Table 3: Commission on the Study and Teaching ofAdolescent Literature

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

### Table 4 : Commission on the Teaching of Poetry

**Co-chairs:** Bonner Slayton, Moore-Norman Technology Center, Norman, Oklahoma

Danny Wade, Washburn University, Topeka, Kansas

# Table 5: Commission on Creating and SustainingNCTE Student Affiliates

**Chair:** Rebecca Kaminski, Clemson University, South Carolina

# Table 6 : Commission on English Methods Teachingand Learning

Co-chairs: Samantha Caughlan, Lansing, Michigan

Laura Renzi, West Chester University of Pennsylvania, West Chester

### Table 7: Commission on Writing Teacher Education

**Co-chairs:** Mark A. Letcher, Purdue University-Calumet, Hammond, Indiana

Kristen Turner, Fordham University, New York, New York

### Table 8: Commission on Arts and Literacies

**Co-chairs:** Peggy Rice, Ball State University, Muncie, Indiana

Pauline Schmidt, West Chester University of Pennsylvania, West Chester

# Table 9: Commission on In-service Graduate Programsand Professional Development

**Chair:** Lisa Eckert, Northern Michigan University, Marquette

### 2:30-5:15 p.m.

### DE.01 FEATURED SESSION – High School

#### S Matters Potomac A/B

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

**Chair:** Jocelyn Chadwick, Harvard Graduate School of Education, Cambridge, Massachusetts

Keynote Speakers: Carol Jago, University of California, Los Angeles

Kelly Gallagher, Anaheim Union High School District, California

# Theater 1: Creative Approaches to Encourage Active Interaction with Nonfiction

Lori Lemieux and Erin Ruggiero, Moon Area School District, Pittsburgh, Pennsylvania

### Theater 2: Youth Narratives and African American Cultural Practices: Lessons from a High School Community of Practice

Anne Echols, The Howard School, Atlanta, Georgia and Alisha White, Western Illinois University, Macomb, "Stories from the Past: A Tale of Two Maidens as a Frame for Teaching Feminist and Disability Studies Theories"

Donja Bridges, The Ohio State University, Columbus, "Youth Identities and African American Cultural Practices: Lessons from a High School Community of Practice"

Patrick Hunt, Brooklyn Institute for Liberal Arts, New York, "Rotten English, Rotten Stories"

Wendy Keyser, University of Massachusetts, Amherst, "Shaking the Tale: Pairing Texts to Create Multifaceted Narratives"

### Theater 3: Global Cultural Narratives

Karen Magro, University of Winnipeg, Manitoba, Canada, "Strength and Struggle: Storytelling to Empower"

Saif Raza, Lord Botetourt High School, Roanoke, Virginia, "Teaching High School Students to Examine Cultural Artifacts in Literary Stories"

### Theater 4: Multicultural Voices of Youth

Adam Henze, Indiana University, Bloomington and Matthew Hernandez, Get Lit Words Unite, Indianapolis, Indiana, "Addressing Trauma and Social Crises in the Classroom through Spoken Word Pedagogy"

Karin Van Orman, Teachers College, Columbia University, New York, New York, "Street Cred: Pedagogical Possibilites of Street Fiction" William Parsons, North Broward Preparatory School, Coral Springs, Florida, "Complex Texts? Mash 'Em Up!"

Jan Buley, Laurentain University, Sudbury, Ontario, Canada, "You'll Never Forget These Stories"

# Theater 5: Troubling Trayvon: Teaching Social Justice in the Dialogic Classroom

Jennifer Whitley, The University of Georgia, Athens

### Theater 6: Serving Equity and Social Justice: Making Meaning and Finding Purpose through Youth Cultures

Jabari Mahiri, University of California, Berkeley, and Noah Golden, Chapman University, Orange, California, "Challenging Deficit Constructions of Male Youth Labeled 'At-Risk'"

Robert Petrone, Montana State University, Bozeman, "Making Meaning and Finding Purpose through Youth Cultures"

- Tracey Flores, Arizona State University, Tempe, Jimmy Santiago Baca, author and poet, Grove Press and Heinemann, Albuquerque, New Mexico and Bobbi Ciriza Houtchens, US Department of Education, Washington, DC, "A Poet's Love: Teaching and Writing Stories of Survival with Our Students"
- Catherine Pearson, Sarah Redmond, and Vinita Ahuja, Georgetown Day School, Washington, DC, "Service-Learning: Igniting the English Classroom through Reciprocal Relationships"
- **Respondent:** R. Joseph Rodriguez, The University of Texas, El Paso

### Theater 7: Lexiles Are Not Enough! Text Complexity and Quality Adolescent Literature about Marginalized Teens

Marshall George and Brian Kelley, Fordham University, New York, New York

### Theater 8: ACE Writers: Establishing a Common Language and a Successful Format for Writing across Grades and Disciplines

Cari Thornton and Christine Baker, Saint Martin de Porres High School, Cleveland, Ohio

# Theater 9: Cultivating the Landscape of Teenagers through Literature

Julie Roos, Canyon Springs High School, Las Vegas, Nevada, "Story as a Window into Argument"

- Erin McNamara, Guilderland High School, New York, "Cultivating the Landscape of Teenagers through Literature"
- Sharon Kane, State University of New York, Oswego, "Navigating the College-and-Career-Readiness Landscape through New Adult Literature"
- Peter Galalis, Wayland High School, Massachusetts, "Science Fiction as a Landscape for Critical Inquiry"

### Theater 10: NCLE: Paths toward Literacy Learning

William Brozo, George Mason University, Fairfax, Virginia, "Fact and Fiction: Expanding Knowledge and Skill in the English/Language Arts" Bethany Shaffer, Albert Einstein High School, Kensington, Maryland, "Creating Narrative-Inspired Lesson Plans to Access Student Discourse and Stories on a Daily Basis"

### Theater 11: Close Read and Landscape

Elizabeth Coleman, Scotch Plains-Fanwood High School, Scotch Plains, New Jersey and Alisa Zonis, Livingston, New Jersey, "Reading to Write: Close Reading in the Secondary Classroom"

Wayne Brinda, University of Pittsburgh at Bradford, Pennsylvania, "Activate Reading Engagement with an In-Class Field Trip"

Susan Lovelace, Sebastian River High School, Melbourne Beach, Florida, "Imagine Outside"

# Theater 12: Dialogue and Culture through Personal Narratives

- Charles Youngs, Bethel Park High School, Pittsburgh, Pennsylvania, "Reading August Wilson's Stories Against Teenie Harris' Photographic Landscape"
- Clare Hagan, DeWitt Clinton High School, Bronx, New York, "Object Stories: Museums as a Resource for the English Classroom"

### Theater 13: Countercultural Narratives

- Mark Meacham, University of North Carolina, Greensboro, "'This is an African Production': Exploring How an Eleventh Grade English Student Constructed a Personal Narrative to Position as Other than African American"
- Jenna Copper, Slippery Rock Area High School, Pennsylvania, "Higher-Order Teaching: The LTI Model for Multiple Perspectives Analysis"

Sandra Hughes-Hassell, University of North Carolina, Chapel Hill, "Multicultural Young Adult Literature as a Counter-Storytelling Tool"

### Theater 14: Writing through Memoir and Self-Reflection

- Aimee Myers, University of Oklahoma, Norman, "Circles of Self: Engaging Students through Self-Reflection and the Power of Language"
- Sahar Mustafah, Homewood-Flossmoor High School, Flossmoor Illinois, "Power of Memoir as Telling and Understanding: How Students' Personal Narratives Cultivate Social and Literary Appreciation"

# Theater 15: The Danger of the Single Story as a Lens to Examine Literature, Media, and Social Interactions

Katherine Hoffman, State College Area High School, Pennsylvania, "Using 'The Danger of the Single Story' as a Lens to Examine Literature, Media, and Social Interactions"

# Theater 16: Using Diverse Media Forms: Comics, Graphic Novels

Ashley Alcorn, Benet Academy, Chicago, Illinois, "Comics, Commentary, and Community: Ways to Build Competency and Confidence in the Creative Writing Classroom"

FRIDAY

Dorothy Sutton, Metro Early College High School, Dublin, Ohio, "Critical Classroom Dialogue: Combating Single Stories with *Persepolis*"

### Theater 17: Students and Personal Narrative Writing

Bronwyn LaMay, Oakland Public Schools, California, "Writing Love and Agency: Narrative Revisions in the Academic and Life Texts of High School Youth"

Elizabeth C. Lewis, Dickinson College, Carlisle, Pennsylvania, "The Power of One: Migrant ELL Youth Explore Identity and Agency through Personal Narrative"

## Theater 18: Student Voice and Common Core State Standards

Alice Hays, Arizona State University, Tempe, "Changing the World"

Trevor Stewart, Virginia Tech, Blacksburg, "Using Story to Bring Order to Chaos: Engaging Writing Instruction and the Common Core State Standards"

Bryan Ripley Crandall, Fairfield University, Connecticut, "'The Negative Images Are Inaccurate': Writing with Urban Youth to Counter the Stories Being Told about Them"

Lauren McClanahan, Western Washington University, Bellingham, "This Is Not MY Kind of Story—But I LOVE It!"

### Theater 19: Power, Politics, Social Justice: The Old and the New

Laura Pritchard Dobrin, Nansemond-Suffolk Academy, Suffolk, Virginia, "Stories from the Great War: Reconnecting with the Literature of World War I on the Centenary"

Mindi Rappoport, East Ridge Middle School, Ridgefield, Connecticut, "Songs as the Literary Landscape of Social Justice: The Power of Protest"

Maridella Carter, Blue Springs School District, Missouri, "American Voices Declaring Who We Are: The Stories Embedded in Public Advocacy Speeches"

Sarah Rito, State College Area High School, Pennsylvania, "Old and New: Connecting Ancient Literature to Modern-Day Politics"

### 4:00-5:15 p.m.

### G Affiliate Representatives Meeting National Harbor 15

Affiliate representatives will join NCTE leaders to continue discussions begun at the 2014 Affiliate Leadership Meeting. They will share how they are re-thinking ways they might change their work based on the affiliate's values and the values of their members and potential members.

**Co-chairs:** Claire Lamonica, Illinois State University, Normal

Doug Hesse, University of Denver, Colorado

### E.01 Rewriting the Grand Narrative of Remediation: Student Authorship in DE and Basic Writing Skills

### National Harbor 6

Panelists will explain four clear practices they use to encourage student authorship in the pre-college classroom: redefining expectations, visualization practices, self-designed learning projects, and contract grading. Attendees will walk away with a goodie bag of handouts: exercises, activities, course readings, innovative grading ideas, and a resource list for further reading.

**Speakers:** Christa Westaway, Cerritos College, Norwalk, California

Virginia Schwarz, Portland Community College, Oregon

# E.02 NCTE Research Grants: Advice and Support for Developing Your Proposal Potomac 5/6

### Sponsored by the NCTE Research Foundation, open to all

This session will provide in-depth support and advice for teacher-researchers (and other researchers) interested in submitting proposals to NCTE's Research Foundation grant program. Guidelines will be shared for designing solid research projects and for writing successful grant proposals.

**Speaker:** Susi Long, University of South Carolina, Columbia

### E.03 Reading the World with Our Eyes Wide Open: Using Critical Literacy to Illuminate, Question, and Challenge the Texts and Stories that Surround Us Chesapeake 7/8/9

Deepen your understanding of critical literacy by exploring a variety of text types for helping students interrogate and critique authorial messages and bias. Take away instructional strategies that will guide students to ask questions about representation, marginalization, power, and benefit. Seek to create powerful readers who notice everything around them.

**Chair:** Stephanie Reid, Hamline University, St. Paul, Minnesota, and River Falls School District, Minnesota

- **Speakers:** Teresa Christenson, Hamline University, St. Paul, Minnesota
- Stephanie Reid, Hamline University, St. Paul, Minnesota, and River Falls School District, Minnesota

### E.04 Looking Beyond: Stories of the M S Holocaust

### Woodrow Wilson C

Understanding the human experience is essential to understanding the Holocaust. Participants will get hands-on experience utilizing artifact and photograph analysis, poetry, and art as they learn new and innovative ways to read beyond the story and develop a greater understanding of the factors motivating the people within those stories.

Chair: Kerri Flynn, Washington High School, Missouri

Speakers: Klaudia Neufeld, Adams 12 Five Star School District, Colorado

Michelle Best, Austintown Local School District, Ohio Juanita Ray, Randolph Early College High School,

Asheboro, North Carolina

Kerri Flynn, Washington High School, Missouri

#### E.05 Integrated and Innovative: Five **M** Stories of Technology-Rich Instructional Partnerships Ē Maryland 5/6

Partnerships between teachers and teacher educators have long been sources of instructional innovation. We introduce collaborations between two English educators and three secondary teachers, each with his or her distinct story about how integrated, innovative instructional practices can improve students' learning.

Chair: Troy Hicks, Central Michigan University, Mount Pleasant

Speakers: Dawn Reed, Okemos High School, Michigan, "Purposeful Inquiry with Digital Writing Tools"

Jeremy Hyler, Fulton Middle School, Michigan, "Cross-Curricular Engagement Using Digital Tools"

- Aram Kabodian, MacDonald Middle School, East Lansing, Michigan, "Online Spaces as Vehicles for Student Growth"
- Elizabeth Homan, University of Michigan, Ann Arbor, "Developing Integrated Digital Pedagogies"

#### **E.06** Storytelling: Bridging Fact and

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### Fiction in American Literature National Harbor 11 Sponsored by the Assembly on American Literature, open to all

This session will explore how stories converge into an amazing web of facts and fiction. Presentations will link American literary fiction and nonfiction to illustrate that at the heart of these stories is the reality of human experience-actual and imagined—both equally important for a wellrounded education.

**Co-chairs:** Mabel Khawaja, Hampton University, Virginia Teresita Hunt, Eastern Illinois University, Charleston

Keynote Speaker: Karen Magro, University of Winnipeg, Manitoba, Canada, "Strengths and Struggles: The Transformative Power of Storytelling"

### Roundtable 1: The Haunting Legacy of Edgar Allan Poe

Mabel Khawaja, Hampton University, Virginia

Roundtable 2: Adventures of Huck Finn and Frederick Douglass's Slave Narrative

Tracey Hughes, Maret School, Washington, DC

Roundtable 3: Strengths and Struggles: The Transformative Power of Storytelling

Karen Magro, University of Winnipeg, Manitoba, Canada

Roundtable 4: Dreams and Debates in Immigrants' Stories

Kara Kling, Maret School, Washington, DC

### Roundtable 5: Killing Him Softly? Reimagining the Assassination of Medgar Evers

Terri Pantuso, Cypress Fairbanks Independent School District, Texas

#### E.07 Nu-Lit: Exploring Literature through an Algebraic Lens S

Woodrow Wilson D

NCLE Math and English belong together? Nu-Lit (Numeracy + Literacy) is an innovative class that integrates ninth grade English and algebra. Experience an interactive lesson that blends character motivations in The Hunger Games and the algebraic skill of creating contextually relevant equations. Learn strategies for bringing Nu-Lit to your own instruction.

Chair: Tressie Norton, L&N STEM Academy, Knoxville, Tennessee

Speakers: Haley Holt, L&N STEM Academy, Knoxville, Tennessee

Tressie Norton, L&N STEM Academy, Knoxville, Tennessee

#### E.08 Wording, Meaning, and Stories **Baltimore 1**

Stories instantiate patterns of wordings, meanings, and conceptual worlds. The presenters describe aspects of these patterns, and, using examples of children reading stories, suggest approaches to reading that value students' developing sensitivity to these patterns and their insight into the conceptual worlds created through these stories.

Chair: Kenneth Goodman, University of Arizona, Tucson Speakers: Kenneth Goodman, University of Arizona, Tucson, "What Makes a Text a Story?"

Yetta M. Goodman, University of Arizona, Tucson, "Valuing Readers Reading Stories"

Peter H. Fries, Central Michigan University, Mount Pleasant, "Understanding the Nature of Text"

### E.09 It's Not Just for the Kids: Stories of What Can Happen When Teachers Embrace Curiosity, Openness, Creativity, and Wonder in the Teaching of Reading

### Chesapeake C

This session explores how adopting an inquiry approach in reading can deepen both teachers' and students' understanding of the meaningmaking process in ways that enable them to meet the Common Core Standards and build the crucial habits of mind that NCTE and the National Writing Project have identified as needed for academic success.

Chair: Vicki Vinton, literacy consultant and author, Brooklyn, New York

Speakers: Mary Lee Hahn, Dublin City Schools, Ohio

- Steve Peterson, Decorah Community School District, lowa
- Fran McVeigh, Great Prairie Area Education Agency, Burlington, Iowa
- Julieanne Harmatz, Los Angeles Unified School District, California
- E.10 **Counting the Dis-Counted Stories** of ELLs: The Impacts of Students' G Language in the Classroom Chesapeake J/K/L

### Sponsored by the NCTE Language Collaborative, open to all

Presenters will explore the dichotomy between English-only policy trends and educational research regarding students' language in the classroom. The speakers will integrate classroom perspectives with research findings, and will offer recommendations for teaching and policy.

- Speakers: Mary C. Hutchinson, Pennsylvania State University-Lehigh Campus, Center Valley, and Xenia Hadjioannou, Pennsylvania State University, University Park, "Student Language in the Classroom: Popular Myths, Policy Trends, and What We Know from Research"
- Huili Hong, East Tennessee State University, Johnson City, "How Can Children's 'Discounted' Stories Be 'Counted'?: Examining Potential Impact of Children's Classroom Talk in Literacy Learning"
- Catherine Compton-Lilly, University of Wisconsin, Madison, "Biliteracy as Strength: Promising Instructional Practices and Policy Lessons"

Ana Christina DaSilva Iddings, University of Arizona, Tucson, "A Comprehensive Approach toward the Education of English Learners: Partnerships between Families, Communities, Schools, and Teacher Preparation Programs"

**Respondent:** Ted Hall, Indiana University, Bloomington

#### E.11 The Changing Landscape of Teacher **Evaluation: Four Stories of edTPA** SC Implementation TE

Annapolis 1

Two university English education faculty and two recent graduates discuss their university's move to the edTPA standards, the ways in which their various narratives have shaped and been shaped by that experience, and what host teachers can expect of the student teachers now being prepared under edTPA standards and rubrics.

- Chair: Catherine Carter, Western Carolina University, Cullowhee, North Carolina
- Speakers: Jill West, Western Carolina University, Cullowhee, North Carolina
- Shaddoe Blackford, Western Carolina University, Cullowhee, North Carolina
- Michael Boatright, Western Carolina University, Cullowhee, North Carolina
- Catherine Carter, Western Carolina University, Cullowhee, North Carolina

#### E.12 The Power of the Selfie Center: Using **E** M Technology to Build Meaningful **Reflection in the Readers' Workshop** TE National Harbor 4



Teachers will describe how a simple iPad Selfie Center has enriched and changed their vision NCLE of a reading conference. They will share the

results, the ever-changing dimensions, and the power of this center in their classrooms.

- Chair: Cynthia Merrill, University of New Hampshire, Durham
- **Speakers:** Melissa Mitchell, Maple Wood School, Somersworth, New Hampshire
- Mandie King, Dondero Elementary School, Durham, New Hampshire

Cynthia Merrill, University of New Hampshire, Durham

- Deb Craig, Stratham Memorial School, New Hampshire
- Christine Gaynor, Stratham Memorial School, New Hampshire
- Melissa Mastin, Stratham Memorial School, New Hampshire

FRIDAY

### E.13 A Tale of Trust: How the Move to Inquiry-Based Instruction Taught Two Young Teachers, with the Help of Their Consultant, to Trust Themselves and Their Children to Put Together the Puzzle Pieces of Learning National Harbor 5

Presenters will describe how two young teachers, working with a consultant, moved from a scripted to an inquiry-based instruction that literally transformed the culture of their first grade classroom. Participants will view videos and be walked through two exciting inquiry projects, seeing it from the initial planning to the project's culmination.

**Chair:** Carl Anderson, author and literacy consultant, Brooklyn, New York

**Speakers:** Andrew Mastin, UFT Charter School, Brooklyn, New York

Renee Dinnerstein, independent literacy consultant, Brooklyn, New York

Katherine Rust, UFT Charter School, Brooklyn, New York

### E.14 Navigating the Wide World of Narrative: Strategies for Teachers Potomac 1/2

This session will provide teachers with specific strategies for teaching narrative to three different (but overlapping) groups of students who populate many of today's English/Language Arts classrooms in public schools and colleges: basic writers; English Language Learners; and students who are coping with a range of traumas.

- **Chair:** Alison Matika, Mercy College, Dobbs Ferry, New York
- Speakers: Harlow S. (Sandy) Sanders, University of Missouri, Columbia

Irene Wan, University of Missouri, Columbia

Erin Small, University of Missouri, Columbia

Nilufer Guler, University of Missouri, Columbia, "Teaching Narrative to English Language Learners"

Roy Fox, University of Missouri, Columbia, "Teaching Narrative to Students Coping with Trauma"

Jinju Lee, University of Missouri, Columbia, "Teaching Narrative to English Language Learners (ELLs)"

### E.15 A Transnational Kaleidoscope: Connecting with Students through Narratives

### National Harbor 13

One of the challenges for ELL students is seeing themselves represented in the English classroom.

Our presentation will include accounts of successfully tested instructional strategies that can be implemented to incorporate storytelling, story writing, and story reading in a form that includes rather than excludes our ELL students.

- **Chair:** Ruth Aman, Teachers College, Columbia University, New York, New York
- Speakers: Ruth Aman, Teachers College, Columbia University, New York, New York
- Elise Song, Teachers College, Columbia University, New York, New York, and City University of New York, New York
- Tara Thompson, Teachers College, Columbia University, New York, New York

John Yi, Teachers College, Columbia University, New York, New York and Queensborough Community College, City University of New York, Bayside

Sandra Wozniak, Teachers College, Columbia University, New York, New York

### E.16 "Sex It!" Defying Gender Stereotypes in Twenty-Five Years of Orbis Pictus Award-Winning Nonfiction Annapolis 3

Panelists share findings from their study of all "winning" and "recommended" recipients of NCTE's "Orbis Pictus Award" from the honor's inception twenty-five years ago through the present award-year. Highlighting books that resist dominant gender ideologies, presenters lead a discussion of strategies and approaches to critically reading nonfiction with children.

**Chair:** Bailey Herrmann, Grand Valley State University, Allendale, Michigan

**Speakers:** Matheus Almeida, Georgia Perimeter College, Atlanta

Suzanne Knezek, University of Michigan, Flint Thomas Crisp, Georgia State University, Atlanta

### E.17 Business Meeting of the NCTE Jewish Caucus Azalea 3

# Sponsored by the NCTE Jewish Caucus, open to all

This is the business meeting of the NCTE Jewish Caucus. We will discuss updates on current projects including the Jewish Literature for All Children book project, among others. We will discuss the representation of Jewish life, history, and people at NCTE, in the profession, and in language arts curricula. Anyone attending may raise other issues pertaining to Jewish life, identity, anti-Semiticism, within the context of the education profession and academy.

Chair: David Bloome, The Ohio State University, Columbus

### E.18 Using the Art of Debate in Storytelling Chesapeake A

Successful storytelling intricately weaves a number of different characters' perspectives. This presentation will describe how a Reading and a Writing ESL class that read the same book debated different characters' points of view. The debates led to written assignments, one of which was peer-edited by the other class. The presenters will also discuss technical complications.

- **Chair:** Margot Edlin, Queensborough Community College, City University of New York, Bayside
- **Speakers:** Maria Treglia, Bronx Community College, New York
- Julia Carroll, Queensborough Community College, City University of New York, Bayside

### E.19 "Mexican America" in Culturally C Relevant YA Books: Three Layers of Readers and Writers

### Baltimore 2

Culturally relevant YA books engage and ignite any groups of students who find their home cultures marginalized in school. Participants in this session will share stories of using culturally relevant materials in their own classrooms and receive bibliographies, strategies, and rationales for engaging Mexican American students in culturally relevant curricula.

**Chair:** William Broz, The University of Texas-Pan American, Edinburg

- **Speakers:** Myra Infante-Sheridan, Donna North High School, Edinburg, Texas, "I Found My Chicanismo in a YA Book"
- William Broz, The University of Texas-Pan American, Edinburg, "I Found My Mexican American Students in a YA Book"

### E.20 Latina Mentors/Mentees: Stories about Mentoring Students and Teachers of Color

#### Camelia

## Sponsored by the NCTE Latino Caucus, open to all

This panel will present stories of Latina mentors and Latina mentees. Highlighting the lifechanging impact of culturally specific guidance and content, current and former students, along with two mentors, relate their need for and experience with mentoring, particularly how it impacted their writing and academic careers.

- **Chair:** Cecilia Rodriguez Milanes, University of Central Florida, Orlando
- **Speakers:** Rebecca Fortes, University of Central Florida, Orlando, "Mentoring for Change"
- María Elvira Vera Tata, Virginia Tech, Blacksburg, "Legitmacy of the Lengua"
- Bobbi Ciriza Houtchens, US Department of Education, Washington, DC, "Teachers for the Dream: How a Simple Idea and a Little Funding Changed Lives"
- Cecilia Rodriguez Milanes, University of Central Florida, Orlando, "Latina Mentee/Mentor"

### E.21 Beyond Just the Facts: Moving Students in Synthesis and Comprehension National Harbor 12

As we examined our teaching of the reading of informational texts we discovered that in our best efforts we created readers who "dip in and dip out" of texts instead of lingering and learning big ideas. This session will share the tools, methods, and tips of classroom teachers and instructional coaches who have sought to change this.

Chair: Cory Gillette, Darien Public Schools, Connecticut

- **Speakers:** Beth Zawatski, Darien Public Schools, Connecticut
- Jackie Doty, Darien Public Schools, Connecticut
- Stephanie Parsons, New York City Department of Education, New York

### E.22 Multiple Ways to Approach LGBT Topics in K-8 Classrooms with Children's Literature—Finding What Works for You Woodrow Wilson B

Presenters will discuss children's literature both with LGBT themes and characters, and texts without explicit LGBT content that still open the space to consider LGBT topics. We will explore how K–8 teachers have used these texts in classrooms, and look at student responses.

- **Speakers:** Caitlin Ryan, East Carolina University, Greenville, North Carolina
- Jill Hermann-Wilmarth, Western Michigan University, Kalamazoo

### E.23 Giving an Account of Ourselves: Literacy Narratives as Student-Teacher Dialogue about Learning Chesapeake 2/3

This panel shows how literacy narratives can transform the traditional monologic classroom "story" into teacher-student dialogue about learning. Participants discuss how coming to value and evaluate learning stories in their teacher education course led them to use similar narrative assignments to help their own students interrogate their literacy experiences.

**Chair:** Margaret Twigg, American University, Washington, DC

**Speakers:** Amanda Choutka, American University, Washington, DC

Janet Auten, American University, Washington, DC Margaret Twigg, American University, Washington, DC

E.24 Uncommon Core: Where the Authors of the Common Core State Standards Go Wrong about Instruction—and How to Get It Right Maryland D

> Three literacy educators/researchers take on David Coleman's demonstration of teaching "Letter from a Birmingham Jail" and offer not only an explicit critique of the methods behind his "model" lesson but also research-based approaches to teaching the "Letter" that hold far more promise.

**Chair:** Deborah Appleman, Carleton College, Northfield, Minnesota

Speakers: Jeff Wilhelm, Boise State University, Idaho

- Deborah Appleman, Carleton College, Northfield, Minnesota
- Michael W. Smith, Temple University, Philadelphia, Pennsylvania

### E.25 CEE General Membership Meeting and Social Potomac D

All those interested in shaping English language arts teacher education are invited to attend this membership meeting and social, with refreshments, to mingle with representatives from English Education programs nationwide and prospective English Education graduate students and PhD candidates. The winners of the 2014-15 CEE Research Initiative Grant competition will be recognized. This is also a time to meet experienced, new, and future English teacher educators. As every year, there will be an opportunity to announce ELA teacher education position openings and to talk informally with prospective candidates.

**Chair:** Louann Reid, Colorado State University, Fort Collins

### E.26 Making Meaning from the Outside In and the Inside Out Woodrow Wilson A

Bridging fiction and nonfiction, these lessons help students use personal experiences to understand multi-faceted literature and complex current issues. Crafting their own ancestor stories, creative nonfiction pieces, and authentic research papers, students at all levels become more invested in their work while delving into the bigger questions of contemporary life.

- **Chair:** Denise Foster, Adlai E. Stevenson High School, Lincolnshire, Illinois
- **Speakers:** Kirsten Voelker, Adlai E. Stevenson High School, Lincolnshire, Illinois
- Melissa Mack, Adlai E. Stevenson High School, Lincolnshire, Illinois
- Denise Foster, Adlai E. Stevenson High School, Lincolnshire, Illinois

### E.27 FEATURED SESSION – On Metaphor: S C Using Metaphor to Teach and Improve Writing Baltimore 5

Metaphors are ubiquitous. Educators should develop courses that exploit the centrality of metaphorical thinking; thereby foregrounding the relevancy of the major's expertise at cultivating skillful practitioners of metaphor. Proficient metaphorical thinkers offer an invaluable contribution to innovation and industry and to how people may tell their own stories and histories.

- **Chair:** Cristina Kirklighter, Texas A&M University, Corpus Christi
- **Speakers:** Renee Moreno, California State University, Northridge, "'You Say Histories, I Say Stories...': Metaphorical Uses of Forgetting and Remembering to Teach Research and Writing"
- Dale Allender, Director, NCTE West and California State University, Sacramento, "Teachers Teaching Myth: In Search of a Metaphor"
- Valerie Sweeney Prince, Allegheny College, Meadville, Pennsylvania, "Metaphor and Messages: Teaching Meaning through Metaphor"
- Hoke Glover, Bowie State University, Maryland, "Metaphor as the Key Process in the English Discipline: Applying the Skills of Poetry in the Classroom"

### E.28 Interactive Notebook Foldables: Inviting Portals to Poetry Enfolding Both the Heart and Skills Annapolis 4

Plunge into poetry beyond simple verse. Explore and experience poetry personally via notebooks that enfold 3-D graphic organizers (Foldables) as inviting learning portals. Depart this handson, minds-on session that embraces research and demonstrates best practices with adaptable notebooking springboards and strategies delivering delight, discovery, and development of tested skills.

**Speakers:** Robert Stremme, Eastern University, St. Davids, Pennsylvania

Judith Youngers, Dinah Zike Academy, Comfort, Texas

### E.29 The Power of Knowing Our History: How Engagement with Nonfiction Texts and Local Community Artifacts Deepens Our Understanding of Social Justice Chesapeake 4/5

This session will provide resources for gathering local information about social justice history. Participants will learn how teachers used Linda Christensen's 2011 work to explore civil rights history and how their students engaged in the investigation of social justice activism in their own communities.

Chair: Sharon O'Neal, Texas State University, San Marcos

- **Speakers:** Lynn Masterson, Texas State University, San Marcos
- Karen Wood, University of North Carolina, Charlotte, "The Tulsa Race Riots"
- Debbie Shepherd, Meridian World School, Round Rock, Texas, "The Power of Original Artifacts"
- Laura Lee Stroud, Hopewell Middle School, Round Rock, Texas, "Using Our Local History to Enhance the Teaching of Inquiry"
- Cynthia Levinson, Peachtree Publishers, Atlanta, Georgia, "The Power of Interviews: The Real Story"

### E.30 Amicable Collaborators: English and MS Mathematics Share a Novel CTE Chesapeake B

The ancient Greeks called "those that studied all" the "mathematekoi". This presentation focuses on Yoko Ogawa's award-winning novel, *The Housekeeper and the Professor* as an interdisciplinary tool. Two teachers, one English and the other mathematics, suggest ways to use a contemporary novel as a catalyst for close reading and higher-level thinking skills in their disciplines. Other literary works with STEM connections will also be mentioned.

- **Chair:** Michele Surat, Maggie Walker Governor's School, Richmond, Virginia
- **Speakers:** Lynn Reed, Maggie Walker Governor's School, Richmond, Virginia
- Michele Surat, Maggie Walker Governor's School, Richmond, Virginia, "Amicable Disciplines"

# E.31 Brown Teacher, White Students: C Teaching Challenges and Opportunities in the US Teacher Preparation Classroom Potomac 3/4

Four minority teacher educators discuss their experiences in US teacher preparation programs as instructors of majority students. The presenters reflect on their experiences and practice in light of their interactions with preservice teachers and scholarship that shows lower student evaluations and ethnic and linguistic stereotyping of minority instructors.

- **Chair:** Limarys Caraballo, Queens College, City University of New York, Flushing
- **Speakers:** Nastaran Karimi, Purdue University, West Lafayette, Indiana
- Genevieve N. Aglazor, Tarleton State University, Stephenville, Texas
- Zaira Arvelo-Alicea, Purdue University, West Lafayette, Indiana
- Ileana Cortes Santiago, Purdue University, West Lafayette, Indiana

### E.32 Shared Stories: The Narrative of Undergraduate Teaching Assistants in a Blended College Composition Classroom Manuand 1/2

### Maryland 1/2

Both undergraduate teaching assistants and instructors will reveal how, in working with each other, they have revised their own narratives about teaching and learning. Attendees will be encouraged to share their own stories and will leave with concrete tips on how to work with undergraduate teaching assistants in their own courses.

**Chair:** Douglas Kern, University of Maryland, College Park **Speakers:** Emily McDermott, University of Maryland, College Park

Sayema Tareq, University of Maryland, College Park Robert Tully, University of Maryland, College Park Lyra Hilliard, University of Maryland, College Park

### E.33 The Lessons Poetry Teaches: A Doorway into Writing National Harbor 2

Georgia Heard, Rebecca Kai Dotlich and Paul Janeczko—all three poets and veteran teachers of poetry—will discuss the enormous effect poetry has on students' writing, not just poetry, but all other genres. The short story writer, Grace Paley, wrote, "I went to the school of poetry in order to learn how to write prose." What exactly did she mean? What is the school of poetry? What does poetry teach about writing, and what can it teach our students?

**Chair:** Janet Steinberg, Teachers College consultant, New York, New York

**Speakers:** Georgia Heard, author/independent consultant, North Palm Beach, Florida

Paul Janeczko, independent consultant, Hebron, Maine Rebecca Kai Dotlich, author, Carmel, Indiana

### E.34 Re-Routing the School-to-Prison Pipeline National Harbor 7

Teaching Tolerance offers research-based strategies for literacy instruction that redu

strategies for literacy instruction that reduce school push-out. High-quality literacy education infused with a responsive approach can improve student engagement, raise achievement, and decrease disciplinary referrals.

**Speaker:** Sara Wicht, Teaching Tolerance, Montgomery, Alabama

### E.35 The Stories We Craft Alongside Our Students: Changing Traditional Boundaries

### National Harbor 3

This panel includes two middle school teachers who have made significant changes in their classroom spaces, the reading/writing that happens alongside their students, and the ways in which assessment works to affirm what kids know. Their students and students' parents will share their thoughts, learning, and what really happened in the classroom.

Chair: Sara Kajder, The University of Georgia, Athens

**Speakers:** Jason Augustowski, Belmont Ridge Middle School, Lansdowne,Virginia

Sara Kajder, The University of Georgia, Athens

#### 

This roundtable session will explore the value of literature in teaching social justice through children's fiction by authors from around the world.

# Roundtable 1: Stories that Reach around the World with the 2014 Outstanding International Books Honor List

Deborah Wooten, University of Tennessee, Knoxville Katie Raby, Hardin Valley Academy, Knoxville,Tennessee

### Roundtable 2: Utilizing Overlooked Treasures: Bringing Anti-Bullying Stories to Children

Alyssa Niccolini, Rebecca Fabricant, and Kathleen McGowan, Teachers College, Columbia University, New York, New York

Roundtable 3: Tomas Rivera Children's Book Award Jesse Gainer, Texas State University, San Marcos

Roundtable 4: Using Shaun Tan to Approach Multiliteracies in Your Classroom

Ashley Dallacqua, The Ohio State University, Columbus Roundtable 5: The African Oral Tradition: Opening Windows into the Past, Influencing the Present, Shaping the Future

Immaculate Kizza, University of Tennessee, Chattanooga Roundtable 6: New Stories from South African Authors and Illustrators of Children's and Young Adult Literature

Barbara Lehman, The Ohio State University, Mansfield Roundtable 7: The Beauty of Story, Multicultural Literature, and the Connection to Social Justice

Beth Herman-Davis, Lewis and Clark College, Portland, Oregon

Roundtable 8: Multiracial Stories: Windows, Mirrors, and Gaps in Children's Literature

Amina Chaudhri, Northeastern Illinois University, Chicago

### E.37 From Narrative to Meaning: Research Proposals, Restaurant Kitchens, and the Community College Classroom Chesapeake G/H/I

This session demonstrates how narrative can be used to clarify experience. Narrative can validate students' experiences and inform their writing, helping them to understand more conceptual discursive assignments and more focused research. The presenters explore the rhetoric of food narrative, experiences with food that leads to research, and use of the Writing Program Administrators framework.

**Speakers:** Wendy Wright, El Camino Community College, Lawndale, California, "Memory, Meaning, and the Marvelous: Deepening Narrative in the Community College Classroom"

- Emmett Ryan, Indiana University of Pennsylvania, Indiana, "Narratives from the Restaurant Kitchen: What Working-Class Student Writers Can Learn from Working-Class Chefs"
- Lilian Mina, Miami University, Oxford, Ohio, "My Narrative, My Research Proposal"

### E.38 Shifting the Landscape of Knowing through Silenced and Digital Stories Rainbow Chesapeake 10/11/12

- This panel session discusses issues of digital literacies and silenced stories. This will inform English teachers about underrepresented populations in the classroom.
- **Chair:** Joseph Haughey, Northwest Missouri State University, Maryville
- **Speakers:** Huan Wang and Tisha Lewis Ellison, Georgia State University, Atlanta, "Digi-a-Fam: Families' Digital Storytelling Project"
- Jodie Boyette and Sally Brown, Georgia Southern University, Statesboro, "My Voice, My Story: Cultural Expressions through Digital Stories"
- Anne Fairbrother, State University of New York, Oswego, "Shifting the Landscape of Knowing through the Telling of Silenced Stories"

### E.39 Examining Curriculums and Structure in Teacher Preparation Baltimore 4

How can we educate our pre-service teachers to negotiate the ideologies that influence their future classrooms? The first presentation will explore grammar policies and the cultivation of linguistic knowledge in teacher preparation, while the second presentation will examine one teacher preparation program's efforts to address the conflicting pressures that guide teacher education.

- **Chair:** Cynthia Nicholson, Chowan University, Murfreesboro, North Carolina
- **Speakers:** Stefanie Lovelass, Lincoln College, Normal, Illinois, "Marking the Other: Language Study and Teacher Training in the 21st Century"
- Mary Cynthia Thompson, Clayton State University, Marietta, Georgia, "Voices from the Field: Incorporating Novice Teachers' Experiences and Reflections to Inform the Structure of Teacher Education"

### E.40 Social Justice Pedagogy Maryland 3/4

**CE** This session will focus on efforts to support pre-service and in-service educators in implementing a social justice curriculum. Presenters

discuss approaches to addressing linguistic inequalities and the use of a digital platform as a method of facilitating discussion and collaboration about teacher practices and ideas.

- **Speakers:** Kevin DePew, Old Dominion University, Norfolk, Virginia and Tim Bostic, Bostic Educational Consulting, Norfolk, Virginia, "Flaming Hoops and Burning Buildings: How Conflicting Stories about Social Justice influence Our Approaches to Teacher Preparation"
- Sean Barry, Purdue University, West Lafayette, Indiana, "Social Justice Education: Supporting Progressive Educators through Collaboration"

### E.41 Understanding Complex Landscapes of Digital Literacies and Identities Maryland A This appriant offers in denth studies of identity

This session offers in-depth studies of identity formation and negotiation through participation in digital literacies. Presenters focus on the role of complex video games and multimodal blogging for fostering learning across ages.

Chair: Nabila Hijazi, lecturer, Mitchellville, Maryland

- **Speakers:** Sandra Abrams, St. John's University, Queens, New York, Hannah Gerber, Sam Houston State University, Huntsville, Texas, Jason "Yun Joon"Lee, Pennsylvania State University, State College, and Mijin Im, Kookmin University, Seoul, Korea, "Storied Experiences: What Video Games Can Tell Us about Students' Knowledge Landscapes and Classroom Learning "
- Heather Lynch, Georgia State University, Atlanta, "Being and Becoming: A Theoretical Model of Learning and Identity through Video Games"
- Grace Pigozzi, University of Illinois, Chicago, "Adolescents Online: Interpreting Identity in Student Weblog Writing"
- E.42 G R

### Research Roundtable 4—Research Focused on Methods and Materials National Harbor 10

The roundtables in this session showcase research at the intersections of curriculum and teaching methodologies. The roundtables offer complex and varied studies centered on how teachers, students, families and other stakeholders approach content and pedagogy across a range of school and community contexts.

### Roundtable 1: Bias in Children's Literature: An Analysis of Caldecott Medal Winners and Honor Books 2003–2013

Sharon Ulanoff, Ambika Raj, and Meghan Hanlon, California State University, Los Angeles

# Roundtable 2: Informational or Literary, Verbal or Nonverbal: It's Not the Text, It's the Stance

Kathleen Reilly, Towson University, Maryland Jennifer Goen, H. B. Woodlawn Secondary Program, Arlington, Virginia

### Roundtable 3: Inquiring into Narrative: How Stories Can Complicate the "Story" of the Community College

Lucia Elden, Mid Michigan Community College, Mount Pleasant

### Roundtable 4: From Risk to Resilience: New Times Call for a New Approach to Learning in the Remedial Classroom

Paula Taylor-Greathouse, Tennessee Technological University, Cookeville

#### Roundtable 5: *The Box-Car Children* and the Boxcar Children: The Jazz-Age Story Behind Gertrude Chandler Warner's Classic Story

Michelle Ann Abate, The Ohio State University, Columbus

Roundtable 6: Accurate, but Not Authentic: The Cultural Authenticity of Japanese-American Picture Books Junko Sakoi, University of Arizona, Tucson

## Roundtable 7: Graphic Texts, Writing, and Young Writers

Robin Collins, New Canaan Public Schools, Connecticut and Teachers College, Columbia University, New York, New York

### Roundtable 8: New Argumentative Epistemologies Shape Peer-Review and Teacher Response to Student Writing

George Newell and Jennifer VanDerHeide, The Ohio State University, Columbus

Allison Wynhoff-Olsen, Montana State University, Bozeman

### Roundtable 9: Results from the Writing Transfer Project: Constructive Metacognition as a New Taxonomy for Writing Studies

Dana Driscoll, Oakland University, Rochester, Michigan

Joe Paszek and Gwen Gorzelsky, Wayne State University, Detroit, Michigan

Carol Hayes, The George Washington University, Washington, DC

### Roundtable 10: Learning from Stories of Digital Literacy Research: A Systematic Methodological Review of NCTE and IRA Journal Publications

Jessica Wertz, University of Cincinnati, Ohio

### E.43 Distinguished Lecturer in Critical Theory and Practice—Recentering Literary Education

### Annapolis 2

## Sponsored by the National Literature Project, open to all

In their target essay for last spring's special issue of Style, Corinne Bancroft and Peter J. Rabinowitz offered a new framework for teaching literature in secondary schools. Their revolutionary model is grounded partly in cognitive psychology and partly in their respect for what they call "Kid Knowledge"--that is, their recognition that our students often know more than we give them credit for. In this interactive discussion, Rabinowitz and Bancroft will illustrate the basic principles underlying their proposed pedagogy—and push them in new directions as a way of invigorating the teaching of writing. The talk will be non-technical and there will be plenty of opportunity for participation, conversation, and (hopefully) heated argument.

**Chair:** Sheridan Blau, Teachers College, Columbia University, New York, New York

**Speakers:** Corinne Bancroft, University of California, Santa Barbara

Peter Rabinowitz, Hamilton College, Clinton, New York

### E.44 Shakespeare and the (Common Core) G Assessments

Chesapeake D/E

### Sponsored by The Folger Shakespeare Library, open to all

A detailed cross-walk through active learning strategies and Common Core competencies in order to set our students up for success.

**Chair:** Peggy O'Brien, The Folger Shakespeare Library, Washington, DC

**Speakers:** Deborah Gascon, Dutch Fork High School, Irmo, South Carolina

Mark Miazga, Baltimore City Public Schools, Maryland Laura Turchi, University of Houston, Texas

### E.45 Poster Session: Literature Prince George's Hall B

**Prince George's Hall B** Unlike a traditional presentation, poster sessions provide a choose-your-own-adventure story where the audience has a hand in directing the order and details of the story. This poster session focuses on literature in the classroom including tips for teaching Shakespeare, incorporating storytelling, and disability in literature.

## Poster 1: Trends in Contemporary Picture Books: A Literary Analysis

Melanie Koss, Northern Illinois University, DeKalb

### Poster 2: "The Tempest Project"—Encouraging Creative and Dynamic Argumentation in Advanced Literature Classes of Urban Public Schools

Amanda Hughes, The Cambridge Rindge and Latin High School, Cambridge, Massachusetts

### **Poster 3: Metaphors Matter: Using Literary Analysis to Enrich Response to Dis/Ability in Middle-Level Fiction** Valerie Walker, Gustavus Adolphus College, Minnesota

#### Poster 4: Erasing Shakespeare

Sara Brock, Schreiber High School, Port Washington, New York

#### Poster 5: From Harry Potter to Hamlet: Improving Comprehension through Supplementary Texts

Madison Ackerman, Niagara County Community College, New York

**Poster 6: Found Poetry: A Tool for Supporting Novice Poets and Fostering Transactional Relationships** Lisa Patrick, The Ohio State University, Columbus

### Poster 7: Sharing Stories: Seventh Graders, Google Books, and Public Libraries

Laura Mullen, Dover Sherborn Middle School, Dover, Massachusetts

**Poster 8: Knowing the Visual World of the Picture Book: Teaching with the Elements of Design Scavenger Hunt** Erin Reilly-Sanders, The Ohio State University, Columbus

Poster 9: The Hero's Journey: A Year of Storytelling Laurie Sullivan, Needham Public Schools, Massachusetts

### E.46 The Intersection of Informational Text and Cultural Authenticity

Rainbow Magnolia 3

In this interactive session, presenters will interweave notions of informational text and cultural authenticity. After modeling metacognitive questions, participants will engage in critical conversations and practice selecting culturally authentic informational texts. Teachers will leave with questions to guide their text selection and ways to transfer the process to students.

**Speakers:** Kirsten Letofsky, University of Illinois, Urbana-Champaign

Stacey Korson, University of Illinois, Urbana-Champaign

### E.47 Examining Our Collaborative Practices: Growing from Good to Great Prince George's Hall D An NCLE Practice Exchange

They say that great things come from collaborating with colleagues. But we know that some collaborations are more productive than others. Learn about the characteristic practices of teams that successfully engage in collaborative work for the purposes of strengthening student learning. In this session, a variety of teams will acknowledge their wonderings and challenges related to building strong collaborative teams, seeking input from others in the room, in hopes of growing from good to great.

Facilitator: Lara Hebert, National Council of Teachers of English, Urbana, Illinois

### 5:30-7:00 p.m.

### Annual Business Meeting for the Board of Directors and Other Members of the Council Maryland C

- **Presiding:** Ernest Morrell, NCTE President, Teachers College, Columbia University, New York, New York
- Parliamentarian: Kay Parks Haas, Johnson County Community College, Overland Park, Kansas
- Presentation of the 2014 Distinguished Service Award: Kathy G. Short, NCTE President-Elect, University of Arizona, Tucson, to Sharon Chaney, Union University, Hendersonville, Tennessee
- Presentation of the 2014 James R. Squire Award: Keith Gilyard, Chair, James R. Squire Award Selection Committee, Pennsylvania State University, University Park, to Yetta M. Goodman, University of Arizona, Tucson
- **Presentation of Resolutions:** Rochelle Rodrigo, Old Dominion University, Norfolk, Virginia, Resolutions Committee Chair

NCTE, CEE, TYCA, and NCTE Section nominating commitee will be on hand to accept nominations for candidates for the 2015 elections.

The agenda for the meeting will be available at the door. The rules of conduct for the meeting are included in this program book on pages 202 and 203.

### 6:00-8:00 p.m.

### CEE-GS Business Meeting National Harbor 15

All current and prospective members of the CEE-GS strand are invited to attend the business meeting. We will provide a brief overview of events planned for the upcoming year, and vote on new officers for 2015-2016.

# **EVENING EVENTS**

### 7:00-9:00 p.m.

### **Cultural Celebration**

### Maryland D

Hosted by the Black and Latino Caucuses, open to all

#### Theme: Living Stories: Revering Our Past and Seizing Our Future

Join the Black and Latino Caucus members for a festive evening of music and dance, celebrating the talents of students who reside in the Washington, DC, area. In past years, youth from host city schools have performed through spoken word, poetry, mariachis, a drum line, dramatic monologues, and various dances. Each performance illuminates issues transcultural and representative of neo-American being, while highlighting children and our stories told through themes of social justice and communities of harmony. The Cultural Celebration is a delightful end to a day of sessions and will make you proud to live in our diverse world. The National Harbor resort stays alive well into the night, so you will have time after the event to enjoy the nightlife with new friends made during this amazing evening.



### 7:30-10:00 p.m.

### **College Celebration**

### National Harbor 3

**DOUG HESSE** is founding executive director of writing and professor of English at the University of Denver, where he has been named Distinguished Scholar. He is also the current Vice President of NCTE. Hesse is author of some 60 essays and chapters, in journals ranging from CCC and College English to English Journal and JAC, and coauthor of four books, including Creating Nonfiction with Becky Bradway. His scholarship focuses on creative nonfiction, narrative and rhetoric, pedagogy, program administration, and professional issues in writing, composition, and English studies. He has made more than 100 conference presentations, over 30 of them as keynote or plenary speaker. Past national leadership roles include serving as chair of the Conference on College Composition and Communication, president of the Council of Writing Program Administrators, chair of the MLA Division on Teaching, member of the MLA Committee on Contingent Labor in the Profession and associate director of the WPA Consultant Evaluator Service. Before coming to Denver, Hesse spent 20 years at Illinois State University, where he directed the writing program, the graduate program in English, the Center for the Advancement of Teaching, and the University Honors Program. His PhD is from the University of Iowa. Hesse also sings with the Colorado Symphony Orchestra Chorus.

- **Presiding:** R. Joseph Rodriguez, College Section Chair, and The University of Texas, El Paso
- Introducing and Presenting Richard Ohmann Award: R. Joseph Rodriguez, College Section Chair, The University of Texas, El Paso, to Jim Ridolfo, University of Kentucky, Lexington

Introducing Speaker: Asao B. Inoue, California State University, Fresno



### 8:00-10:00 p.m.

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### Swapping Ground: An Evening of Storytelling— Playing with Stories: Story Crafting for Teachers, Students, Writers, and Other Imaginative Thinkers with Kevin Cordi

### National Harbor 11

Have you or your students ever felt that you can't go on with your story idea? In this session we learn how to word dance from a nationally known teller/teacher by doing orally proven standard-based story crafting exercises. Talk it out before writing it out. Learn about the SIG and an open mic will follow. Bring a story, be ready to play, and/or listen to the tales.

**Chair:** John Beach, St John's University, New York **Speaker:** Kevin Cordi, Ohio Dominican University, Columbus

### 8:30-10:30 p.m.

### Fountain of the Muse

### National Harbor 10

The thirty-fifth annual Fountain of the Muse roundtable is a workshop and open mic poetry and short prose reading of originial 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 workshopping will begin at 8:30 p.m. with open mic readings beginning at 9:30 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 creating nonfiction excerpts are welcome.

**Co-chairs:** Michael Angelotti, University of Oklahoma, Norman Bonner Slayton, Moore Norman Technology Center, Norman, Oklahoma Danny Wade, Washburn University, Topeka, Kansas

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# SATURDAY NOVEMBER 22

### 7:00-9:15 a.m.

### ALAN Breakfast—Assembly on Literature for Adolescents of NCTE-ALAN

### Potomac C/D

Sponsored by the Assembly on Literature for Adolescents of NCTE/ALAN, open to all

**ANDREW SMITH** knew ever since his days as editor of his high school newspaper that he wanted to be a writer. He is the award-winning author of several young adult novels, including the critically acclaimed *Winger* (starred reviews in *Publishers Weekly, Kirkus Reviews, Booklist,* and *Shelf Awareness;* an Amazon "Best of the Year"; and an ALA Top 10 for 2014) and *The Marbury Lens* (YALSA BFYA and "Best of the Year" in both *Publishers Weekly* and *Booklist*). His seventh novel, *Grasshopper Jungle,* won the 2014 *Boston Globe–Horn Book* Fiction Award for Excellence in Children's Literature and received starred reviews from *Kirkus, Publishers Weekly, School Library Journal,* and *Shelf Awareness.* Smith lives in Southern California.

Chair: Walter Mayes, The Girls' Middle School, Palo Alto, California

Author Andrew Smith will speak at the annual ALAN Breakfast. Smith is the award-winning author of many books for young adults including *Winger*, which was named one of the Top 10 Books on the Best Fiction for Young Adults (BFYA) list from YALSA, and *The Marbury Lens* also a BFYA book. His latest novels, *Grasshopper Jungle* and *100 Sideways Miles* are garnering praise from reviewers and readers. A brief business meeting will acknowledge the recipients of the Gallo and Foundation Grants as well as introduce the newly elected officers of ALAN. Come for the coffee and stay for the conversation. This is a ticketed event, but there will be seats in the back for those who wish to come listen to Andrew Smith speak.



### 8:00-9:15 a.m.

### F.01 Students Can Write: Changing the Narrative of a Deficit Model

### Maryland 5/6

We've heard it in the news and teachers' lounges across America: "These students just can't write!" The presenters in this panel, who span grade levels and subject areas, seek to silence this false presumption and prove that student writing is worthy of recognition and celebration.

- **Chair:** Beth Shaum, National Council of Teachers of English, Canton, Michigan
- **Speakers:** Jessica Winck, University of Louisville, Kentucky
- Kevin English, Wayne-Westland Community School District, Westland, Michigan
- Kirsten Melise LeBlanc, St. Paul Catholic School, Michigan

Chelsea Lonsdale, Eastern Michigan University, Ypsilanti

### F.02 Reclaiming Writing: Composing Spaces for Relationships, Identities, and Action

### Potomac A

## Sponsored by the Center for the Expansion of Language and Thinking, open to all

In this interactive session, writing is viewed as a vehicle for exploring, interrogating, challenging, finding self, talking back to power, creating a space in the world, reflecting upon the past, and thinking forward to a more joyful and democratic future. Presenters will describe classrooms and out-of-school settings that provide insights into supporting writers' searches for voice, identity, and agency. The session reclaims writing to make sense of, think about, and speak back to the current era of high-stakes testing and mandated curricula.

**Chair:** Kathryn Whitmore, University of Louisville, Kentucky

### Roundtable 1

Kenneth Goodman, University of Arizona, Tucson

### Roundtable 2: Sociocultural Pillar

Chuck Jurich, University of Alaska, Fairbanks Vivian Vasquez, American University, Washington, DC Jerry Harste, Bloomington, Indiana Peggy Albers, Georgia State University, Atlanta **Roundtable 3: Teaching Pillar** Roxanne Henkin and Shannon Blady, The University of Texas, San Antonio Jane Baskwill, Mount Saint Vincent University, Halifax, Nova Scotia, Canada Lori Norton-Meier, University of Louisville, Kentucky **Roundtable 4: Learning Pillar** Michael Shaw, St. Thomas Aquinas College, Sparkill, New York Yetta M. Goodman, University of Arizona, Tucson Sandra Wilde, Hunter College, City University of New York, New York Rebecca Leigh, Oakland University, Rochester, Michigan Richard Meyer, University of New Mexico, Albuquerque Kathryn Whitmore, University of Louisville, Kentucky Roundtable 5: Language Pillar Lenny Sanchez, University of Missouri, Columbia Roundtable 6: Curricular Pillar Renita Schmidt, University of Iowa, Iowa City Kathryn Mitchell Pierce, Wydown Middle School, Clayton, Missouri Jenna Loomis, Seventh District Elementary School, Parkton, Maryland Michelle Doyle, Pot Spring Elementary School, Timonium, Maryland Prisca Martens and Ray Martens, Towson University, Maryland Respondent: Richard Meyer, University of New Mexico, Albuquerque F.03 Assessing Standard VI: Writing the

# F.03 Assessing Standard VI: Writing the G 1 Story of Teaching for Social Justice in English Education Maryland 1/2

In October 2012, NCTE made education history by passing a national standard for social justice teaching for the preparation of teachers for English language arts classrooms in the United States. English educators are now challenged to create assessments for the standard. We invite those interested to discuss strategies to this aim.

**Speakers:** sj Miller, University of Colorado, Boulder Leslie David Burns, University of Kentucky, Lexington

### **Our Science Stories—Engaging Readers through Science Inquiry** Annapolis 2

Stories bring science to life and help students make meaning of abstract concepts. Modeling classroom examples, the presenters will demonstrate how both fiction and nonfiction stories are integrated into the content area of study. Participants will leave with sample integrated units and literacy strategies.

Speakers: Jamilyn Bertsch, Indianapolis Public Schools, Indiana

Karla Reilly, Indianapolis Public Schools, Indiana

Andrea Hunley, Indianapolis Public Schools, Indiana

- Amy Wackerly, Indiana Council of Teachers of English, Greenwood
- Ann Mennonno, Indiana Council of Teachers of English, Plainfield

#### F.05 **Accessing Stories through Infographics** Magnolia 1

Hear stories of teachers impacting student learning with infographics. Experience the process with their students through video documentaries. View student-created infographics. Take away practical units of study and exemplar examples for multiple grade levels, as well as an understanding of interpreting and creating this twenty-first century form of digital storytelling.

**Co-chairs:** Tracy Kincy, Bentonville Public Schools, Arkansas

Shawn Quinlan, Bentonville Public Schools, Arkansas Speaker: Josh Vest, Bentonville High School, Arkansas

#### **F.06 Stories Shape Collaborative Inquiry** and Catapult Students into Thinking E **Divergently to Effect Global Change** Woodrow Wilson C

This interactive workshop demonstrates the need for divergent thinking in today's complex world. We will share the ways students, stirred by stories of young people in different countries who effected significant change, engaged in a multidisciplinary, collaborative project using high quality children's literature and technology to devise innovative solutions to pressing societal problems.

Chair: Valerie Viscome, North Mianus School, Greenwich, Connecticut

Speakers: Marianne Saccardi, Greenwich, Connecticut, "Importance of Divergent Thinking and Implications for the Classroom"

- Valerie Viscome, North Mianus School, Greenwich, Connecticut, "Divergent Thinking in a Fourth Grade Classroom"
- Tradebook Authors: David J. Smith, Kids Can Press, Toronto, Ontario, Canada, "Writing Globally for Children"
- Michelle Markel, HarperCollins, New York, New York, "Books That Inspire Social Action"

#### F.07 FEATURED SESSION – An Author's Visit Re-Imagined: The Collaborative EM Possibilities between a School and a **Working Writer** Woodrow Wilson D

A YA author, a teacher and a principal share the development process and specifics of their now-annual seventh grade creativity program, focusing on its basis in both the author's writing and in the school's English curriculum. We will explore with attendees ways to tailor this program to fit any author's genre, content, and craft, and any school's academic focus.

Chair: Edgar McIntosh, Ardsley School District, New York

Speakers: Cameron Brindise, Ardsley Middle School, New York

Edgar McIntosh, Ardsley School District, New York

Jeff Baron, author, Greenwillow Books, New York, New York

#### **Argument Can Help All Types of Readers F.09** A Chesapeake 7/8/9

- **Rainbow** We will explore together and discuss ways to help all students become deeper thinkers and readers. The goal in all of this is for you to leave this session with the ability to launch and sustain argument-work in the classroom, across grades and curriculum. Participants will possess insight and tools for all levels of students.
- Chair: Janet Steinberg, Teachers College consultant, New York, New York
- Speakers: Chris McCourt, New York Board of Education, New York
- Janet Steinberg, Teachers College consultant, New York, New York

#### F.10 Teaching to Learn/Learning to Teach National Harbor 10

This session will tell the story of a collaborative writing project between a low-income, mostly Latino public school in Chicago and the English Education program of a large, urban university. The project pairs university pre-service ELA teachers with college-bound high school seniors to compose multi-genre responses to August Wilson's *Fences*.

**Chair:** Todd DeStigter, University of Illinois, Chicago **Speakers:** Madeline Crane, University of Illinois, Chicago Darren Tuggle, Chicago Public Schools, Illinois

### F.11 FEATURED SESSION – Can We Talk? Collaborative Conversations from Early Childhood to High School Baltimore 2

### Sponsored by the NCTE Leadershift Rainbow Initiative, open to all

This session focuses on the speaking and listening strand of the Common Core State Standards. Practicing educators and administrators from diverse school settings will share instructional strategies and video clips of student learning. Participants will obtain a deeper understanding of why we may have to change our classroom practices and gain concrete ideas of how to implement these changes.

**Chair:** Virginia Valdez, Jamieson Elementary School, Chicago, Illinois

**Speakers:** Sherry Franklin, Pathways in Education, Chicago, Illinois

Stacey-Ann Wilson, Worcester Public Schools, Massachusetts

Kristy Girardeau, Arbor Station Elementary School, Douglasville, Georgia

Virginia Valdez, Jamieson Elementary School, Chicago, Illinois

Eulalia Valdez, West Aurora School District 129, Illinois

### F.12 Breathing Life into Story: Igniting Middle School Language Arts National Harbor 12

This panel of an award-winning author, middle school teacher, and teacher educator will explore how story and art illuminate connections in the language arts classroom, and how art can foster students' responses to literature, deepen understanding of character and theme, and ignite ideas to write memoir and fiction.

**Chair:** Nancy Johnson, Western Washington University, Bellingham

**Speakers:** Scott Riley, Singapore American School, Japan

Nancy Johnson, Western Washington University, Bellingham

Tradebook Author: Cynthia Lord, Scholastic, Inc., New York, New York

### F.13 NCTE Author Strand—Stories of Reading: Rethinking Instruction in a Digital Age

### Chesapeake J/K/L

While think-alouds, annotations, and participating in a community of readers all help develop comprehension skills, students today are faced with new modes of reading. This session will explore what it means to be a reader in a digital age, providing ideas to teach students to become savvy digital readers.

- **Chair:** Kristen Turner, Fordham University, New York, New York
- **Speakers:** Franki Sibberson, Dublin City Schools, Ohio, "Authentic Literacy in the Digital Age"
- Bill Bass, Parkway Schools, Chesterfield, Missouri, "The Choices We Make: Intentionality and Self-Awareness"
- Troy Hicks, Central Michigan University, Mount Pleasant, "Introducing a Model of 'Connected Reading' for All Students"

### F.14 Real Stories, Real Skills: Strategies for Using News and Current Events to Help Students Build Academic Reading and Writing Skills Azalea 1

Successful readers draw on background knowledge to understand and use information, so why not combine lessons designed to build close reading and analysis skills with the richest and most available source of background knowledge available: the news? Two high school English teachers will model strategies for using current events to build literacy and writing skills while increasing students' background knowledge.

**Chair:** Johri Arvinder, New Directions Alternative Education Center, Manassas, Virginia

**Speakers:** Stacia Keel, Fairfax County Public Schools, Alexandria, Virginia

Jennifer Beach, Fairfax County Public Schools, Alexandria, Virginia

#### F.15 **Risking It All: Putting Yourself on** S (the) Line to Inspire Students through 62 Modeling

### National Harbor 7

NCLE Put yourself on (the) line. This session will reveal **WL** that teacher modeling need not manufacture the "perfect example." Instead, demonstrating an authentic attempt at the assignment will inspire innovative creativity in students and fellow teachers by igniting passion. If we are asking students to risk it all, we have to as well.

Chair: James McCaffrey, Trumbull High School, Connecticut

Speakers: Karlen Shupp, Trumbull High School, Connecticut

James McCaffrey, Trumbull High School, Connecticut

#### **F.16** Stop Bullying Now

Maryland A

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63

Sponsored by the Lesbian Gay Bisexual Transgendered Issues in Academic Studies **GBT** Advisory Committee, open to all

> In this session with roundtable discussions, keynote speaker David Esquith, Director of the Office of Safe Schools and Healthy Students, US Department of Education, discusses bullying, school safety, and ways to maintain a positive school environment, including issues on school campuses and cyberbullying. Sessions will feature resources and literature-based lessons for ELA teachers to work with children, adolescents, parents, and community members in roles as more than bystanders.

Chair: R. Joseph Rodriguez, The University of Texas, El Paso

Keynote Speaker: David Esquith, director, Office of Safe and Healthy Students, US Department of Education, Washington, DC

### Roundtable 1: Rising UP: Young Adult Literature and Short Readings to Combat Bullying

R. Joseph Rodriguez, The University of Texas, El Paso

### Roundtable 2: Act It Out: Overcoming Bullying through Drama and Role Play

Rick Joseph, Bloomfield Hills, Michigan

### Roundtable 3: A Digital Revolution: Using Multimodal Texts to Foster Conversations and Speak Out against Bullying

S. Adam Crawley, The University of Georgia, Athens

Roundtable 4: Literature as a Work of Heart: Promoting Reflection, Empathy, and Acceptance in the ELA Classroom

Toby Emert, Agnes Scott College, Decatur, Georgia **Respondent:** Denise Davila, The University of Georgia, Athens

#### F.17 **New NCTE English Education Program** Ē Standards, Assessments, and National Recognition **(**Ξ Baltimore 1

New NCTE English Education program standards will be presented, and implications for the design and content of English Education programs as well as the characteristics of effective student assessments related to the standards will be offered. Session information is most appropriate for university faculty engaged in preparing future English teachers.

Chair: Charles Duke, Boone, North Carolina

Speakers: Paul Yoder, NCTE/NCATE SPA Review, Kirksville, Missouri, "The Program Review Process"

Elizabeth Vilky, Council for Accreditation of Educator Programs, Washington, DC, "The Specialty Program Association Standards and Assessments and Council for Accreditation of Educator Preparation"

Charles Duke, Boone, North Carolina, "The New NCTE English Education Program Standards and Council for Accreditation of Educator Preparation"

**Respondent:** Stevie Chepko, Council for Accreditation of Educator Programs, Washington, DC

#### F.18 Landscapes of Multicultural Stories: **Notable Books and Writers** G **Rainbow** Magnolia 2

The "landscapes" that multicultural/global books provide are increasingly important for a pluralistic society. Join us as we present and discuss recent and notable multicultural/global books, both fiction and non-fiction, for readers K-12, and the "landscapes and vistas" that those books provide.

Chair: Allen Evans, Eastern Oregon University, La Grande

Speakers: Allen Evans, Eastern Oregon University, La Grande, "Global Landscapes: An Overview"

Diana Porter, Eastern Kentucky University, Richmond

#### F.19 Virtually Reading: Online Book Passes, **Reading Strategies, and Book Clubs** MS National Harbor 2

This collaborative panel presentation will introduce a variety of free, online resources to support classroom reading. Help students discover a variety of texts with a digital book pass. Engage students with book clubs using Google Hangouts. Support student reading with 21st century strategies. This teacher-led session will introduce and demonstrate a variety of technology to support reading . . . virtually.
Chair: Angela Byrd, University of South Carolina, Columbia

- Speakers: Mary Styslinger, University of South Carolina, Columbia, "From Book Clubs to Google Hangouts"
- Nicole Walker, Ridge View High School, Columbia, South Carolina, "Comprehension Strategies for 21st Century Schools"

#### **F.20** From Africa to America: The C **Storytelling Tradition** Rainhow National Harbor 5

Veteran college professors examine the continuity of the African tradition of storytelling in America and its role in teaching writing. Using the framework of Universal Design Learning to emphasize varied learning styles, they examine the rootworking stories of Charles Chesnutt and Edward P. Jones, and the folktales of Africa, to model elements of good writing.

Chair: Sheldon Wrice, The University of Akron-Summit College, Ohio

Speakers: Akua Duku Anokye, Arizona State University, Glendale

Lena Ampadu, Towson University, Maryland

#### **Exploring Story through Technology in F.21 English Education** G

Woodrow Wilson A

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Sponsored by the CEE Commission on New Literacies, Technologies, and Teacher Education, open to all

This session will kick off with a keynote address by Sara Kadjer on the power of telling story around digital tools in teacher education. From there audience members will have the opportunity to move to roundtables. There will be ten hands-on roundtables related to similar topics as the keynote address. The session will end with a discussant/reactor on the roundtable conversations.

- Co-chairs: Sara Ranzau, Sam Houston State University, Huntsville, Texas
- Hannah Gerber, Sam Houston State University, Huntsville, Texas
- Keynote Speaker: Sara Kajder, The University of Georgia, Athens

#### Roundtable 1: Stories of Beginning Teachers' Social Networking Practices: How Are They Lear-NING

Nicole Olcese, Pennsylvania State University, State College

#### Roundtable 2: Digital Stories: Their Role and Importance in the ELA Classroom

Judy Arzt, University of Saint Joseph, Connecticut

**Roundtable 3: Gamification and Vocabulary Learning** Landscapes

Sandra Abrams, St. John's University, Queens, New York

#### Roundtable 4: Best Apps 2014 for Reading, Writing, and Telling Stories

Rae Schipke, Central Connecticut State University, New Britain

#### Roundtable 5: Coding for Storytellers: Layered Writing with Scratch Programming

Julie Warner, Teachers College, Columbia University, New York, New York

#### Roundtable 6: Using a Wiki for Summer Professional **Reading Groups**

Melinda Butler, Sam Houston State University, Huntsville, Texas

#### Roundtable 7: Using YouTube Videogame Walkthroughs for Archetypal Analysis

Victor Malo-Juvera, University of North Carolina, Wilmington

#### Roundtable 8: Telling Our Story: Using Glogster to **Create a Visual Autobiography**

Clarice Moran and Carl Young, North Carolina State University, Raleigh

#### Roundtable 9: Narratives from the iPad Generation

Melanie Yerk, Nova Southeastern University, Fort Lauderdale, Florida, "Narratives from the iPad Generation"

Maureen McDermott, Nova Southeastern University, Fort Lauderdale, Florida, "Deploying iPads in the Classroom: Narratives from Digital Immigrants"

#### Roundtable 10: Popular Culture as Narrative: Discussing Current Possibilities for Including Media Texts as the Stories of Students' Lives

Kathy Garland and Alyssa Maige, Florida State University, Tallahassee

**Respondent:** Hannah Gerber, Sam Houston State University, Huntsville, Texas

#### How I Got Ovuh: Stories from the **F.22** Sistah Scholahs

#### **Rainbow** Azalea 3

The stories told by urban youth are oftentimes different than those told about them. This panel will explore the ways in which urban youth tell their own stories, as well as how the stories of the researchers themselves have been constructed and told through their work with urban youth.

- Chair: Ashley Newby, Michigan State University, East Lansing
- Speakers: Carleen Carey, Michigan State University, East Lansing
- Sherrae Hayes, Michigan State University, East Lansing

#### **F.23** Helping Prospective Teachers Read for M S Teaching æ

#### Chesapeake 10/11/12

This session introduces a graphic organizer designed to support teachers as they read a literary text they might one day teach. Attendees will examine, try out, and discuss this tool, which focuses on the techniques that writers use and the skills and strategies young readers need to understand these moves.

Chair: Chandra Alston, University of Michigan, Ann Arbor Speakers: Lisa Barker, Towson University, Maryland Chandra Alston, University of Michigan, Ann Arbor

#### Making Stories Count in the Harlem **F.24** EM Community

### Rainbow Chesapeake D/E

Our presenters will describe how they get rich talk and story telling in their classrooms, presenting suggestions for choosing literature, planning for teaching, reading aloud engagingly, hosting discussions, and extending student talk. They will explore how thoughtful prompting, role-playing and modeling help students tell their own stories in response to literature.

- Chair: Donna Santman, independent consultant, New York, New York
- Speakers: Sarah Silverman, Harlem Village Academy, New York, New York
- Shelley Harwayne, independent consultant, New York, New York
- Donna Santman, independent consultant, New York, New York
- Melissa Black, Harlem Village Academy, New York, New York

#### **F.25** Intertextuality in Feminist Literature: S The Ladyscape Baltimore 5

This workshop will demonstrate successful strategies for encouraging high school students of all levels to read and view feminist art and literature in order to understand and deconstruct difference in the vast landscape of story telling. Texts such as The Awakening, by Kate Chopin and Their Eyes Were Watching God by Zora Neale Hurston will serve as core texts for this demonstration.

- Chair: Lauren Gottlieb, Watchung Hills Regional High School, Warren Township, New Jersey
- Speakers: Jana Battiloro, Watchung Hills Regional High School, Warren Township, New Jersey, "Intertextuality and Music"

- Courtney Griffith, Watchung Hills Regional High School, Warren Township, New Jersey, "Intertextuality and Their Eyes Were Watching God"
- Mary Ellen Phelan, Watchung Hills Regional High School, Warren Township, New Jersey, "Synthesizing Art and Literature"
- Lauren Gottlieb, Watchung Hills Regional High School, Warren Township, New Jersey, "Intertextuality and The Awakening"

#### **F.26** Not Just for History Class Anymore: Lincoln's Rightful Place in American S Literature

#### National Harbor 13

One US History and two English teachers will present a series of interdisciplinary lessons that bring together the Gettysburg story. The team will present not only facts about the battle, but also artwork that connects the Civil War and literature: specifically, Lincoln's Gettysburg Address and Walt Whitman's poetry.

Chair: Susan Teson, Clayton High School, Missouri Speakers: Paul Hoelscher, Clayton High School, Missouri John Ryan, Clayton High School, Missouri Susan Teson, Clayton High School, Missouri

#### **F.27** Methods of Teaching Writing: Power and Cohesion in a Writing Curriculum E Potomac B

The focus on writing in today's world is new, but educators have thought about methods of teaching writing for a long time. Three presenters will address methods of teaching writing that continue to be foundational, highlighting both the lasting priorities and the changing adaptations within those methods.

- Chair: Katharine Lynette Chamberlain, The University of Texas, Austin
- Speakers: Alexandra Marron, Teachers College, Columbia University, New York, New York, "Curriculum Development that Cumulates and Teaches for Transference"
- Lucy Calkins, Teachers College, Columbia University, New York, New York, "When Conferring, We Accelerate Individual's Progress and Develop the Content for Our Teaching"
- Amanda Hartman, Teachers College, Columbia University, New York, New York, "Explicit Direct Teaching Matters: How Our Thinking on Minilessons Has Evolved Over Three Decades of Teaching and Learning"

# SATURDAY

#### F.28 The Story of Language: Integrating Linguistics into High School English Classrooms

Baltimore 4

# Sponsored by the Linguistics Society of America, open to all

In this hands-on session, teachers demonstrate ways they weave the story of language into teaching, enabling students to make connections between linguistic concepts and the overall "stories" of their lives by encouraging inquiry, improving knowledge of the structure and use of languages, and developing expertise in scientific habits of mind.

**Chair:** Anne Lobeck, Western Washington University, Bellingham

**Speakers:** Kristin Denham, Western Washington University, Bellingham

Beth Keyser, Superior Junior High School, Montana Ian Connally, R. L. Paschal High School, Fort Worth, Texas Suzanne Loosen, Milwaukee School of Languages,

Wisconsin

# F.29 Teaching Graphic Novels in the Classroom

#### Chesapeake 4/5

Author/Illustrators of graphic novels will define the term "graphic novels," explain the role of graphic novels across the curriculum, identify common literary themes throughout the genre, and provide examples of activities and discussion questions specific to their titles. Attendees will receive a list of suggested titles and a comprehensive guide to teaching graphic novels, by Amulet Books.

- **Chair:** Robert Dandoy, Pennsylvania Council of Teachers of English Language Arts, Butler
- **Speaker:** Kellee Moye, Orange County Public Schools, Orlando, Florida
- Tradebook Authors: Trevor Pryce, Amulet Books, an imprint of Abrams, New York, New York
- Frank Cammuso, Amulet Books, an imprint of Abrams, New York, New York
- Cece Bell, Amulet Books, an imprint of Abrams, New York, New York
- Nathan Hale, Amulet Books, an imprint of Abrams, New York, New York

#### F.30 "Pushing the Envelope": Re-Envisioning Visual Literacies in Urban Youth Spaces

#### Visual Literacies in Urb Potomac 5/6

**Rainbow** This panel will extend conversations and present transformative ways of approaching and understanding visual literacy in urban classrooms.

**Chair:** April Baker-Bell, Michigan State University, East Lansing

**Speakers:** Les Loncharich, Georgia Southern University, Statesboro

Vaughn W. M. Watson, Teachers College, Columbia University, New York, New York

April Baker-Bell, Michigan State University, East Lansing

#### F.31 Walk a Mile in My Shoes

#### Maryland B 🕜 🕜

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Rainhow Understanding and empathizing with others' stories is essential in our multicultural world. Through writing, visual prompts, and literature, participants will identify their own stories and explore stories of others, including those of Native Americans and other cultures. Activities will be aligned to Common Core Standards and Oceti Sakowin Essential Understandings.

**Speakers:** Melinda Williams, Douglas Middle School, Box Elder, South Dakota

Anna Vaughn, Douglas Middle School, Box Elder, South Dakota

### F.32 Telling Tales: Drama and Storytelling in the Service of Literacy Annapolis 1

Storytelling and play are fundamental human instincts. When we first play, we don't play formal games like tag. Instead, we play out stories— "house," "rescue," even Finding Nemo. In this interactive session, three educators share activities engaging students in dramatic play, for prereading engagement, reflection, or inspiration for writing.

- **Speakers:** Jason Zanitsch, High School for Public Service, Brooklyn, New York
- Jacelyn Wolff, Winston Preparatory School, New York, New York

#### F.33 Challenging the Canon and the Conventional: Utilizing Counterstorytelling Rainbow to Engage Students in the Secondary English Curriculum Chesapeake G/H/I

Through an engaging and interactive classroom demonstration, presenters will model ways in which secondary English teachers can embrace counterstories to foster student engagement and provide students—particularly those from historically marginalized backgrounds—with opportunities to share their lived experiences, discuss their realities, and actively engage in critical reading, thinking, writing, and speaking skills.

- **Chair:** Jeanne Bissonnette, University of North Carolina, Chapel Hill
- **Speakers:** Jeanne Bissonnette, University of North Carolina, Chapel Hill
- David Townsend, Richmond Community College, Hamlet, North Carolina
- Jamie Baldwin-Spencer, Richmond Community College, Hamlet, North Carolina

#### F.34 Layers of Literacy: Using the Digital Archive of Literacy Narratives in Ongoing Reflective Classroom Conversation National Harbor 4

In this classroom demonstration, teacher educators and their students will use hands-on activities and illustrations to utilize the Digital Archive of Literacy Narratives (DALN). By examining stories that may otherwise be silenced, teachers will honor multiple ways of knowing and thus foster understanding and dialogue across differences in their classrooms.

- **Chair:** Allison Wynhoff-Olsen, Montana State University, Bozeman
- **Speakers:** Larkin Weyand, The Ohio State University, Columbus
- Amy Heath, The University of Georgia, Athens
- **Respondent:** Bob Fecho, The University of Georgia, Athens

#### F.35 Story-Centric: Making Story the Heart of Your Classroom Potomac 1/2

We have something significant in common with our students. We love stories. Presenters will share how they harness this love, incorporating story in thematic units across multiple genres throughout a year. Join us for a dynamic discussion and contribute your voice to the ongoing, collective story that we all share.

- **Chair:** Patricia Baldes, Somers Central School District, New York
- **Speakers:** Carolyn Shilinski, Somers Middle School, New York

Patricia Baldes, Somers Central School District, New York

### F.36 "If a Story Is in You, It Has to Come Out" Helping Students Write Analytically about and through Stories Magnolia 3

As Faulkner reminds us, we must tell our stories. Using *The Road* and *Romeo and Juliet* as models, we'll discuss innovative and adaptable ways to help students engage with challenging texts through story-based writing projects that are at once creative and analytical.

- **Chair:** Mary Patroulis, Fayetteville-Manlius High School, Manlius, New York
- Speakers: Elizabeth DelConte, Fayetteville-Manlius High School, Manlius, New York
- Kathleen Deeb, Fayetteville-Manlius High School, Manlius, New York
- Mary Patroulis, Fayetteville-Manlius High School, Manlius, New York

#### F.37 FEATURED SESSION – Day of Early Childhood Opening Session:

#### (Re)Positioning Early Literacy Practices— Everyday Stories of Culturally Relevant Teaching in Primary Classrooms Woodrow Wilson B

Diverse teachers and teacher educators illuminate everyday stories in culturally and linguistically diverse public, primary grades classrooms: stories that (re)position students' identity, language, culture, and student voice as the focal point of literacy instruction. This highly engaging presentation will involve the audience through small and whole group participation.

- **Chair:** Ernest Morrell, Teachers College, Columbia University, New York, New York
- **Speakers:** Chinyere Harris, University of North Carolina, Charlotte
- Mary Jade Haney, Horrell Hill Elementary School, Hopkins, South Carolina
- Julia Lopez-Robertson, University of South Carolina, Columbia
- Alicia Boardman, Northern Parkway School, Uniondale, New York

- Bilal Polson, Northern Parkway School, Uniondale, New York
- Jessica Martell, PS 75 The Emily Dickinson School, New York, New York
- Mariana Souto-Manning, Teachers College, Columbia University, New York, New York

Iris Patricia Piña, El Centro Academy, Kansas City, Kansas Kindel Turner-Nash, University of Missouri, Kansas City

#### **F.38 Digital Badges for the English** Classroom G

#### Annapolis 4

Sponsored by the NCTE Collaborative on Media and Digital Literacies, open to all

The presenters will describe their experiences creating, designing, and implementing digital badges for the English language arts classroom. Extensive resources for building a digital badge system will be provided.

Chair: Ian O'Byrne, University of New Haven, Connecticut Speakers: William Kist, Kent State University ,Ohio Kristine Pytash, Kent State University, Ohio Elizabeth Testa, Kent State University, Ohio Blair Gabalis, Kent State University, Ohio Christen Nohra, Kent State University, Ohio Joanna Rogucki, Kent State University, Ohio Carol Tonsing, Nordonia Schools, Ohio

#### **F.39 Examining Testimonio as a** Pedagogical Tool for Reframing Rainbow Linguistic Knowledge, Informing Literacy Instruction, and Promoting Peer Mentorship Annapolis 3

This panel examines the use of testimonio as a pedagogical tool for disrupting dominant ideologies regarding language and knowledge and informing instructional practices. Presenters discuss ways that use of testimonio with bilingual students at the elementary, secondary, and university level promoted peer mentorship, accessing of cultural knowledge, and crosscultural understanding.

- Chair: Karen Magro, University of Winnipeg, Manitoba, Canada
- Speakers: Youssef Mossallam, Fordson High School, Dearborn, Michigan and Christine DeNicolo, Wayne State University, Detroit, Michigan, "Building Community and Cross-Cultural Awareness through the Writing and Sharing of Personal Narratives in a High School ESL Class"

- Olga Halpern, Champaign Unit 4 Schools, Illinois and Mónica Gonzalez, University of Colorado, Boulder, "Testimoniando: Exploring Bilingualism and Learning through Collective Experience"
- Gabriela Romero, University of Illinois, Urbana-Champaign, "Learning from Teacher Narratives to Create Transformative Literacy Practices"

#### **F.40 FEATURED SESSION – Voices from the** Secondary/Postsecondary Transition: C **Continuing Discussion from the Conference on College Composition** and Communcation Listening Tour National Harbor 3

This panel will briefly report on data from the CCCC "Listening Tour" which built a rich portrait of 2,200 incoming composition students' immediate writing histories and predictions for college. Panelists will facilitate a discussion of implications of this data for the teaching of writing at the secondary and postsecondary levels.

Chair: Dylan B. Dryer, University of Maine, Orono Speakers: Dominic DelliCarpini, York College of Pennsylvania, York

Linda Adler-Kassner, University of California, Santa Barbara Dylan B. Dryer, University of Maine, Orono

#### Narrative and Identity **F.41**

#### National Harbor 11

C==

This session focuses on the use of narrative to develop professional identities. Presenters offer rationales, case studies presented through story and art, and opportunities to examine our own stories as raced, gendered, and classed individuals.

- Chair: Janet Alsup, Purdue University, West Lafayette, Indiana
- Speakers: Peter Tavolacci and Kate Sjostrom, University of Illinois, Chicago, "A Narrative Inquiry into Teacher Identity and Teacher Education"
- Valin Jordan, The George Washington University, Washington, DC, "The Vulnerability of Story: Narratives of Raced, Gendered, and Classed Pre-Service Teachers"
- Elizabeth Isidro, Texas Tech University, Lubbock, "Are You Ms. Frizzle or Mrs. Granger? Building Professional Identities through Teacher Images in Children's Literature"

#### F.42 Story and Survivance with Students and Families

#### National Harbor 6

What are the stories of young people and their families and how can they help us understand possibilities for a pluralist, just society? Research with refugee families and adolescent mothers offers knowledge about survivance and how educators can join in respectfully.

- **Speakers:** Katherine Silvester, University of Arizona, Tucson, "'I Would Have Had the Courage to Think about the Future': Refugee Women's Literacy Narratives as Stories of Memory and Desire"
- Laura Roy, Pennsylvania State University-Harrisburg, Middletown, "Literacy Learning through Testimonies: Storytelling with Refugee Families and Children in the Southwest"

Olivia Panganiban-Modesto, Texas Southmost College, Brownsville, "The Stories of Adolescent Mothers: An English Teacher's Journey to Research"

#### F.44 Poster Session: Professional Development Orince George's Hall B

Unlike a traditional presentation, poster sessions provide a choose-your-own-adventure story where the audience has a hand in directing the order and details of the story. These presentations will focus on ways that educators and schools are working together to improve teaching.

# Poster 1: History and ELA: Creating Text Sets as Paths for Student Discovery and Argument

Shira Katz, literacy staff developer, New York, New York

Poster 2: Inquiry: Freshman English at Community College—A "How to" Approach to Abstract Argument

Katherine Simpson, Lord Fairfax Community College, Middletown, Virginia

#### Poster 3: Tips and Tricks with ReadWriteThink.org

Lisa Storm Fink, ReadWriteThink.org at NCTE, Urbana, Illinois

#### Poster 4: How to Tell a True Reform Story: Using English Language Arts Strategies and Narrative Research Methodologies to Retell School Change

Beth Lehman, Eastern Mennonite University, Harrisonburg, Virginia

#### Poster 5: The Story Your Curriculum Tells

Lauren Porosoff, Ethical Culture Fieldston School, Bronx, New York

#### Poster 6: Assessments on Fire

Marie Graham, Mount Vernon Presbyterian School, Atlanta, Georgia

#### Poster 7: Mind Maps and Other Language Art

Daniel Weinstein, Great Neck South High School, New York

#### Poster 8: Re(storying) Inquiry in Teacher-Researcher Partnerships

Julie Rust, Indiana University, Bloomington

# Poster 9: Shifting Power: Building a Community of Practice through Inquiry

Elizabeth Fox, Teachers College, Columbia University, New York, New York

# Poster 10: The Art of Storytelling: On Your Feet and Telling!

Jiaan Powers, Dallas, Texas

# Poster 11: Pre-Service English Educators: The Story of an Emerging Methodology

Jacob Hollatz, Concordia University, Austin, Texas

#### F.45 Stories to Tell—Listening to the Words in LGBT-Themed Children's Literature CBT Camelia

Panelists will present the most current LGBTthemed children's literature in order to prepare our colleagues, researchers, and K–12 students to be global citizens. Panelists have a wide range of LGBT life experiences. Attendees will receive a handout which will include a list of LGBT children's books.

**Chair:** Darryn Diuguid, McKendree University, Lebanon, Illinois

Speakers: Lisa Hazlett, University of South Dakota, Vermillion

Ann Marie Smith, The University of Texas of the Permian Basin, Odessa

Tadayuki Suzuki, State University of New York, Cortland

Craig Young, Bloomsburg University of Pennsylvania, Bloomsburg

#### F.46 An Audience-Based Writing Curriculum for Bilingual First Graders Rainbow Chesapeake 2/3

This session reports on a study of an audiencebased writing curriculum taught to bilingual first grade students in an English as a Second Language classroom. Using design-based research, this panel explores how an audience-based curriculum developed and leveraged these students' expansive linguistic repertoires as resources for their growth as writers.

**Speakers:** Jenny Harvey, Del Valle Independent School District, Travis County, Texas

Leah Durán, The University of Texas, Austin

#### F.47 Hack the Notebook: Illuminate Your Thinking Azalea 2

Participate in a classroom demonstration of an interactive notebook that marries creative expression with technical expertise. Play with copper tape and LED stickers to create circuits that power a visual or textual story. Then reflect on the possibilities in an ELA setting.

**Chair:** Paul Oh, National Writing Project, University of California, Berkeley

**Speakers:** David Cole, CV2, San Francisco, California Molly Adams, Waxahachie Global High School, Texas Lou Buran, Corning Union High School, California

#### F.48 Take the Next Step in Collaboration: Moving from Congeniality to Collegiality Maryland D

On the one hand, research tells us that collaboration is key to teacher and student success. But these outcomes don't happen simply by putting a group of educators together in a room or on the same social network. Collaboration that has a lasting impact on instruction and on students comes from a set of structures that encourage ongoing improvement and inquiry. Innovation happens when we question, reflect, and challenge one another to think differently, without fear of repercussions. Learn more about the characteristics of effective collaboration and about methods for taking conversations beyond the surface congeniality toward the greater reflection and innovation of collegiality.

**Speaker:** Lara Hebert, National Council of Teachers of English, Urbana, Illinois

#### F.49 NCTE Annual Research Award Session Oromac 3

This session honors the winners of three prestigious NCTE annual research awards. Winners of the Russell Award for most outstanding work of scholarship or research in language, literature, rhetoric, or pedagogy and learning, published during the previous five years, the Purves Award to the author of the *Research in the Teaching* of English (RTE) article from the previous year's volume judged as likely to have the greatest impact on educational practice, and the Promising Research Award competition will be honored and will talk about their research. (Coffee provided.)

#### DAVID H. RUSSELL AWARD

The Lies "Big Data" Tell: Rethinking the Literate Performances of Black Males through a Modified Meta-Analysis of Qualitative "Little" Data

The presentation maps the literacy performances of young Black men by comparing literacy data on Black males from thirteen well-respected and recently published ethnographies and recent NAEP scores published by the US Department of Education. Using modified statistical approaches, Kirkland shares the results of his (meta)analysis of patterns in Black male language and literacy performance both within and outside school borders, examining post-feminist conceptions of complex masculinities, postmodern and pluralistic formulations of Blackness, critical geographic notions of space and human expression, and Foucauldian understandings of language and literacy artifacts as indigenous to particular moments in history—sociopolitical, thus intellectual, nuances of human practice that get lost in big data/large data archives. Given these foci, the study presented aims to update current perspectives on literacy at various developmental points in the lives of contemporary young Black men and provide helpful insights for future research, teaching, and assessments around the topics of language, literacy, and the education of Black male students.

- Introducing: Jamal Cooks, Chair, San Francisco State University, California
- **Recipient:** David E. Kirkland, Michigan State University, East Lansing for "A Search Past Silence: The Literacy of Young Black Men" published 2013 by Teachers College Press.

#### ALAN C. PURVES AWARD

#### Building on Student's Literacy Worlds: Culturally Congruent Literacy Instruction

Viewing literacy practice as cultural practice, teachers can build culturally congruent literacy instruction around the print and oral genres familiar to children in their home and community lives. Research documents the facilitative effects on achievement of engaging students in purposeful real-life literacy practice in the classroom.

- **Presenting:** Mary Ellen Cushman and Mary Juzwik, Michigan State University, East Lansing, editors, *Research in the Teaching of English*
- **Recipient:** Victoria Purcell-Gates, University of British Columbia, Vancouver, Canada for "Literacy Worlds of Children of Migrant Farmworker Communities Participating in a Migrant Head Start Program," *Research in the Teaching of English*, Volume 48, No. 1, August 2013
- **Presentation Title:** Building on Student's Literacy Worlds: Cultural Congruent Literacy Instruction

#### PROMISING RESEARCHER AWARD

Introducing: Juan Guerra, Chair, University of Washington, Seattle

#### Recipients:

Gholnecsar Muhammad, Georgia State University, Atlanta

**Presentation Title:** Searching for Full Vision: Writing Representations of African American Adolescent Girls

**Description:** Combining history, identity, and writing, this inquiry investigated the writings of African American adolescent girls who participated in a literacy collaborative reflective of nineteenth century literary societies.

Rebecca Lorimer Leonard, University of Massachusetts, Amherst

**Presentation Title:** The Value of Multilingual Literacies **Description:** This presentation examines data from literacy history interviews of 25 adult immigrant writers in the US, asking how their literacy practices do or do not travel with them across languages and locations in the world. The presentation shows how the value of multilingual literacies shifts as writers encounter changing social conditions.

### 8:00-10:45 a.m.

#### FG.01 School Partnerships: Engaging the Assets in Your Community Prince George's Hall D An NCLE Practice Exchange

What happens when organizations that traditionally work in isolation decide to take collective approach to student learning? We invite you into a conversation with educators and community leaders who have broadened their approach to learning beyond the traditional classroom walls. Each of the participating teams in this practice exchange has partnered with other sectors within the community to strengthen student learning. Teams will acknowledge their wonderings and challenges from the start and seek input from teams with similar interests, helping to drive decisions about next steps in the process of growing from good to great.

Collaborative teams will be sharing with and seeking input from others around these topics and more:

- Building Collaborative Formative Assessment Practices in Balanced Literacy Schools
- Involving Community Members in Schools Using Cultural Circles

- Using the Educurious Project and Blended Learning to Differentiate and Support Literacy
- Professional Development Partnerships with Rural Schools Focused on Writing Instruction
- Promoting Performance-Based Shakespeare in 30+ States across the US
- Teaching Students the Power of a Photograph to Bear Witness
- Engaging Students in Local History and Social Justice
- Developing Writing Instruction to Promote Diversity, Individuality, and Cultural Exchange
- Place Based Conversations to Promote Literacy in Indigenous Communities
- Historical Journey of the Revitalization of the O'Otham Language and Native Books

Facilitator: KaiLonnie Dunsmore, National Council of Teachers of English, Urbana, Illinois

#### FG.02 Everyone at the Table

#### Maryland C

The Everyone at the Table project has developed powerful processes and tools for teachers and other educators to discuss and influence educational policy. In this workshop, participants will learn hands-on how to apply this approach in their schools and districts to improve organizational conditions for literacy education.

**Speakers:** Ellen Sherrett, American Institutes for Research, Chicago, Illinois

Nicole Hewitt, Public Agenda, New York, New York

# THE SCREENING ROOM: FILMS AT NCTE

### 9:00 a.m.-5:00 p.m.



#### Now Screening at NCTE 2014

### Baltimore 3

The Screening Room: Films at NCTE Sponsored by the NCTE Media and Digital Literacies Collaborative

Open to all NCTE conference attendees

**Co-chairs:** Mary T. Christel, Indian Trails Public Library, Wheeling, Illinois

Jane Nickerson, Gallaudet University, Washington, DC Nathan Phillips, University of Illinois, Chicago

**Consultants:** M. Elizabeth Kenney, Adlai E. Stevenson High School, Lincolnshire, Illinois

William Kist, Kent State University, Ohio

Facilitators: Laura Brown, Adlai E. Stevenson High School, Lincolnshire, Illinois

William Kist, Kent State University, Ohio

Mary Moreno, Hofstra University, Hempstead, New York Alan Teasley, Duke University, Durham, North Carolina

NCTE is proud to focus on "Story as the Landscape of Knowing" as we screen recent feature films and awardwinning short films. All films featured in the screening room can become springboards for classroom study. As noted below, some of the films intersect with the various NCTE strands. Materials about additional educational films that teachers may consider using for their classes will also be supplied.

For more information about the films screened today, please see **The Screening Room: Films at NCTE** at this web site: **sites.google.com/site/NCTEfilmfestival** 

#### 9:00-9:55 a.m.-

NCTE is excited about starting this year's film screenings off with one episode of Shakespeare Uncovered. In a unique series of six films, Shakespeare Uncovered combines history, biography, iconic performances, new analysis, and the personal passions of its celebrated hosts—Ethan Hawke, Jeremy Irons, Derek Jacobi, Trevor Nunn, Joely Richardson, and David Tennant—to tell the stories behind the stories of Shakespeare's greatest plays. Today, we will screen one episode.

Shakespeare Uncovered is currently producing an episode of Romeo and Juliet for this series. If NCTE can secure an advance copy before the convention, then we promise to show a sneak preview of an episode not yet shown!

# S C Shakespeare Uncovered: Macbeth with Ethan Hawke (53 minutes)

Blakeway Productions, 116 Films and THIRTEEN in association with Shakespeare's Globe

Ethan Hawke takes you along as he researches the part of Shakespeare's murderous Macbeth. This episode explores and reveals the extraordinary world of William Shakespeare's *Macbeth* and the still-potent impact it has today. The film combines interviews with actors, directors and scholars, along with visits to key locations, clips from some of the most celebrated film and television adaptations, and illustrative excerpts from the plays staged specially for the series at Shakespeare's Globe in London.

The series shows Shakespeare as an impresario who, four centuries ago, defined early the tenets of show business—drawing on historical sources, stealing and adapting ideas, bringing back popular characters, writing prequels, and developing dramatic ideas from the politics of the day. Each program's host has deep personal experience with Shakespeare's work and relates not only the stories of the plays themselves, but also the stories of how they came to be written, how they have been performed, and how they have survived over 400 years. The following website provides additional information about this film as well as teaching materials: http://www.pbs.org/wnet/shakespeare-uncovered/ education/.

#### 10:00–11:45 a.m. -

Our second film is an exciting documentary by legendary filmmaker Barbara Kopple who focuses on Mariel Hemingway, granddaughter of Ernest, and the family's struggle with mental illness and suicide. This film is one that should not be missed!

#### SC Running from Crazy (105 minutes) Cabin Creek Films

Hailed as one of the most distinguished families in American literature, the Hemingways have always exposed both their bright brilliance and their harrowing secrets. Two-time Academy Award winner and the only person to sweep all three of the Sundance Film Festival's documentary awards for *American Dream*, Barbara Kopple focuses her newest film on Mariel Hemingway, a granddaughter of the legendary writer Ernest, as she explores her family's disturbing history of mental illness and suicide. As a youngster, Mariel followed her supermodel sister, Margaux, into the acting world. Critics immediately praised Mariel's natural talent, which created a deep rift between the sisters. Kopple's bold portrait of the Hemingways intertwines haunting archival footage from Margaux's personal family documentary

# THE SCREENING ROOM: FILMS AT NCTE

with scenes from Mariel's life today as she advocates for suicide prevention and strives to live a rigorously healthy lifestyle to combat what appears to be her birthright. Mariel's courageous journey of acceptance and introspection allows her to view her family and turbulent upbringing through new eyes and, for the first time, accept them with a peaceful heart.

#### 11:50 a.m.–1:17 p.m. -

NCTE recognizes the contributions that author James Baldwin made to American literature. To celebrate what would have been his 90th birthday, we proudly present a documentary film about his life and work. Educators who want to inspire young creative writers will want to see this film. This film intersects with the LGBT and Rainbow Strands.

#### **GBT** James Baldwin: The Price of the Ticket Rainbow (87 minutes)

James Baldwin (1924–1987) was at once a major 20th Century American author, a civil rights activist, and for two crucial decades, a prophetic voice calling Americans, Black and white, to confront their shared racial tragedy. This film captures the passionate intellect and courageous writing of a man who was born Black, impoverished, gifted, and gay. Writers Maya Angelou, Amiri Baraka, Ishmael Reed, and William Styron place Baldwin's major works (including Notes of a Native Son, Another Country and The Fire Next Time) within the context of African American literature and the broader civil rights struggle. This intellectual biography will as the Philadelphia Inquirer says, "make you want to race to the library to read Baldwin's books themselves." The following website provides additional information about this film: http://video.pbs.org/video/2365066093/.

#### 1:22-2:17 p.m

Our next film is a wonderful documentary that captures the powerful and deeply moving story of author Jian Ping's Mulberry Child: A Memoir of China. This film intersects with the Rainbow Strand.

#### MSC Mulberry Child (55 minutes) Rainbow Morgan Cooper Productions

This film tells the story of the daughter of a senior government official and her family's struggle to survive China's Cultural Revolution of 1966-1976. Award-winning filmmaker Susan Morgan Cooper's documentary film is narrated by Golden Globe Winner and actress Jacqueline Bisset. *Mulberry Child*, which the late Roger Ebert lauded as "a powerful and touching film," has garnered numerous prestigious awards at international film festivals, including Palm Springs, Madrid, Bahamas, and Nashville. *Mulberry Child* also follows Jian's life through her present-day relationship with her American-raised daughter, addressing universal issues between mother and daughter; triumph and adversity; and overcoming immigrant challenges. Jian Ping was born in China in 1960 during the three-year widespread famine when tens of millions starved to death. At the end of the Cultural Revolution, as China moved forward, Jian continued her education, earning an undergraduate degree in English. She got married and gave birth to a baby girl, and shortly after, came to the United States to attain two masters' degrees. Jian's daughter joined her when she was four and a half. As Jian worked hard to provide the trappings of a middle class American life for her daughter, Lisa, ironically, a sense of disconnection began to build between them. Her eight-year odyssey to write her memoir, Mulberry Child, was an effort to tell Lisa her family history and her own past. She was saddened when Lisa showed no interest in the book. But when Jian and Lisa return to China for a bittersweet family visit and the triumphant 2008 Beijing Olympics, Lisa agrees to read the manuscript. Tracing her family's history, she begins to see her mother in a different light and accept her Chinese heritage. The following website provides additional information about this film:

http://www.pbs.org/program/mulberry-child/.

#### 2:22-2:45p.m.-

In keeping with NCTE's convention theme on stories, we are proud to screen a few animated shorts from StoryCorps. Everyone has a story to tell and everyone deserves to be heard. StoryCorps, launched in 2003 by Dave Isay, is one of the largest oral history projects of its kind. StoryCorps has collected and archived more than 50,000 interviews from more than 80,000 participants. Each conversation is recorded on a free CD to share, and is preserved at the American Folklife Center at the Library of Congress. Millions listen to the weekly broadcasts on NPR's Morning Edition and on StoryCorps' Listen Page.

### Listening Is an Act of Love: A S C StoryCorps Special (23 minutes) StoryCorps

The first-ever animated feature from StoryCorps celebrates the transformative power of listening. *Listening Is an Act of Love: A StoryCorps Special* presents six stories from 10 years of the innovative oral history project, where everyday people sit down together to ask life's important questions and share stories from their lives. Framing these intimate conversations from across the country is an interview between Storycorps founder Dave Isay and his 9-year-old nephew, Benji, animated in the inimitable style of The Rauch Brothers. The following websites provide additional information about this film as well as teaching materials: www.storycorps.org and http://storycorpsu.org/.

#### 2:50-3:26p.m.-

Our next award-winning documentary focuses on children 4 to 7 years of age who attend a very unique kindergarten class in a suburb of Zurich, Switzerland. This is a powerful and beautifully crafted film that shows how children can become healthy, resilient, confident, and self-reliant problem-solvers as they attend this amazing school. This film is a must see for all elementary school teachers and educators who teach future teachers. This film intersects with the Early Childhood Strand.

#### E School's Out: Lessons from a Forest Kindergarten Bullfrog Films

No classroom for these kindergarteners. In Switzerland's Langnau am Albis, a suburb of Zurich, children 4-7 years of age go to kindergarten in the woods every day, no matter what the weatherman says. This eye-opening film follows the forest kindergarten through the seasons of one school year and looks into the important guestion of what it is that children need at that age. There is laughter, beauty, and amazement in the process of finding out. This documentary is a combination of pure observational footage of the children at kindergarten in the forest, paired with interviews with parents, teachers, child development experts, and alumni, offering the viewers a genuine look into the forest kindergarten. There are also scenes of a traditional kindergarten in the United States to show the contrast between the different approaches. The following website provides additional information about this film:

http://www.bullfrogfilms.com/catalog/school.html.

#### 3:30-3:52p.m.-

Our next two films remind us about why history is so important. The United States Holocaust Memorial Museum in Washington, DC is a museum that chronicles the events that took place during the Holocaust. The following two short films focus on the National Days of Remembrance.

#### We Remember the Holocaust (9 minutes) and Voices of Rescue from the Holocaust (12:10 minutes) US Holocaust Museum Productions

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. The museum is located on the National Mall, and it has far-reaching educational programs and global impact. These two short films focus on why we should never forgot the Holocaust. The United States Congress established the Days of Remembrance in 1982 as our nation's annual commemoration of the Holocaust and created the United States Holocaust Memorial Museum as a permanent living memorial to the victims. Holocaust Remembrance Day occurs each year in April. In accordance with its Congressional mandate, the Museum is responsible for leading the nation in commemorating the Days of Remembrance and for encouraging and sponsoring appropriate observances throughout the United States. The following website provides additional information about the US Holocaust Museum: http://www.ushmm.org/.

#### 4:00-5:00p.m.-

NCTE is proud to present an exciting film on journalism. Deadline Every Second, focuses on top photojournalists who cover war, political clashes, financial markets, natural disasters, sports, and human-interest stories.

#### Deadline Every Second: On Assignment with 12 Associated Press Photojournalists (58 minutes) Ken Kobré Photography

Filmmakers Ken Kobré and John Hewitt take viewers behind the scenes with twelve top photojournalists of the Associated Press, the world's largest news picture agency. Viewers will come in close with some of the world's top AP photographers on assignment. These photographers represent the hundreds of AP photojournalists who record the memorable pictures you see in newspapers, magazines and on the Web-one million individual pictures a year viewed in more than 15,000 news outlets. This film is a must-see for all teachers and students interested in reporting the news through the perspective of photographers. In Deadline Every Second, photojournalists on assignment describe the intricate process of covering sports, features, and political events. They share their strategies for capturing just the right moment-and you're there with them at the center of the action. This film has 5 episodes focusing on the news from routine to extraordinary: earthquakes and wildfires, bicycling and basketball, presidents and pilgrims, combat and clashes. Deadline Every Second will change how viewers look at news images, especially if they bear the credit AP Photo. The following website provides additional information about this film: www.deadlineeverysecond.com.

For more information about the films screened today, please see **The Screening Room: Films at NCTE** at this web site: **sites.google.com/site/NCTEfilmfestival** 

### 9:30-10:45 a.m.

#### G.01 **Students Write Their Stories: Poetry** S from Print to Performance (S) Chesapeake 2/3

Three approaches to teaching poetry writing will be explored: 1. Using contemporary poems as prompts to develop fully edited poems for publication in student literary magazines. 2. Teaching students to use traditional poetic forms for use in spoken word poetry. 3. Preparing students for participation in a poetry slam.

- Chair: Nick Weaver, Oklahoma Literary Arts Alliance, Tulsa
- Speakers: Henry Cribbs, Union High School, Tulsa, Oklahoma, "Using Traditional Forms for Spoken Word Poetry"
- Paul Stevenson, Edison Preparatory, Tulsa, Oklahoma, retired, "Poems and Prompts"
- Nick Weaver, Oklahoma Literary Arts Alliance, Tulsa, "Preparing for a Poetry Slam"

#### G.03 Writing in the Landscape to Craft Stories of Knowing: The Writing Marathon G Maryland 1/2

Writing beyond classroom walls can be students' gateway to the power of story. Learn how writing marathons help writers find agency, audience, and purpose through the direct experience of place. Presenters will share marathon adaptations from four different states and equip participants with frameworks to use in their own schools.

- Chair: Richard Louth, Southeastern Louisiana University, Hammond
- Speakers: Casey Olsen, Columbus High School, Montana, "Uncovering Stories of Place for Social Justice Teaching"

Susan Martens, Missouri Western State University, Saint Joseph, "Mapping as Story/Story as Mapping in Place-Based Composing"

Jeff Grinvalds, Westside High School, Omaha, Nebraska, "Mining Place Stories for Creative Writing"

Richard Louth, Southeastern Louisiana University, Hammond, "An Introduction to the New Orleans Writing Marathon"

#### G.04 The Story of the Three Little Techie **Teachers (E-T)** E

#### Chesapeake 10/11/12

Bring your own device to this interactive ses-WL sion! Using the story of The Three Little Pigs, Early Childhood educators will be guided through authentic technology integration in writing. Demonstrations will meet everyone's tech comfort-level—beginner, intermediate, or advanced-to help teachers build the confidence to choose the right tools to "the best home."

Speakers: Shaunna Smith, Texas State University, San Marcos

Lauren Burrow, University of Memphis, Tennessee

# G.05 S

#### **Sharing Our Family Stories in Pictures E** M and Words: English Language Learners and Native Speakers Find Common Rainbow Ground while Addressing ELA **WL** Common Core Standards Chesapeake G/H/I

Combining narrative and informational text, creativity and rigor, pictures and words, English language learners and native speakers find common ground as they reconstruct family immigration stories. Witness students' compelling multimodal texts and listen to their poignant reflections. Experience the magic of transmediation-view findings from federally-funded evaluation of at-risk students' performance.

**Speakers:** Susan O'Byrne, Moharimet Elementary School, Madbury, New Hampshire, "Reconstructing Our Ancestors' Journeys while Addressing the ELACCSS"

Beth Olshansky, University of New Hampshire, Durham, "Our Stories in Pictures and Words as Told by Immigrant and Refugee Children"

#### G.06 The Storyteller's Story: Three

#### **Celebrated Young Adult Authors Dive** G Deeply into the Craft, Power, and Magic of YA Fiction

Potomac A

Discover unique author insights about the storyteller's art as three widely acclaimed YA authors open up their bag of literary tricks in a session sure to be edgy, funny, and dynamic. Cinda Williams Chima, Neal Shusterman, and Alan Lawrence Sitomer will provide rare illumination into the author's craft.

Chair: Alan Lawrence Sitomer, author, Disney Book Group, New York, New York

- Tradebook Authors: Neal Shusterman, Simon and Schuster, New York, New York
- Cinda Williams Chima, Hyperion Books for Teens, New York, New York

#### G.07 Tools to Build a Culture of Writing through Story

#### Chesapeake J/K/L

Story is a powerful bridge that can be used to unite disciplines in a school. Presenters will discuss how to spread love of story and teach stronger storytelling skills to parents, teachers, and students using a variety of tools, including digital stories, poetry, community gatherings, and blogging.

- **Chair:** Anna Gratz Cockerille, writer/literacy consultant, Bronx, New York
- **Speakers:** Stacey Shubitz, independent literacy consultant, Harrisburg, Pennsylvania, "Cultivating a Reflective Practice and Building Community through Teacher Blogging"
- Tara Smith, Glen Rock School District, New Jersey, "Creating Classroom Communities through Student Blogs"
- Betsy Hubbard, Olivet Community Schools, Michigan, "Poetry: Finding Hidden Stories"
- Dana Murphy, Midlothian School District 143, Illinois, "Sharing Our Stories: Hosting Family Writing Nights"

# G.09 Literature as the Harbinger of Social Change

#### Annapolis 2

Literary works whisper the future. Close readings show how and why that literary seed is manifested in our physical world. From American and British fiction, we will tie exemplary classic works to historical paradigm changes over a thousand years and then analyze popular songs to assess the social changes coming.

**Chair:** Mary Kay Costa-Valentine, Caravel Academy, Bear, Delaware

Jessica Love, Caravel Academy, Bear, Delaware

Mary Kay Costa-Valentine, Caravel Academy, Bear, Delaware

# G.10 The 2014 Orbis Pictus Award Books: Osing Nonfiction Stories with Children Annapolis 4

# Sponsored by the NCTE Orbis Pictus Award Committee, open to all

The 2014 Orbis Pictus award books will be shared along with the qualities that make them appealing to children. Orbis Pictus titles motivate reading nonfiction stories for pleasure, facilitate students' learning in reading, and provide opportunities to extend learning across curricular areas. Teachers can use these titles to address standards.

- **Chair:** Fran Wilson, Madeira City Schools, Cincinnati, Ohio
- **Speakers:** Marie LeJeune, Western Oregon University, Monmouth
- Ed Sullivan, freelance writer of book reviews, Oak Ridge, Tennessee

Joyce Herbeck, Montana State University, Bozeman Fran Wilson, Madeira City Schools, Cincinnati, Ohio Sue Parsons, Oklahoma State University, Stillwater Cyndi Giorgis, University of Nevada, Las Vegas

#### G.11 Jazz It Up, Old Sport! Interdisciplinary Co-Teaching with High School Students NCLE Azalea 1

American literary and informational texts blend seamlessly in this interdisciplinary lesson on the Roaring Twenties. Presenters will interweave literature, music, art, and historical documents in this hands-on session. Additionally, presenters will address the challenges of developing and nurturing a co-taught, interdisciplinary curriculum in today's evolving educational setting.

Chair: Jim L. Thompson, Bozeman High School, Montana

**Speakers:** B. Derek Strahn, Bozeman High School, Montana

Jim L. Thompson, Bozeman High School, Montana

#### G.12 Breaking the Silence: Giving Voice to G LGBTQ Students, Families, and Teachers National Harbor 5

LGBTQ students face unique challenges in school, and so do heterosexual students with LGBTQ parent(s). Providing safe environments for all students to learn is the responsibility of all teachers. This session includes research findings about these social injustices and offers practical, ready-to-use approaches to meet the needs of LGBTQ persons.

- **Chair:** Josefa Pace, State University of New York, Old Westbury
- **Speakers:** Tiffany Rehbein, East High School, Cheyenne, Wyoming, "LGBT Students in Rural America: Meeting Needs through Social Justice"
- Maureen McDermott, Nova Southeastern University, Fort Lauderdale, Florida, "Preparing Pre-Service Teachers to Implement Accommodations for LGBTQ Students and Students with LGBTQ Parent(s) in Urban/ Suburban Schools"

#### G.13 What's Blogging Got to Do with It?: G Story as Advocacy

#### National Harbor 11

#### Sponsored by the CEE Commission on Writing Teacher Education, open to all

Do you have something to say about writing instruction in K–12 schools, or a classroom story to share? Do you have trouble finding the time or confidence to write publicly? This writingrich session will help you craft your ideas for an authentic audience.

#### **Chair:** Mark A. Letcher, Purdue University-Calumet, Hammond, Indiana

#### Roundtable 1

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Mark A. Letcher, Purdue University-Calumet, Hammond, Indiana

#### Roundtable 2: Here's the Genre: Now Flip It

Kristen Turner, Fordham University, New York, New York Roundtable 3: Slingshots, Lollipops, and Thru Hikes: Writing Down the Trail

Leah Zuidema, Dordt College, Sioux Center, Iowa

#### Roundtable 4: Knock, Knock—Who's There?: Framing Writing for Specific Audiences

Sarah Hochstetler, Illinois State University, Normal **Respondent:** Ken Lindblom, Stony Brook University, New York

# G.14 Day of Early Childhood: Classroom Lessons: Teaching and Learning with Storytelling/Story Acting and the Embodied Literacies of Superhero Play Woodrow Wilson C

Storytelling/Story Acting motivates children with diverse abilities and second language learners to become engaged in early literacy activities. Two staff developers working in urban public schools and a Head Start director will share their experiences in implementing this innovative and equitable early literacy methodology.

Speakers: Jennifer (Jaye) Thiel, The University of Georgia, Athens, "The Embodied Literacies of Superhero Play"Suzette Abbott, Cambridge Public Schools, Massachusetts

#### G.15 Landscapes of Adolescence: Multi-Genre, Multicultural and Multi-Voiced C TE Stories for Young Adults

Maryland A

# Sponsored by the CEE Commission on the Study and Teaching of Adolescent Literature, open to all

In this conversation session, acclaimed young adult authors David Levithan and E. Lockhart will consider how multi-voiced stories offer teens new landscapes for discovery. Table leaders will follow by engaging attendees in discussions related to teaching YA books that offer multi-voiced, multi-genre, and multicultural perspectives. Respondents will close by providing suggestions on how classroom communities can construct their own multi-lensed YA stories.

- **Chair:** Kelly Bull, Notre Dame of Maryland University, Baltimore
- **Keynote Speakers:** E. Lockhart, author, Delacorte Press, Hyperion, New York, New York, and David Levithan, author, Random House Children's Books, New York, New York

#### Roundtable 1: Every You, Every Me as Psychological Terror

Judith Hayn, University of Arkansas, Little Rock

Roundtable 2: The Beautiful Problem of Historical Fiction: Tree Girl and the Guatemalan Genocide Sarah Donovan, University of Illinois, Chicago

#### Roundtable 3: Assisting Adolescents in Using Their Limitations as Strengths

Lisa Hazlett, University of South Dakota, Vermillion

#### Roundtable 4: Bringing Awareness to Issues Surrounding Gender Identity: Conversations and Curricular Guidance for *I Am J* by Cris Beam

Jody Polleck, Hunter College, City University of New York, New York

# Roundtable 5: Multimodal Storytelling: Text and Video in Carman's *Skeleton Creek, Trackers,* and *Dark Eden*

Melanie Hundley, Vanderbilt University, Nashville, Tennessee

# Roundtable 6: Holden Caulfield's Echoing Voice in Adolescent Female Narrators

Steven Bickmore, Louisiana State University, Baton Rouge Roundtable 7: Investigating Social Justice: Queen of Water with Latina Immigrants

Kelly Bull, Notre Dame of Maryland University, Baltimore

**Respondents:** Jeffrey Kaplan, University of Central Florida, Orlando, "Multimodal Storytelling: Text and Video in Carman's *Skeleton Creek, Trackers*, and *Dark Eden*"

Jacqueline Bach, Louisiana State University, Baton Rouge, "Investigating Social Justice: Queen of Water with Latina Immigrants"

- Robert Prickett, Winthrop University, Rock Hill, South Carolina, "October Mourning: A Mentor Text for a Multi-Voice, Multi-Genre Project"
- Katie Dredger, James Madison University, Harrisonburg, Virginia, "Investigating Social Justice: Queen of Water with Latina Immigrants"

Kathryn Kelly, Assembly on the Literature and Culture of Appalachia, Christiansburg, Virginia, "Holden Caulfield's Echoing Voice in Adolescent Female Narrators"

SATURDAY

- Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia, "The Beautiful Problem of Historical Fiction: Tree Girl and the Guatemalan Genocide"
- William Williams, Concord University, Athens, West Virginia, "Assisting Adolescents in Using Their Limitations as Strengths"

#### G.16 What Am I?—A Cross-Disciplinary G Lesson on Intersex

#### LGBT Maryland 5/6

Experience an interdisciplinary lesson from a LGBTIQ Literature class and increase student sensitivity to different stories. As teachers of Biology and English, we introduce the term "Intersex" and study the constructs of sex and gender. Through a close scientific reading and a jigsaw activity, participants will reflect on current practices.

- **Chair:** Karin Kayser, PVPA Performing Arts Charter Public School, Hadley, Massachusetts
- Jeanne Powers, PVPA Performing Arts Charter Public School, Hadley, Massachusetts
- Karin Kayser, PVPA Performing Arts Charter Public School, Hadley, Massachusetts

#### G.17 Day of Early Childhood: Bridging Young Children's Worlds: Stories of Language, Literacy, and Belonging in Diverse Religious Communities Woodrow Wilson B

The presenters will share stories about the languages, literacies, and identities of children in diverse religious communities (Puerto Rican Pentecostals and Somali-American Muslims in the US, Tamil Hindus, Bangladeshi Muslims, Polish Catholics, Ghanaian Pentecostals in the UK) highlighting children's agency and expertise and discussing implications for teaching in secular settings.

Chair: Dinah Volk, Cleveland State University, Ohio

- **Speakers:** Sirad Shirdon and Leslie Moore, The Ohio State University, Columbus, "The Construction of Somali-American Children's Religious Identity in the Context of Storytime Read Alouds"
- Vally Lytra, Goldsmiths, University of London, England, "Tales of Religious Belonging: Exploring Children's Oral and Written Narratives across Four Transnational Faith Communities in London"
- Dinah Volk, Cleveland State University, Ohio, "Interweaving Spanish Literacy and Religious Knowledge: Benny and His Grandmother's Expert Use of Stories from *La Biblia*"

#### G.18 The Record and the Rhetoric: An

#### S Experiment in Combining AP English Language and Composition and AP United States History to Improve Critical Thinking Skills Baltimore 5

An AP English Language and Composition teacher and an AP US History teacher discuss how they utilize rhetorical skills to analyze historical content with a shared cohort of students. The session will provide strategies for rhetorical analysis and synthesis, harnessing a range of suggested non-fiction texts and potential writing assessments.

- **Chair:** Lloyd Hoshaw, Millard West High School, Omaha, Nebraska
- **Speakers:** Matthew Heys, Millard West High School, Omaha, Nebraska
- Lloyd Hoshaw, Millard West High School, Omaha, Nebraska

# G.19 Eight Great Multicultural American Texts

#### Potomac B

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This conversation session will focus on multicultural American literature as an avenue for teaching the importance of dignity and respect for all people. Presenters will engage attendees in critical conversations about valuing diversity, difference, and social justice through the stories located within some of our greatest multicultural American texts.

- **Co-chairs:** Alan Brown, Wake Forest University, Winston-Salem, North Carolina
- Joan F. Mitchell, Wake Forest University, Winston-Salem, North Carolina
- Keynote Speakers: Matt de la Peña, Random House Publishers, New York, New York
- Jacqueline Woodson, Penguin Young Readers Group, New York, New York

# Roundtable 1: *I Know Why the Caged Bird Sings* by Maya Angelou

Joan F. Mitchell, Wake Forest University, Winston-Salem, North Carolina

#### Roundtable 2: The Bluest Eye by Toni Morrison

Nicole Sieben, State University of New York, Old Westbury Tiffany Newsome, Rolesville High School, Wake Forest,

North Carolina

Roundtable 3: We Were Here by Matt de la Peña Jennifer Buehler, Saint Louis University, Missouri

# Roundtable 4: A Yellow Raft in Blue Water by Michael Dorris

Heather Barto Wiley, R. J. Reynolds High School, Winston-Salem, North Carolina

#### Roundtable 5: The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

Alice Garcia, East Ascension High School, Gonzales, Louisiana

Kate Youngblood, Wake Forest University, Winston-Salem, North Carolina

#### **Roundtable 6:** Copper Sun by Sharon Draper Joan Kaywell, University of South Florida, Tampa

#### Roundtable 7: Monster by Walter Dean Myers Lisa Scherff, Estero High School, Florida

# Roundtable 8: The House on Mango Street by Sandra Cisneros

Wendy Glenn and Danielle King, University of Connecticut, Storrs

#### Roundtable 9: A Raisin in the Sun by Lorraine Hansberry

Victoria Whitfield, Autauga County School System, Prattville, Alabama

#### Roundtable 10: The Color Purple by Alice Walker

- Victor Malo-Juvera, University of North Carolina, Wilmington
- Linda Spears-Bunton, Florida International University, Miami

Roundtable 11: The Girl in the Tangerine Scarf by Mohja Kayhf

Kate Allman, Duke University, Durham, North Carolina

# Roundtable 12: *Marcelo in the Real World* by Francisco X. Stork

Chris Crowe, Brigham Young University, Provo, Utah

#### Roundtable 13: Hush by Jacqueline Woodson

Paula Taylor-Greathouse, Tennessee Technological University, Cookeville

**Respondent:** Ellen Oh, #WeNeedDiverseBooks Campaign, Harper Teen, Bethesda, Maryland

#### G.20 The Impact of Oral Storytelling at the Onondaga Nation School

#### Rainbow National Harbor 6

Stories are a crucial part of school culture at the Onondaga Nation School, a K-8 school consisting of students who have Native American lineage. The two presenters will share how oral narrative permeates instruction there. Participants will create their own stories out of beads and share these narratives if they wish.

Chair: Andrew Blake, Delaware State University, Dover

**Speakers:** Jennifer Kagan, Oswego State University, New York

Simone Thornton, Onondaga Nation School, New York

#### G.21 Stories of Change: Argument, Advocacy, and Project for Awesome Azalea 3

Creators the world over come together for the Project for Awesome each December. Get in on the magic and learn how to get students involved in this real-world video advocacy project. This session shares stories from three teachers who collaborated to give their students an opportunity to change the world.

**Chair:** Lee Ann Spillane, Orange County Public Schools, Orlando, Florida

- **Speakers:** Sarah Gross, High Technology High School, Lincroft, New Jersey
- Christine Kervina, Centreville High School, Clifton, Virginia
- Jennifer Ansbach, Manchester Township High School, Manchester, New Jersey
- Lee Ann Spillane, Orange County Public Schools, Orlando, Florida

#### G.22 Growing an Author: From Story Constraints to Writing Workshop— Cultivating a Child's Personal Story

#### Cultivating a Child's Personal Story National Harbor 4



Young children are natural story tellers. This presentation will focus on how to grow children from oral story tellers to independent writers who are becoming proficient with critical literacy skills while still maintaining a sense of their own story. Attendees should expect work samples, handouts, and materials.

Speakers: Jennefer Gehringer, Kutztown University, Pennsylvania

Amy Kennedy, Kutztown University, Pennsylvania

#### G.23 How Arts Integration Helps Us "Talk Story" to Enhance Engagement and Achievement in ELA Magnolia 1

In an interactive session, English and arts teachers from the Detroit School of Arts will showcase student work to illustrate how visual arts, music, and dance have enhanced engagement and achievement in English Language Arts classes.

**Speakers:** Kyria Gore, Detroit School of Arts, Michigan William McLin, Detroit School of Arts, Michigan

#### G.24 Focus on Engagement: Taking an

#### Active Stance with Informational Text Chesapeake D/E

Evidence suggests that student engagement is essential to accelerating academic achievement and creating a culture in which deep thinking and analysis become the heartbeat of instruction. When teachers are aware of and consciously apply the characteristics of engaging instruction—across the curriculum—motivation and achievement are elevated for all learners.

Chair: Ellin Keene, author/consultant, Denver, Colorado

- Speakers: Ellin Keene, author/consultant, Denver, Colorado, "Who's in Charge of Engagement? "
- Linda Hoyt, author/consultant, Powell Butte, Oregon, "The Power of Deep Engagement: across the Curriculum"
- Tradebook Author: Seymour Simon, Star Walk Kids Media, Great Neck, New York, "Engaging Learners with Thoughtfully Constructed Informational Stories"

#### G.26 Picture Perfect Writing: Increasing Relevance in a Technology-Infused, Multimodal Writing Classroom Woodrow Wilson D

### How do writing skills improve through col-

laborative, technology-rich classrooms? Come explore interactive solutions and hands-on experiences using the strategies and technologies that will rock your Common Core writing classroom.

- **Chair:** Clifford Cooper Jr., Montgomery County Public Schools, Rockville, Maryland
- Speakers: Tabitha Roper, Etowah High School, Woodstock, Georgia
- Heather Barton, Etowah High School, Woodstock, Georgia

#### G.27 Writing for Change: Service-Learning Partnerships between High School and College Students and Teachers

#### Rainbow Azalea 2

This presentation will touch on both practical and theoretical aspects of our service-learning collaboration. Our semester-long partnership begins with intercultural inquiry and ends with multimodal advocacy projects. Participants will leave with strategies for designing a literacybased service-learning partnership of their own.

- **Co-chairs:** Carly Finkelstein, Northwestern High School, Hyattsville, Maryland
- Heather Lindenman, University of Maryland, College Park

**Speakers:** Lena Stypeck, Teach for America, Baltimore, Maryland

Brianna Vollmer, Lake City High School, South Carolina

#### G.28 Exploring Untold Stories of WWII through Text Sets Magnolia 3

Examination of multimedia text sets about important but rarely taught historical topics. Resources connected to CCSS for ELA/SS, organized around multiple perspectives and award-winning anchor texts such as *Between Shades of Gray* by Ruta Sepetys and *Bomb* by Steve Sheinkin. Explanation of using text sets as cross-discipline projects.

# **Speakers:** Jeanne Swafford, University of North Carolina, Wilmington

Linda Wall, University of North Carolina, Wilmington Emily Roderique, LaVergne High School, Tennessee

#### G.29 Engage and Inspire Readers by Providing Personal Choice, by Teaching Idea Independence, and by Sharing Identity Stories National Harbor 3

The presenters will share ideas for helping students use choice, intention, and meaning to engage with reading and to develop well-rounded reading identities. They'll use student work and classroom videos to show examples of students who create stories and grow ideas about themselves, their texts, and their reading lives.

- **Chair:** Kathy Collins, consultant/author, Durham, New Hampshire
- **Speakers:** Kathy Collins, consultant/author, Durham, New Hampshire, "Scrapbooking Our Reading Lives: Help Children to Find Significance and Meaning in Texts and to Archive the Story of Their Reading Lives"
- Matt Glover, independent consultant/author, Cincinnati, Ohio, "The Intersection of Choice and Voice: Support Young Readers to Make Choices, to Pursue Their Intentions, and to Develop Reading Identities"
- Dan Feigelson, New York City Department of Education, New York, "Collaborative Conferring with Upper Elementary and Middle School Readers: Teach Children to Come Up with Their Own Text-Based Ideas during Individual Reading Conferences"

 G.30 Whatever Catches My Attention, I Do: Teacher Stories and the Essential Role of the Humanities in Rural Professional Development Programs Baltimore 4

# Sponsored by the CEE Commission on Graduate and Professional Development, open to all

This session highlights how challenges to rural professional development and graduate programs in English can be linked to larger issues regarding the place of the humanities in contemporary universities and American society, particularly in light of federal and state emphasis on STEM initiatives.

- **Chair:** Lisa Eckert, Northern Michigan University, Marquette
- **Speakers:** Janet Alsup, Purdue University, West Lafayette, Indiana, "Beyond STEM: The Humanities in Professional Development"
- Hali Kirby, Gardiner High School, Montana, "The Best and Worst of Times: Frontier Stories of Rural Professional Development"
- Lisa Eckert, Northern Michigan University, Marquette, "It Takes a Department: Collaborating with English Faculty to Provide Professional Development"

#### G.31 Performing beyond the Assessment: MS Cross-Curricular Approach to True Collaborative Learning Annapolis 1

This presentation will address advancements in literacy and the ways we assess student learning, including expanded implementation of the CCCS, cross-curricular teaching, differentiated instruction, and new forms of participatory learning. Participants will discover how to develop student-centered performance assessments as well as a student's sense of inquiry across the curriculum.

**Chair:** Jessica Evans, Black Horse Pike Regional School District, New Jersey

- **Speakers:** Sherrie Erickson, Black Horse Pike Regional School District, New Jersey
- Jessica Evans, Black Horse Pike Regional School District, New Jersey

#### G.32 Critical Expressivism: Moving beyond the "Expressivist/Academic" Debate Camelia

Our panel brings together many of the new perspectives on the theory and pedagogy of critical expressivism and argues that the "social" and the "personal" are not two poles in a binary system but rather fundamentally interrelated, overlapping realms. We promote the view that "critical expressivism" offers a more nuanced, creative response to the longstanding "expressive/academic" debate still circulating in the lore and literature of composition studies.

**Chair:** Roseanne Gatto-Dominici, St. John's University, New York

**Speakers:** Daniel Collins, Manhattan College, New York, New York

Derek Owens, St. John's University, New York Tara Roeder, St. John's University, New York, New York Roseanne Gatto-Dominici, St. John's University, New York

G.33 FEATURED SESSION – Current

CEE Research Initiatives: Teacher Preparation, Educational Equity, and Politics of the Common Core

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#### Politics of the Common Core National Harbor 10

The recipients of the annual research grants sponsored by the Conference on English Education will present their work twice so that participants can attend two roundtable sessions.

Roundtable 1 - The final analysis of a national survey of English educators and the results of a qualitative study of over 100 methods course syllabi will be presented as elements of a major study of how English teachers are prepared by institutions of higher education in rapidlychanging times.

Roundtable 2 - This presentation examines the politicized process by which Indiana became the first state to withdraw from the Common Core State Standards.

Roundtable 3 - This presentation investigates English teachers' understandings of the Common Core State Standards and the ways in which existing policy and school organization interact with the "rigor for all" rhetoric of the Common Core.

**Chair:** Louann Reid, Colorado State University, Fort Collins

#### Roundtable 1: A New Era of English Teacher Preparation: Findings from a National Study

Donna Pasternak, University of Wisconsin, Milwaukee Leslie Rush, University of Wyoming, Laramie

Heidi Hallman, University of Kansas, Lawrence

Samantha Caughlan, Lansing, Michigan

Laura Renzi, West Chester University of Pennsylvania, West Chester

#### **Roundtable 2: Pushmipullyu Politics**

Tara Star Johnson, Purdue University, West Lafayette, Indiana

#### Roundtable 3: Standardization vs. Differentiation: How English Teachers Interpret the Common Core State Standards and Implications for Educational Equity

Emily Hodge, Pennsylvania State University, University Park

#### G.34 All I Need Is One Mic: Amplifying MS Hybrid Critical Literacies and Youth Voice in City Schools

### Rainbow Potomac 5/6

Three educators and two young scholars share their work in fostering powerful literacies with city youth who use debate and Hip-Hop to draw upon rich indigenous knowledge and cultural and linguistic wealth to create and share narratives of critique, resistance, communal countermemory, and literacy for social transformation and freedom.

**Co-chairs:** Stephon Adams, Western Connecticut State University, Danbury

Devonte Escoffery, Western Connecticut State University, Danbury

**Speakers:** Ashley Newby, Michigan State University, East Lansing, "It's a Takeover Not a Makeover: Deconstructing the Academic Space through Hip-Hop"

Shana Bryce, Acorn Community High School, Brooklyn, New York, "Debate Is In My DNA: Using Debate to Teach English Language Arts in Secondary City Schools"

Jennifer Johnson, Teachers College, Columbia University, New York, New York, "Scaling Academic Walls: Hip-Hop Debate and Critical Literacy Development in English Language Arts"

**Respondent:** David E. Kirkland, Michigan State University, East Lansing

#### G.35 Story as a Portal to Engaging the Minds of Middle Grade Readers: Award-Winning Authors Who Bring Knowledge, Imagery, Magic, and Joy to Readers

#### Chesapeake 4/5

Award-winning authors and an illustrator will discuss the ways they use language and visuals to craft engaging books for middle-level readers. They will discuss their research, idea formation, writing and visual techniques, and they will share valuable insights for developing background knowledge and creating engaged, proficient, critical thinkers and readers.

- **Chair:** Donna Knoell, educational consultant and author, Shawnee Mission, Kansas
- Tradebook Authors: Peter Sis, illustrator/author, Macmillan Publishing, New York, New York, "Using Evocative Words and Illustrations to Tell Important Stories: Famous People, Powerful Journeys, and the Will to Live Free"

Ann Martin, Macmillan Children's Books, New York, New York, "Book Series, Animals, and Memorable Characters: Continuing the Engagement"

Rob Buyea, Random House Children's Books, New York, New York, "Creating Characters that Readers Can Relate to, with an Emphasis on Point of View"

Cynthia Kadohata, Simon and Schuster Children's Books, New York, New York, "The Impact of Strong Characters, Emotional Resonance, and Imagery to Inspire Young Readers for a Lifetime Habit of Reading"

Megan Frazer Blakemore, Bloomsbury/Walker Books for Young Readers, New York, New York, "Creating a Sense of Time and Place to Encourage Critical Thinking about the Intersection of Historical Fiction and Nonfiction"

Annie Barrows, Bloomsbury Children's Books, New York, New York, "Historical Time Travel and Complex Characters that Readers Love as Accessible Gateways to Reading Engagement"

#### G.36 Beyond College and Career Ready: De-Instrumentalizing English in the Age of the Common Core Potomac 1/2

Four veteran teacher educators will explore the false promises and epistemic limitations of the Common Core State Standards' emphasis on "college and career readiness." Speakers will give special attention to the ways in which the Standards devalue student experience and dismiss the ethical potentials of literacy.

Chair: Todd DeStigter, University of Illinois, Chicago

- **Speakers:** David Schaafsma, University of Illinois, Chicago
- Hephzibah Roskelly, University of North Carolina, Greensboro

Todd DeStigter, University of Illinois, Chicago Robert Yagelski, State University of New York, Albany

### G.37 Hacking Our Stories: The Landscape of the Hackjam

#### Chesapeake 7/8/9

Participants will be introduced to the notion of hacking through what is known as a hackjam. Facilitators will help participants re-imagine and remake games, toys, and classrooms as invitations to civic engagement, project-based learning, and inquiry through both low-fi and hi-fi applications of the hack-jam ethos.

**Chair:** Andrea Zellner, Michigan State University, East Lansing

**Speakers:** Chad Sansing, Community Public Charter School, Waynesboro, Virginia

Christina Cantrill, National Writing Project, University of California, Berkeley

Andrea Zellner, Michigan State University, East Lansing

#### G.38 Common Standards: Uncommon (E) M Teaching

#### National Harbor 2

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The standards may be common, but our students deserve uncommon learning. There are spaces in the standards for the additional skills, topics, and passions we want our students to have. Each presenter will give a fast-paced, five-minute Ignite presentation with ideas on where these spaces are and what we can do with them. There will also be time for audience interaction.

Chair: Sandy Hayes, Becker Middle School, Minnesota

- **Speakers:** Troy Hicks, Central Michigan University, Mount Pleasant, "Crafting Digital Writing"
- Barry Gilmore, Hutchison School, Memphis, Tennessee, "Worthy Texts"
- Donalyn Miller, O. A. Peterson Elementary School, Fort Worth, Texas, "Engagement in Nonfiction Texts"
- Zanetta Robinson, Thurgood Marshall Fundamental Middle School, Saint Petersburg, Florida, "Standards and Culture"

Scott Filkins, Champaign Unit 4 Schools, Illinois, "Performance Assessment and Reading"

Sandy Hayes, Becker Middle School, Minnesota, "Writing with Images and Sound"

#### G.39 The Story We Know: An Exploration of the Villanelle as Memoir, Study Guide, and Medium for Understanding Conflicts and Character Relationships Baltimore 1

This session celebrates the villanelle as a poetic framework for knowing personal identity, processing information, and understanding fictional character relationships, offering a counterpoint to the current trend towards traditional non-fiction texts. Participants will learn the form, write memoir story-poems, and explore its cross-disciplinary potential in urban and suburban schools K–12.

**Chair:** Ryan Campbell, Connecticut IB Academy, East Hartford

**Speakers:** Gayle Campbell, Duffy Elementary School, West Hartford, Connecticut

Ryan Campbell, Connecticut IB Academy, East Hartford

# G.40 Valuing Story: Creative Nonfiction and College Composition

#### Magnolia 2

This panel will explore ways in which the pervasive power of story can be utilized within writing classrooms by instructors and students. We believe that the stories we teach, tell, and compose can serve as the foundation for our college composition courses, providing voice and value to students we serve.

Chair: Patricia L. Hans, Ridgewood High School, New Jersey

**Speakers:** Kelly Wolfe, Framingham State University, Massachusetts, "Models and Mining: Marrying Creative Nonfiction, Research, and Composition"

- Catherine Gaiser, Northern Virginia Community College, Annandale, "The Stories We Teach: Closing the Gap between Creative Writing and Composition"
- Kelly Cutchin, Northern Virginia Community College, Annandale, "Teaching My Story: The Role of Reciprocity in Composition Pedagogy"

#### G.41 Radical Spaces for Teacher Education and Learning National Harbor 13

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# Sponsored by the Standing Committee on Research, open to all

This symposium shares the transformative efforts of teachers, schools, and communities in Massachusetts, California, and Minnesota. Challenging superficial models of diversity in literacy and teacher education, this symposium discusses innovative approaches in recruiting, training, and retaining teachers from historically marginalized groups and developing transformative campusto-community pipelines over the long term.

- **Chair:** Benji Chang, Teachers College, Columbia University, New York, New York
- **Speakers:** Ebenezer Flomo, Yodit Tesfaye, Ayan Mohamed, Abdiasis Hirsi, Laurence Tan, and Cati V. de los Rios, Augsburg College, Minneapolis, Minnesota

Dariana Guerrero, Stonehill College, Easton, Massachusetts, Lorena German, Bread Loaf Teacher Network, Lawrence, Massachusetts, Richard Gorham, Lawrence High School, Massachusetts,

Audrey Lensmire, Augsburg College, Minneapolis, Minnesota, and Benji Chang, Teachers College, Columbia University, New York, New York, "Radical Spaces for Teacher Education and Learning in California, Minnesota, and Massachusetts"

#### G.43 Histories as a Lens for (Re)Writing and (Re)Reading Our Communities

#### Rainbow Annapolis 3

- Understanding the histories of literacies in our communities is crucial for both teachers and students. In this session, studies of history are used as a site to forward equality across literacy and race, gender, and geography.
- **Speakers:** Ronald Gamma, Barry Goldenstein, Andrew Wintner, Teachers College, Columbia University, New York, New York and Carolyn Berg, New Design Middle School, Manhattan, New York, "Middle School Harlem Historians: Using Historical Stories as a Successful Tier II Intervention"
- Candace Epps-Robertson, Michigan State University, East Lansing, "Storying as Method: Using Stories to Hear Students, One Researcher's Story"
- Gholnecsar Muhammad, Georgia State University, Atlanta, "'Inducing Colored Sisters of Other Places to Imitate Their Example': Connecting Historic Literary Societies to the Contemporary Writing Groups"

#### G.44 Surviving Critical Life Events through Theater and Writing National Harbor 7

Speakers will examine stories written by individuals who have experienced tragic life events: story samples come from volunteers in New York after 9/11, teachers living in areas affected by Hurricane Sandy and Hurricane Katrina, and homeless teenagers. The presentation examines teaching narrative writing in the aftermath of disasters, violence, and critical life events, and using story as a form of healing.

- **Speakers:** Deborah Alvarez, University of Delaware, Newark, "Trauma, Tragedy, and Story: Writing to Survive Critical Life Events"
- Jan Buley, Laurentian University, Sudbury, Ontario, Canada, "You'll Never Forget These Stories"

#### G.45 Poster Session: Early Literacies

#### O Prince George's Hall B

Bringing a student's family and teacher together, with the child, in the classroom builds a strong bond and supports learning both at home and at school. Each of these posters demonstrates a unique way teachers are opening the classroom to include families, administrators, and community members.

#### Poster 1: Innovation Stories

Candyce Phillips, Berryville Middle School, Arkansas

# Poster 2: Connecting School and Home by Bringing Students' Families into the Classroom

Dahlia Constantine, Arlington Public Schools, Virginia

**Poster 3: Changing Lives, One Reader at a Time** Melinda Butler, Sam Houston State University, Huntsville, Texas

#### Poster 4: "None of These Are Like Me": Student Ownership of Text and Connection with Curricular Stories

Katrina Cook, The Ohio State University, Columbus

Poster 5: Professional Dyads and Culturally Relevant Teaching: Early Childhood Education Making a Difference

Susi Long, University of South Carolina, Columbia

# Poster 6: Cultural Storytelling: Literacy Experiences of the Children of Immigrants

Dana Rosen, Rutgers University, New Brunswick, New Jersey

#### G.46 Grow through It: Fostering Resilience and Empathy through Story Maryland B

A panel of children's book authors and classroom teachers share ideas and strategies professionals can use with students to build resilience and empathy. Attendees will learn conditions that help support the development of resilience and empathy and how literature can be used to foster this development.

Chair: Gigi McAllister, Gorham, Maine

- **Speakers:** Susan Dee, RSU5, Freeport, Durham, and Pownell, Maine, "Assisting Middle Grade Readers in Recognizing Traits of Resilient Characters"
- Gigi McAllister, Gorham, Maine, "Using Picture Books to Foster the Development of Empathy"
- Tradebook Authors: Jennifer Nielsen, Scholastic Inc., New York, New York, "Ways Students Can Use Fictional Writing to Explore Emotions, Concerns, and Heroism"
- Leslie Connor, HarperCollins-Tegen Books, New York, New York, "How Authors Create Memorable Characters Children Will Root For"
- Lynda Mullaly Hunt, Nancy Paulsen Books/(Penguin Group), New York, New York, "Attributes of Resilient Children"

#### G.47 Newbery Books and Digital Humanities: A Springboard for Research and Presentation Baltimore 2

The stories told in Newbery books can encourage readers to delve into the world of digital humanities. Middle-schoolers are "digital natives" and digital technologies may facilitate deeper understanding of the humanities. This presentation explains the use of digital resources for research and presentations of learners' own stories through digital storytelling techniques.

**Speakers:** Lisbeth Wells-Pratt, The University of Georgia, Athens

Deborah Wells, Slippery Rock University of Pennsylvania, Slippery Rock

#### G.48 Using the Power of Language to Reframe the Story of Education

### NCLE Maryland D

The National Center for Literacy Education has compiled extensive research over the past few years that tells a powerful story about what schools are doing and need to do to foster strong literacy learning. But how do we tell this complicated story in a way people outside the classroom will understand? And how might we structure that story so it actually leads to change? In this session we'll learn about strategic framing and how it can be used to build understanding of and support for systemic capacity building around literacy.

**Speaker:** Jenna Fournel, National Council of Teachers of English, Washington, DC

### 9:30 a.m.-12:15 p.m.

#### GH.01 Connecting Children's and Young Adult Literature to Science and Math Standards in a Common Core World Woodrow Wilson A

# Sponsored by the Children's Literature Assembly, open to all

This session will bring together authors and illustrators of beautifully written and illustrated nonfiction and fiction children's and young adult literature that features science and mathematics concepts and classroom teachers who have incorporated them into their teaching in deeply meaningful and informative ways.

**Co-chairs:** Denise Johnson, College of William and Mary, Williamsburg, Virginia

Pamela Jewett, University of South Carolina, Columbia James Stiles, Plymouth State University, New Hampshire Ruth Lowery, The Ohio State University, Mansfield

**Speakers:** Emily Whitecotton, Center for Inquiry, Columbia, South Carolina

- Kendall Donald, Ballentine Elementary School, Irmo, South Carolina
- Tradebook Authors: Jon Scieszka, New York, New York
- Jennifer Brown, Bloomsbury Children's Books, New York, New York
- Leslie Bulion, Peachtree Publishers, Atlanta, Georgia
- Emily Jenkins, Random House Children's Books, New York, New York
- Jason Chin, Macmillan Children's Books, New York, New York

Susan Stockdale, Peachtree Publishers, Atlanta, Georgia

Kate Messner, Bloomsbury Children's Books, New York, New York

Melissa Stewart, Peachtree Publishers, Atlanta, Georgia

### 11:00 a.m.-12:15 p.m.

#### H.01 WOW! Who Knew What Edmodo Could Do? Creating a Diverse Tech Culture to Foster Equity, Access, and College Readiness Chesapeake 2/3

This presentation responds to an increasingly technological and culturally-diverse educational environment, by demonstrating new ways of providing equity and access for low-income, minority, and rurally-located students. Students to produce digitally-based products, navigate academicallyrelevant internet resources, and communicate appropriately in a culturally-diverse online academic setting to achieve college and workplace readiness.

**Chair:** James Garner, Decatur High School, Arkansas **Speakers:** Rachel Stokes, Greenville Senior High School, South Carolina

James Garner, Decatur High School, Arkansas

#### H.02 Using Narratives, Reading, and Media: Professional Knowledges and

Frameworks for Development in the

Writing Methods Course Chesapeake D/E

#### Sponsored by the CEE Commission on Writing Teacher Education open to all

Readings in the writing methods course help pre-service teachers categorize effective practices in writing instruction, to examine their own writing instruction history, and articulate their rationale(s) for pedagogical decisions in lesson/ unit plans. This panel considers the role of readings in relation to current trends and issues in English education.

**Chair:** Matthew Kilian McCurrie, Columbia College, Chicago, Illinois

**Speakers:** Jonathan Bush, Western Michigan University, Kalamazoo

Kia Jane Richmond, Northern Michigan University, Marquette James Davis, Iowa Writing Project, Cedar Falls

#### H.03 A New Literary Lens on the Horizon: Reading Stories of Adolescence through a Youth Lens National Harbor 5

Join a discussion about a new literary lens proposed to teach and read young adult literature and other textual representations of youth. Presenters discuss how a new analytic approach focused on representations of adolescence, a Youth Lens, illuminates fresh interpretive possibilities for analyzing literature through critical examinations of YA texts.

- **Chair:** Mark A. Lewis, Loyola University Maryland, Baltimore
- **Speakers:** Robert Petrone, Montana State University, Bozeman, "What Is a Youth Lens?"
- Mark A. Lewis, Loyola University Maryland, Baltimore, "Portrayals of Urban Youth and Space in YAL"
- Matt Knieling, Central Michigan University, Mount Pleasant, "A Pre-Service Teacher's Perspective of Reconceptualizing Youth to Reconceptualizing English Education"
- Mark Sulzer and Amanda Haertling Thein, University of Iowa, Iowa City, "Analysis of Masculinity and Meritocracy in Adult and YA Versions of Military Memoirs"
- Sophia Sarigianides, Westfield State University, Massachusetts, "Situating a Youth Lens within Children's Literary Criticism, Youth Studies, and Education"
- **Respondent:** Wendy Glenn, University of Connecticut, Storrs

#### H.05 Thinking Intensive Learning: Close Reading Is Strategic Reading National Harbor 2

Complex text is not simply about Lexile level. Complexity resides in complicated issues and ideas in a variety of disciplines that are fused with multiple perspectives. To make sense of complex information, readers need to consider what they already know, ask questions, annotate, think inferentially and reread to expand understanding. At its core, close reading is strategic reading.

- **Chair:** Stephanie Harvey, Stephanie Harvey Consulting, Denver, Colorado
- **Speakers:** Anne Goudvis, Public Education and Business Coalition, Denver, Colorado
- Stephanie Harvey, Stephanie Harvey Consulting, Denver, Colorado

#### H.06 Creating a Bridge to See the Story inside Informational Text Chesapeake 1

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Come explore your current practice for planning and facilitating instruction for and with informational texts as you develop critical readers and consumers. Engage in developing the instructional bridge students need to effectively comprehend, evaluate, and utilize print and digital resources. Embrace reading as an access point for future success.

- Speakers: Melissa Champion Hurst, Wake County Public School System, Raleigh, North Carolina
- Julie Malcolm, North Carolina English Teachers Association, Cary

#### H.07 Day of Early Childhood: Culturally Relevant Literacy Teaching in the Early Childhood Classroom Woodrow Wilson B



Woodrow Wilson B Four public school teachers invite us to enter their NYC primary grades classrooms and learn

about their approaches to culturally relevant language and literacy teaching.

- **Chair:** Jessica Martell, PS 75 The Emily Dickinson School, New York, New York
- **Speakers:** Eileen Blanco, PS 75 The Emily Dickinson School, New York, New York, "Multicultural Education, Inclusive Practices, and the Common Core: A Visual Model"
- Peter Kim, Teachers College, Columbia University, New York, New York
- Jennifer Lopez, PS 75 The Emily Dickinson School, New York, New York

Emma Pelosi, Early Childhood Discovery and Design Magnet School, New York, New York

Mariana Souto-Manning, Teachers College, Columbia University, New York, New York

#### H.08 Breaking Barriers through Storytelling: O Visibility and Vulnerability in School Communities National Harbor 6

A look at LGBTQ social justice initiatives using storytelling, poetry, spoken word, and the arts. Young people are responsive to messages that are delivered in accessible mediums. This program will guide participants through the steps of student-led initiatives that provided a creative platform to express their experiences.

**Speaker:** Amy Fabrikant, New York City Safe School Program, New York

#### H.09 Engaging Latino and Latina Youth in S Literacy

#### Rainhow National Harbor 4

This presentation will address how to help meet the specific needs of America's largest growing student population—Latino youth. Through the implementation of certain, story-focused curriculum, vocabulary acquisition activities, and Socratic Seminar strategies, this session will help educators increase both engagement and rigor in a predominately Latino classroom.

**Chair:** Monica Monfre, New Heights Academy Charter School, New York, New York

Speakers: Margaret Egan, New Heights Academy Charter School, New York, New York

Monica Monfre, New Heights Academy Charter School, New York, New York

#### H.10 From Classroom to Workshop: One English Department's Odyssey to Transform Ninth Grade through Reading and Writing Workshop and iPads Annapolis 2

A panel of administrators and teachers will share how they reimagined and rebuilt the 9th grade English experience around one-to-one technology and independent reading initiatives. Panelists will share their vision, materials, and strategies, that allowed them to dramatically increase the volume and range of reading and writing in the classroom. **Chair:** Margaret Groninger, Mamaroneck Union Free School District, New York

**Speakers:** Annie Ward, Mamaroneck Union Free School District, New York

Elizabeth Clain, Mamaroneck High School, New York Elena Elmoznino, Mamaroneck High School, New York Juliana Pankow, Mamaroneck High School, New York Waldina Pineda, Mamaroneck High School, New York Margaret Groninger, Mamaroneck Union Free School District, New York

# H.11 No More Girl Bashing! No More Gay Bashing! Using the Work of Augusto Boal to Engage Secondary Students in Transformative Storytelling National Harbor 13

Our panel explores the theoretical work of Augusto Boal, renowned social justice storyteller. We will invite conference participants to join the panel in playing Boal's most well-known storytelling games to explore bullying at school, specifically girl bashing and gay bashing.

**Speakers:** Matthew Kim, Eagle Hill School, Hardwick, Massachusetts

Jahmeelah Nash-Fuller, Eagle Hill School, Hardwick, Massachusetts

Frieda Myers, Eagle Hill School, Hardwick, Massachusetts

David Hafer, Eagle Hill School, Hardwick, Massachusetts

# H.12 Listening to the Stories of LGBTQQ Families and Students: English Language Arts Teacher-Researchers Learning to Advocate for Diversity in Sexual Identity and Gender Expression in Schools Baltimore 2

ELA teacher-researchers interviewed LGBTQQ families and students to understand their experiences of support and non-support in schools, and teachers and administrators to understand the barriers and possibilities for adults doing this work in schools. They will share social, curricular, and policy approaches to improve schools for LGBTQQ students and families.

Chair: Jill Smith, Westerville City Schools, Ohio

**Speakers:** Dorothy Sutton, Metro Early College HIgh School, Dublin, Ohio and Ryan Schey, Delaware Hayes High School, Columbus, Ohio, "Possibities for and Barriers to Support: The Role of Teachers"

SATURDAY

- Jill Smith, Westerville City Schools, Ohio and Caroline T. Clark, The Ohio State University, Columbus, "Possibilties for and Barriers to Support: The Role of Administrators and Other School Personnel"
- Mollie Blackburn and Lane Vanderhule, The Ohio State University, Columbus, "Families Impacted by Homophobia, Heterosexism, and Transphobia in Schools"
- Courtney Johnson, Fort Hayes High School, Columbus, Ohio and Kim Sevensen, Westerville City Schools, Ohio, "Experiences of Support and Non-Support by Lesbian, Gay, Bisexual, Trans, Queer, Questioning (LGBTQQ) and Gender Creative Students in Schools"

#### H.13 Standards-Based Assessment in the MS High School: One School's Story Potomac 5/6

Potomac Falls High School has implemented standards-based, research-supported practices, such as a summative assessment-based grading policy, an aggressive retake policy and a no opt-out late work policy. Teacher, department chair, and administrator share their successes and challenges and offer practical solutions and advice.

**Speakers:** Kirk Dolson, Potomac Falls High School, Virginia Jeannie Jens, Potomac Falls High School, Virginia Jason White, Potomac Falls High School, Virginia

# H.14 Making Unheard Voices Heard in an After-School Book Club

Rainbow Azalea 3

Three leaders of an all-girls' fourth-throughsixth grade afterschool book club will demonstrate activities that effectively brought forth diverse student voices. Using graphic texts, music, and art, these unconventional approaches to literature response proved very powerful in meaningfully involving underprivileged readers in the reading process.

**Chair:** Jennifer Dooper, University of Iowa, Iowa City **Speakers:** Melanie Hester, University of Iowa, Iowa City Yu-Chi Wang, University of Iowa, Iowa City Jennifer Dooper, University of Iowa, Iowa City

#### H.15 Common Core Is Not Voldemort: How to Deal with the Same Character in Different Settings Chesapeake G/H/I

Join this team of presenters as they demonstrate how they teach argumentative writing to diverse learners. Teachers will gain strategies for working with all learners while meeting standards, and administrators and coaches will hear this school's example of teachers and students being supported by their leaders.

**Chair:** Melinda Francis, Conway Public Schools, Arkansas **Speakers:** Corey Oliver, Conway Public Schools, Arkansas Amy Jordan, Conway Public Schools, Arkansas Karen Lasker, Conway Public Schools, Arkansas Melinda Francis, Conway Public Schools, Arkansas

#### H.16 Poetry as a Dimension in the Landscape of Knowing

National Harbor 12

65

#### Sponsored by the NCTE Committee on Excellence in Poetry for Children, open to all

Teachers often neglect poetry because they are unfamiliar with good children's poetry or they do not know how to incorporate poetry in the classroom. This session will provide an overview of recent poetry as well as teaching tips for bringing poetry into the classroom.

**Chair:** Nancy Hadaway, The University of Texas, Arlington **Speakers:** Terrell Young, Brigham Young University,

Provo, Utah Lesley Colabucci, Millersville University of Pennsylvania, Millersville

Kathryn Button, Texas Tech University, Lubbock Darcy Bradley, Eastern Washington University, Cheney Nancy Hadaway, The University of Texas, Arlington

#### H.17 Our Stories, Ourselves: Blending Genres for Student Ownership and Success

#### Chesapeake J/K/L

Our students are storytellers who, at times, choose non-traditional vehicles to share their stories. Join us as we explore the blending of writing genres in order to transform research into story. We highlight how students can transform a traditional research paper into a narrative via various research methods, student self-analysis, and the Google platform.

Chair: Beth Ahlgrim, Deerfield High School, Illinois

**Speakers:** Dana Wahrenbrock, Deerfield High School, Illinois

Kristan Jiggetts, Deerfield High School, Illinois Beth Ahlgrim, Deerfield High School, Illinois

# H.18 Engage in Stories, Paired Texts, and M Interactive Notebooks, with a Common Core Focus Poltimere 4

#### Baltimore 4

Participants in this classroom demonstration lesson, after close reading of paired texts, create Foldables® for interactive notebook pages supporting Common Core State Standards. Activities are designed for middle school language arts and social studies classrooms engaged in literacy development. Participate, create, apply in multiple lessons!

**Chair:** Janet Parker, Franklin Special School District, Tennessee

**Speakers:** Janet Parker, Franklin Special School District, Tennessee

Judy Foster, Franklin Special School District, Tennessee Beth Christian, Tennessee State University, Nashville Dorothy Davis, Franklin Special School District, Tennessee

# H.19 John Steinbeck and the Story of AmericaMagnolia 3

Focus will be on practical, specific teaching strategies for Steinbeck's major texts (*Grapes, Cannery, Mice, Eden*, Non-Fiction). Participants will share experiences from NEH Steinbeck Institute, as well as practical strategies for integration of Steinbeck's works into diverse settings, with an eye towards the Common Core, IB, AP, and cross-curricular instruction.

**Co-chairs:** Kris Sieloff, City Neighbors High School, Baltimore, Maryland

Mark Miazga, Baltimore City Public Schools, Maryland

**Roundtable 1:** *Cannery Row:* Community as Story Mark Miazga, Baltimore City Public Schools, Maryland Dan Clare, Osbourn High School, Manassas, Virginia

#### Roundtable 2: The Grapes of Wrath in Baltimore

Amber Phelps and Jessie Doernberger, Baltimore City College, Maryland

Roundtable 3: Of Mice and Men: An Arts-Based Approach Kris Sieloff, City Neighbors High School, Baltimore, Maryland Roundtable 4: East of Eden: Landscape as Character Bill Martino, Xavier High School, New York, New York

#### Roundtable 5: Travels with Non-Fiction

Jamie Vermaat, Haddonfield Public Schools, New Jersey

#### H.20 Incorporating Our Stories into Our

#### Teacher Education Classroom Instruction Magnolia 2

Sponsored by the NCTE Standing Committee on International Concerns, open to all

This presentation discusses the power of our stories in teacher education classrooms and

how they could be used as an instructional strategy to positively influence the pre- and in-service teachers' growing knowledge and application of teaching culturally and linguistically diverse students through the eyes of TESOL educators.

Chair: Damian Baca, University of Arizona, Tucson

Speakers: Kim Soonhyang, Pace University, Pleasantville, New York

Burcu Ates, Sam Houston State University, Huntsville, Texas

#### H.21 Sharing Our Stories: The Research and SC Practice of English Education Graduate Students

Potomac B

Sponsored by the CEE Graduate Strand, open to all

In this wide-ranging roundtable session sponsored by the CEE Graduate Strand (CEE-GS), English education graduate students from across the nation will lead roundtables related to their teaching and research. Attendees are invited to join the conversation and learn more about the important work being carried out by members of the CEE-GS.

**Co-chairs:** Lindy Johnson, College of William and Mary, Williamsburg, Virginia

Robert Petrone, Montana State University, Bozeman

#### Roundtable 1

Stephanie Shelton, The University of Georgia, Athens Roundtable 2

Shelly Shaffer, Arizona State University, Tempe

Roundtable 3

Brent Goff, The Ohio State University, Columbus **Roundtable 4** 

Kelli Sowerbrower, Newnan High School, Georgia Roundtable 5

Kimberly Foster, Kennesaw State University, Georgia Roundtable 6

Suzanne Ehst, Western Michigan University, Kalamazoo Roundtable 7

Eileen Buescher, The Ohio State University, Columbus Roundtable 8

Amie Ohlmann, University of Iowa, Iowa City

Roundtable 9 Connor Warner, University of Kansas, Lawrence

**Roundtable 10** 

Meghan Barnes, The University of Georgia, Athens **Roundtable 11** 

Kate Sjostrom, University of Illinois, Chicago

#### Roundtable 12

Amy Piotrowski, Florida State University, Tallahassee

#### Roundtable 13

Benjamin Boche, Purdue University, West Lafayette, Indiana

#### Roundtable 14

Jessica Wertz, University of Cincinnati, Ohio

#### Roundtable 15 Nicole Olcese, Pennsylvania State University, State College

**Roundtable 16** Craig West, University of Cincinnati, Ohio

#### Roundtable 17

Katie Rybakova, Florida State University, Tallahassee

#### Roundtable 18

Kyle Jones, Kennesaw State University, Georgia

#### **Roundtable 19**

Christy McDowell, Western Michigan University, Kalamazoo

- **Respondents:** Sophia Sarigianides, Westfield State University, Massachusetts
- Yolanda Stewart, The Ohio State University, Columbus
- Alan Brown, Wake Forest University, Winston-Salem, North Carolina

Jim Fredricksen, Boise State University, Idaho

- Mark A. Lewis, Loyola University Maryland, Baltimore
- Mark A. Letcher, Purdue University-Calumet, Hammond, Indiana
- Leah Zuidema, Dordt College, Sioux Center, Iowa
- Anne Whitney, Pennsylvania State University, University Park

Nicole Sieben, State University of New York, Old Westbury

#### H.22 Exploring Alternatives to Traditional Narratives: Verse Novels and Other New Ways of Knowing through Story Chesapeake 4/5

Authors, an editor, and teacher educator discuss the art and craft of writing in verse, the appeal and value of alternative-format texts and Common Core standards, and array of titles and genres portraying characters' diverse backgrounds and experiences in various narrative formats, from verse to mixed media.

**Chair:** Lois Stover, Marymount University, Arlington, Virginia

**Speakers:** Connie S. Zitlow, Ohio Wesleyan University, Delaware, "Fostering Future Teachers' Understanding of Verse Stories as a Way of Knowing"

Tracy Mack, editor, Scholastic, Inc., New York, New York, "Marrying Form and Function—Verse Text and Other Narrative Formats as Way of Knowing: The Editor's Art and Craft"

Chris Crowe, Brigham Young University, Provo, Utah, "Shifting Ways of Knowing: Verse v. Traditional Narrative-One Author's Story" **Tradebook Author:** Pam Muñoz Ryan, Scholastic, Inc., New York, New York, "Marrying Form and Function– Beyond Verse Text: The Author's Exploration of Alternative Narrative Formats"

#### H.23 Learning to Lead, Leading to Learn:

Transforming Leadership and Literacies

in a Diverse Society: A Session for Literacy Leaders, Department Chairs, and Administrators

#### Potomac A

G

E.

#### Sponsored by the Conference on English Leadership, open to all

What are some of the keys to becoming an effective leader in schools today? How can we honor the voices of students, parents, and teachers as we work within the structure of CCSS? How do leaders approach student assessment and teacher evaluations? Keynote speaker Jeff Wilhelm will talk about how teachers can structure curriculum as inquiry, followed by roundtable discussions on topics of importance to school leaders. Attendees can expect to take away information shared with colleagues in similar situations, suggestions for implementing the resources discussed, notes, and handouts.

**Chair:** Wanda Porter, chair, Conference on English Leadership, Kailua, Hawaii

Keynote Speaker: Jeff Wilhelm, Boise State University, Idaho, "Learning to Lead, Leading to Learn"

#### Roundtable 1: How Instructional Teaming Can Help Incorporate CCSS in ELA and Promote Literacy in the Content Areas

Elizabeth Crooks, New Britain High School, Connecticut

# Roundtable 2: Influencing Change by Engaging the Skeptical

Bil Chinn, Conference on English Leadership, Edmonton, Alberta, Canada

#### Roundtable 3: Encouraging Effective Use of Technology

Tracy Recine, Pascack Valley Regional High School, Montvale, New Jersey

#### Roundtable 4: Purposeful Professional Development

Heather Rocco, School District of the Chathams, Chatham, New Jersey

#### Roundtable 5: Leading Assessments around CCSS

Karen Delbridge, Laramie County School District #1, Cheyenne, Wyoming

# Roundtable 6: Leadership Matters: In Small Schools and Rural Communities

Lynn Aprill, Bonudel High School, Wisconsin

Elizabeth Truesdell, Keaau, Hawaii

Janelle Oxford, Robinson High School, Illinois

# Roundtable 7: Content Area Literacy Coaching: An Integrated Approach to the Common Core

Janice Schwarze, Downers Grove South High School, Illinois

#### Roundtable 8: Why Computerized Grade Books Hurt Kids: What Teachers Can Do

Patrick Monahan, education consultant, Interlochen, Michigan

#### **Roundtable 9: Leading through Listening**

Scott Eggerding, Lyons Township High School, La Grange, Illinois

#### Roundtable 10: Maximizing Meetings and Maintaining Morale

Anna J. Small Roseboro, consultant, Grand Rapids, Michigan

# Roundtable 11: Creating Meaningful Change in the Wake of Standards

Maydie Bombart, Consolidated School District of New Britain, Connecticut

Rebecca Sipe, Eastern Michigan University, Ypsilanti

#### Roundtable 12: Mentors Matter: CEL's Emerging Leader Fellowship

Elizabeth Spencer, Brookfield High School, Connecticut

#### **Roundtable 13: Having Difficult Conversations** Tom Scott, Milwaukee, Wisconsin

# Roundtable 14: Integrating Technology: What to Do When You Are Not 1:1

Christopher Bronke, Downers Grove North High School, Illinois

# Roundtable 15: Response to Jeff Wilhelm: Merging Ideas into Practice

Wanda Porter, chair, Conference on English Leadership, Kailua, Hawaii

#### Roundtable 16: Effective Collaboration between Veteran Teachers and Teachers in Training

Natalie Croney, Bowling Green High School, Kentucky

#### H.24 Day of Early Childhood: Drawing Stories, Writing Pictures: Reading

#### Stories, Writing Pictures: Reading and Composing in Writing and Art in Storying Studio

#### M\_ Woodrow Wilson C

The presenters share how their pre-kindergarten, kindergarten, and first-grade students compose stories in writing and art in Storying Studio. Examples of student work, read-alouds, minilessons, conferences with students, and how the teachers' focus on quality literacy experiences addressed the CCSS will be shared.

**Chair:** Prisca Martens, Towson University, Maryland **Speakers:** Caitlin Greer, Seventh District Elementary School, Parkton, Maryland Lauren Layden, Seventh District Elementary School, Parkton, Maryland

Christie Furnari, Pot Spring Elementary School, Timonium, Maryland

Robbie Stout, Pot Spring Elementary School, Timonium, Maryland

Elizabeth Soper, Pot Spring Elementary School, Timonium, Maryland

Laura Fuhrman, Pot Spring Elementary School, Timonium, Maryland

Jenna Loomis, Seventh District Elementary School, Parkton, Maryland

Michelle Doyle, Pot Spring Elementary School, Timonium, Maryland

Ray Martens, Towson University, Maryland

Prisca Martens, Towson University, Maryland

#### H.25 Using High Impact Practices to Engage Students in Composition Courses to Produce Multimodal Literary Projects Chesapeake C

The multimedia presentation focuses on how high impact practices affect student learning outcomes with examples of student work. The presenters show how students are active stakeholders when they produce multimodal compositions after reading non-fiction accounts and are able to have an interdisciplinary experience by way of High Impact Strategies (HIP).

- **Chair:** Alisa Cercone, Queensborough Community College, City University of New York, Bayside
- **Speakers:** Alisa Cercone, Queensborough Community College, City University of New York, Bayside
- Trikartikaningsih Byas, Queensborough Community College, City University of New York, Bayside

#### H.26 Interdisciplinary Immersion and Inquiry S TB Baltimore 1

- **NCLE** Teachers' understandings of inquiry evolve dramatically when engaging as a student outside of the discipline they teach. Amplifying the traditional classroom cross-visitation, this English teacher and Chemistry teacher took each other's class, developed inquiry frameworks in light of the experience, and plan to immerse you in a similar "out-of-discipline" experience.
- **Speakers:** Lawrence McAfoos, Lower Merion High School, Ardmore, Pennsylvania
- Leslie Pratt, Lower Merion High School, Ardmore, Pennsylvania

#### **Photographic Family Literacy Stories:** H.27 Define the second se Ways with Words in Homes and Communities

#### Chesapeake 10/11/12

Teachers need opportunities to understand children's literacy learning sustained in home lives. Photos taken by family members of literacy moments beyond school offer teachers a bridge, a medium for exploring connections into families' rich, diverse literacy experiences. This session shares classroom-based practices from a diverse school community.

- Chair: Charlene Klassen-Endrizzi, Westminster College, New Wilmington, Pennsylvania
- **Speakers:** Jenny Tuten, Hunter College, City University of New York, New York, "Potentials within Family Stories"
- Charlene Klassen-Endrizzi, Westminster College, New Wilmington, Pennsylvania, "Expanding Literacy Instruction to Embrace Families' Ways with Words"
- Deborah Ann Jensen, Hunter College, City University of New York, New York, "Redefining Functions of Literacy"

#### Story as the Landscape of Teaching **H.28** Annapolis 3 MS

- A group of New York City English teachers **(**Ξ formed the Digital Literacies Collaborative (DLC) in summer 2013 as a site for communal exploration and development of their digital practices as writers and writing teachers. They will share their stories of the DLC's impact in and beyond the classroom.
- Speakers: Emilie Jones, Fordham University, New York, New York, and CIS 303, Bronx, New York, "A Story of a Classroom in Transition"
- Lauren King, Urban Assembly School of Design and Construction, New York, New York, "Honing Digital Literacy Skills in a Less than Ideal Tech Setting"
- Ivelisse Brannon, Central Park East High School, New York, New York, "Jumping Right In: A Story of My Growing Digital Literacy"
- Rebekah Shoaf, New York City Department of Education, New York, "Twitter, Wikis, and Blogs, Oh My!: Overcoming Fear of Digital Writing"
- **Respondent:** Kristen Turner, Fordham University, New York, New York

#### H.29 **Diversity in Children's Literature: The Stories for All Project** G Maryland 3/4

Participants in First Book's (www.firstbook.org) workshop will learn about one nonprofit's commitment to ensuring that all children have access to diverse stories. Participants will discuss the impact of diversity on their work and learn about First Book's innovative model for creating unprecedented access to diverse books, resources, authors, and illustrators.

Chair: Erica Perl, Simon and Schuster, New York, New York

Speakers: Alison Morris, First Book, Washington, DC Kayla Gatalica, First Book, Washington, DC Ilene Geogorio, We Need Diverse Books, Pennsylvania

#### H.30 **Literacy and Identity Construction** E across Time and Space for Immigrant Rainbow Children

#### Potomac 3/4

Identity construction has much to say about what and how children learn. In this study, we explore the identity practices of young children as they learn to read and write from primary grades toward middle school. These cases highlight various considerations that affect identity construction as immigrant children.

- Chair: Catherine Compton-Lilly, University of Wisconsin, Madison
- Speakers: Patricia Venegas, University of Wisconsin, Madison

Briana Schwabenbauer, University of Wisconsin, Madison Kristin Papoi, Universiy of Wisconsin, Madison Catherine Compton-Lilly, University of Wisconsin, Madison Laura Hamman, University of Wisconsin, Madison

#### H.31 A Playful Approach to Writing G

#### Potomac 1/2

Join acclaimed playwright Mary Hall Surface and National Gallery of Art educator Sarah Diallo, in an interdisciplinary workshop integrating language arts, drama, and visual arts. Inspired by Artful Thinking, developed at the Harvard Graduate School of Education, participants will experiment with tools for developing a dramatic narrative inspired by art.

Chair: Mariette Ogg, United States Coast Guard Academy, New London, Connecticut

Mary Hall Surface, Atlas Performing Arts Center, Washington, DC

Sarah Diallo, National Gallery of Art, Washington, DC

#### H.32 Close Reading and Literature Study Baltimore 5

 Although close reading has been characterized as text-centered and valuing one right answer, it need not be. We explore how using songs, art, photography, and literature can help teachers and students re-conceptualize close reading, use it to support literature discussions, and focus on constructing deeper meanings.

Chair: Elaine Bakke, Livingston Public Schools, New Jersey

- **Speakers:** Kathryn Mitchell Pierce, Wydown Middle School, Clayton, Missouri, "Supporting Close Reading through Art and Photography"
- Carol Gilles, University of Missouri, Columbia, "Connecting Close Reading, Talk, and LIterature Study"
- Danielle Johnson, Columbia Public Schools, Missouri, "Exploring Songs to Introduce Close Reading"

#### H.33 Story Matters: Teaching Content and Literacy across the Curriculum Maryland 1/2

The faculty and university partner from the Center for Inquiry in Columbia, South Carolina will share classroom vignettes, videos, and student artifacts that reveal the ways they access story to teach readers, writers, mathematicians, scientists, and social scientists. They will show how they teach kids to construct and share meaning through stories while engaging them in intentional and systematic inquiry within and across disciplines.

**Speakers:** Brandon Foote, Center for Inquiry, Columbia, South Carolina

Lyn Mueller, Center for Inquiry, Columbia, South Carolina Tim O'Keefe, Center for Inquiry, Columbia, South Carolina Heidi Mills, University of South Carolina, Columbia,

"Teaching the Skillfulness of Inquiry through Story" Julie Waugh, Hong Kong International School, Repulse Bay Jennifer Barnes, Center for Inquiry, Columbia, South Carolina

#### H.34 Authoring Digital Lives: English Canguage Learners Using Digital Rainbow Literacies

#### Chesapeake 7/8/9

How do English language learners make use of 21st century literacies to author their stories and compose their lives? Join educators in this panel as they share writing invitations and literacy engagements used in a non-fiction writing workshop, where English language learners used digital tools to become active participants in shaping their life stories. Examples of students' work will be presented. Speakers: Janina Young, Hofstra University, Hempstead, New York

Christine Cirella, Hofstra University, Hempstead, New York Michele Marx, Hofstra University, Hempstead, New York Andrea Garcia, Hofstra University, Hempstead, New York Liza Carfona, Hofstra University, Hempstead, New York

#### H.35 The Navajo Kentuckians—Food Literacy as the Landscape of Home Rainbow Camelia

# Sponsored by The Bread Loaf Teacher Network, open to all

Navajo Kentuckians will share their ongoing collaboration with Food and Digital Literacy and invite others to see how food stories and Food Literacy can connect and transform the landscapes of Home—both the interior landscape of person and the physical landscape of place.

- **Speakers:** Evelyn Begody, Window Rock Unified School District, Fort Defiance, Arizona
- Ceci Lewis, Bread Loaf School of English and/Cochise College, Sierra Vista, Arizona
- Joseph Franzen, Fern Creek Traditional High School, Louisville, Kentucky
- Brent Peters, Fern Creek Traditional High School, Louisville, Kentucky
- Rex Lee Jim, vice president, Navajo Nation, Window Rock, Arizona
- Students from Fern Creek Traditional High School, Louisville, Kentucky and Window Rock High School, Fort Defiance, Arizona

#### H.36 Carrying the Stories Forward: Using Culturally Relevant Texts to Read and Write for Social Justice Rainbow Maryland 5/6

This presentation illustrates how culturally relevant texts were used to engage, elicit discussions and write texts about social justice and equity in classrooms with majority Latino/a students. We share the results of this project and the ways that teachers tapped into students' rich cultural literacies and linguistic knowledge.

- **Chair:** Anita Hernandez, New Mexico State University, Las Cruces
- **Speakers:** Adriana Goenaga, New Mexico State University, Las Cruces
- Jose Montelongo, New Mexico State University, Las Cruces
- Anita Hernandez, New Mexico State University, Las Cruces
- Marisela Ramirez, Riverside Elementary School, Las Cruces, New Mexico

#### H.37 Letter-Essays: Engaging Kids in Social and Analytical Responses to Stories

# Magnolia 1

A letter-essay is a sustained, informal response to a book that a reader has finished reading an ideal invitation to engage thoughtfully and analytically with works of literature. The presenters will share criteria, requirements, and models that will allow attendees to pilot this approach in their own classrooms.

- **Speakers:** Nancie Atwell, Center for Teaching and Learning, Edgecomb, Maine, "The Benefits of Letter-Essays"
- Anne Atwell-McLeod, Center for Teaching and Learning, Edgecomb, Maine

#### H.38 New Approaches to Writing and Reading—Narrative

#### Annapolis 1

S

Panelists will will demonstrate a method for teaching students at all levels to analyze how narrative controls human thought and behavior, share visually-enhanced lesson ideas that facilitate the writing instruction of plot, setting, and character, and explore personal stories told through podcasts, graphics, and narrative blogs that are highly engaging to adolescent students.

Chair: Aileen Hower, Pennsylvania State University, York

- **Speakers:** Anne Peel, The College of New Jersey, Ewing, "New Media Memoirs"
- Robyn Huss, University of West Georgia, Carrollton, "Composing Short Stories through the Lens of 'Knowing'"
- Erin O'Neill Armendarez, New Mexico State University, Alamogordo, "Engaging 'The Storied Mind': Teaching the Rhetoric of Narrative to Millennial Students"

#### H.39 Linguistic Diversity and Global Learning in Rhetoric and Service Rainbow Learning Projects Chesapeake B

#### The population of st

The population of students in US higher education is growing increasingly diverse culturally and linguistically. Join us to gain pedagogical approaches that are classroom-tested to support our students in rhetoric and service learning projects.

- **Chair:** Marie Eckstrom, Rio Hondo College, Whittier, California
- **Speakers:** Cheryl Comeau-Kirschner and Jennifer Maloy, Queensborough Community College, City University of New York, Bayside, "Writing about Human Rights to Support Global Learning in ESL Writing Classes"

Maria Houston, Indiana University of Pennsylvania,

Indiana, "Writing Stories in a Second Language Composition Classroom: What Are Multilingual Students Burning to Tell the World?"

Rachel Griffo, Indiana University of Pennsylvania, Indiana, "Stories from the Archives of Experience: Identity and Pedagogy in Translingual Practice"

#### H.40 How Literacies Happen across Situated Contexts inside and outside Schools National Harbor 3

Paying deep attention to context with a spoken word collective, a small group of English teachers, teachers using photographic literacy, and multiple Alaskan communities offer nuanced views of how literacies are used to both understand and transform.

- **Speakers:** Kristien Zenkov, George Mason University, Fairfax, Virginia, "Picturing English Language Learners' and Pre-Service Teachers' Perspectives on English Instruction: Intersections and Tensions to Inform Our Pedagogies and Curricula"
- Juliet Wahleithner, University of California, Davis, "Understanding High School Writing Instruction: Examining the Role of Context in What Gets Taught"
- Jennifer Stone, University of Alaska, Anchorage, "Stories of Language, Literacy, Technology in the Lives of Everyday Alaskans"
- Wendy Williams, Arizona State University, Tempe, "A Community of Spoken Word Poets in the Southwest"

#### H.41 Teacher Learning across the Professional Life National Harbor 7

The research presented in this session nuances and offers possibilities for how teachers learn from early in pre-service through their professional lives.

- **Speakers:** Ellen Cushman, Erik Skogsberg, Joyce Meier, and Yunjeong Choi, Michigan State University, East Lansing, "Toward a Fuller Story of Reflective Practice: Teaching Diverse Learners"
- Laura Snyder, Brown University, Providence, Rhode Island, "Portraits of High Achievement in Urban English Classrooms"
- Jennifer Sanders, Oklahoma State University, Stillwater, "Story as Research Methodology: A Collaborative Autoethnography of Facilitating Literacy Professional Development"
- Audrey Lensmire, Augsburg College, Minneapolis, Minnesota, "Talk,Tears, and Theory: The Future Teachers Woman's Writing and Dialogue Group"

#### H.42 Day of Early Childhood: Transformations in Reading and Writing Workshop Woodrow Wilson D

This session uses stories to talk about new trends in both writing workshop and book selection criteria in the early years.

**Chair:** Erin T. Miller, University of North Carolina, Charlotte

- **Speakers:** Sarah Sandefur and Kay Cowan, University of Tennessee, Chattanooga, "Moving beyond the Stereotypes: Supporting Non-Indigenous Teachers in Selecting Picture Books that Represent Contemporary Indigenous Americans"
- Erin T. Miller and Brian Kissel, University of North Carolina, Charlotte, and Heather Silver and Hannah Roberts, Horrell Hill Elementary School, Hopkins, South Carolina, "Creatively Transforming the Writer's Workshop: When Power Changes Identities, Counters Narratives, and Subverts Curricula in Pre-Kindergarten Classes"

#### H.43 MEET THE EDITORS

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#### National Harbor 11

Participants will have the opportunity to meet the journal editors, explore the publishing possibilities available with the NCTE journals program, and discuss specific article prospects with the editors. Submission guidelines will be available for all NCTE journals.

**Chair:** Kurt Austin, National Council of Teachers of English, Urbana, Illinois

Editors: Ricki Ginsberg, University of Connecticut, Storrs, coeditor, *The ALAN Review* 

Danielle King, University of Connecticut, Storrs, coeditor, The ALAN Review

Jonathan Alexander, University of California, Irvine, College Composition and Communication

Kelly Ritter, University of Illinois, Urbana-Champaign, College English

Tara Star Johnson, Purdue University, West Lafayette, Indiana, coeditor, *English Education* 

sj Miller, University of Colorado, Boulder, coeditor, English Education

David Gorlewski, State University of New York, New Paltz, *English Journal* 

Julie Gorlewski, State University of New York, New Paltz, English Journal

John Mazzoni, State University of New York, New Paltz, editorial associate, *English Journal* 

Steven Wagner, State University of New York, New Paltz, editorial associate, *English Journal* 

Oona Marie Abrams, Chatham High School, New Jersey, English Leadership Quarterly

Jonda C. McNair, Clemson University, South Carolina, coeditor, The Journal of Children's Literature

Sharon O'Neal, Texas State University, San Marcos, coeditor, The Journal of Children's Literature

Peggy Albers, Georgia State University, Atlanta, coeditor, *Language Arts* 

Amy Seely Flint, Georgia State University, Atlanta, coeditor, *Language Arts* 

Teri Holbrook, Georgia State University, Atlanta, coeditor, *Language Arts* 

Laura May, Georgia State University, Atlanta, coeditor, Language Arts

Lisa Storm Fink, National Council of Teachers of English, Urbana, Illinois, readwritethink.org

Ellen Cushman, Michigan State University, East Lansing, coeditor, *Research in the Teaching of English* 

Mary Juzwik, Michigan State University, East Lansing, coeditor, *Research in the Teaching of English* 

Kati Macaluso, Michigan State University, East Lansing, assistant editor, *Research in the Teaching of English* 

Amanda Smith, Michigan State University, East Lansing, assistant editor, *Research in the Teaching of English* 

Sally Brown, Georgia Southern University, Statesboro, coeditor, *Talking Points* 

Deborah MacPhee, Illinois State University, Normal, coeditor, *Talking Points* 

Doug Fisher, San Diego State University, California, coeditor, Voices from the Middle

Nancy Frey, San Diego State University, California, coeditor, *Voices from the Middle* 

Diane Lapp, San Diego State University, California, coeditor, Voices from the Middle

#### H. 44 Developing and Sustaining Student

#### C Affiliates: Sharing the Stories of Developing Educators and Future Leaders

#### Annapolis 4

# Sponsored by the Standing Committee on Affiliates, open to all

This session will focus on the development of successful university student affiliates that provide essential professional development to pre-service teachers. Faculty who have developed these organizations on their own campuses as well as students who have benefited from this approach to professional development will share successes as well as challenges.

**Speakers:** Glenda Daulerio, Germantown Academy, Fort Washington, Pennsylvania

Jean Boreen, Northern Arizona University, Flagstaff

#### **NCTE Spokespersons Training**

#### National Harbor 14

Join Millie Davis, NCTE Senior Developer, Affiliated Groups and Public Outreach, and Jenna Fournel, Communication Alliance Strategist for an interactive session on tips for getting NCTE's message out to the media and policymakers.

#### H.45 Business Meeting of the Latino Caucus Azalea 2

**Sponsored by the Latino Caucus, open to all** The Latino Caucus of NCTE/CCCC is a network of Latino/a educators in English studies, literacy and language arts. Our purpose is to exchange ideas, serve as a resource for members, the educational community and the general public, and support activities that promote the learning and advancement of students and teachers of color. Any Latino/a educator, or like-minded educator, or pre-service educator who is a member of NCTE is invited to join us.

**Co-chairs:** Steven Alvarez, University of Kentucky, Lexington and Renee M. Moreno, California State University, Northridge

#### H.46 Business Meeting of the Black Caucus

#### G Azalea 1 Sponsored by the Black Caucus, open to all

Since its founding in 1970, the continuing mission of the Black Caucus has been to enhance the professional welfare of English language arts professionals of African descent and who are committed to Black students and scholars experiencing success in English language arts. In order for the Black Caucus to grow and adapt to today's issues yet stay rooted in the principles of its founding, we must dedicate ourselves to active participation and also invite others to join and become involved in the Black Caucus. In that spirit, we welcome you to join with us.

**Co-chairs:** Elaine Richardson, The Ohio State University, Columbus and David E. Kirkland, Michigan State University, East Lansing

# AFTERNOON EVENTS

### 12:30-2:30 p.m.

### Books for Children Luncheon Maryland Ballroom C

**JACQUELINE WOODSON** is the author of more than thirty young adult, middle grade, and picture books, including *Each Kindness*, *Beneath the Meth Moon*, *Feathers*, *Miracle Boys*, and *Brown Girl Dreaming*, the last of which is a 2014 National Book Award finalist. Woodson is a three-time Newbery Honor winner, a two-time National Book Award finalist, and winner of a Coretta Scott King Award, three Coretta Scott King Honors, and a Caldecott Honor as well. She's also the recipient of the Margaret A. Edwards Award for lifetime achievement for her contributions to young adult literature, and the winner of the Jane Addams Children's Book Award for *Each Kindness*. In 2013 she was the United States nominee for the Hans Christian Andersen Award. Woodson lives with her family in Brooklyn, New York.



**Presiding:** Detra Price-Dennis, Teachers College, Columbia University, New York, New York and Latosha Rowley, Andrew J. Brown Academy, Indianapolis, Indiana

Introducing and Presenting Orbis Pictus Award: Fran Wilson, Madeira City Schools, Cincinnati, Ohio Orbis Pictus Award Winner: A Splash of Red: The Life and Art of Horace Pippin, Jen Bryant and Melissa Sweet, illustrator, Alfred A. Knopf, New York, New York

**Introducing and Presenting Poetry Award:** Nancy Hadaway, The University of Texas, Arlington **Poetry Award Winner:** To be announced at luncheon

Announcement of the New Charlotte Huck Award for Outstanding Fiction for Children: Barbara Kiefer, The Ohio State University, Columbus

Introducing Speaker: Theodore Kesler, Queens College, City University of New York, Flushing

## **Secondary Section Luncheon**

Potomac Ballroom C/D

CORY DOCTOROW is a science fiction novelist, blogger, and technology activist. He is coeditor of the popular weblog Boing Boing (boingboing.net) and a contributor to The Guardian, The New York Times, Publishers Weekly, Wired, and many other newspapers, magazines, and websites. He was formerly director of European affairs for the Election Frontier Foundation (eff.org), a nonprofit civil liberties group that defends freedom in technology law, policy, standards, and treaties. He holds an honorary doctorate in computer science from the Open University (UK), where he is a visiting professor; in 2007, he served as the Fulbright Chair at the Annenberg Center for Public Diplomacy at the University of Southern California. He has won the Locus and Sunburst Awards and has been nominated for the Hugo, Nebula, and British Science Fiction Awards. His latest young adult novel is Homeland, the bestselling sequel to 2008's Little Brother. His latest novel for adults is Rapture of the Nerds, written with Charles Stross and published in 2012. Doctorow co-founded the open source peer-to-peer software company Opencola, which was sold to Open Text Corporation in 2003, and currently serves on the boards and advisory boards of the Participatory Culture Foundation, the Clarion Foundation, the Glenn Gould Foundation, and the Chabot Space and Science Center's Space Time project. His forthcoming books include In Real Life (a graphic novel), Information Doesn't Want to Be Free (a nonfiction book about copyright), and a children's picture book.

**Presiding:** Jocelyn Chadwick, Harvard Graduate School of Education, Cambridge, Massachusetts

Introducing Speaker: Katie Greene, West Forsyth High School, Cumming, Georgia



### College Section/Conference on College Composition and Communication Luncheon

#### **Maryland Ballroom D**

Flying Words Project is an American Sign Language (ASL) literature poetry troupe comprising of deaf poet Peter Cook and his hearing coauthor, Kenny Lerner. The goal of Flying Words is the same as that of all poets—to play with language. ASL is a language of moving pictures, so Cook and Lerner juxtapose imagery you can see in creating their work. The pieces are first written in ASL. When a poem is completed, Cook and Lerner then try to figure out how to voice it—in other words, how to express just enough with words and sounds so that hearing members in the audience can see the images for themselves. Cook is an internationally renowned deaf performing artist whose works incorporate American Sign Language, pantomime, storytelling, acting, and movement. He lives in Chicago and teaches in the Department of ASL-English Interpretation at Columbia College, where he received the 1997 Excellence in Teaching Award. He loves to tell stories to his son. Lerner has worked with Cook as part of Flying Words Project since 1984. Lerner received his BA from Beloit College and his MEd in deaf education from the University of Virginia. He teaches "History of Modern America" while tutoring all history and science technology and society courses offered at the Rochester Institute of Technology in Rochester, New York.

**Presiding:** Howard Tinberg, Bristol Community College, Fall River, Massachusetts **Introducing Speakers:** Margaret Price, Spelman College, Atlanta, Georgia

Limited theater seating will be available in the back of each luncheon room for attendees without event tickets. Programming begins thirty minutes after the start of the luncheon.



### 1:15-2:30 p.m.

#### I.01 Using the Bard to Teach Social and Emotional Core Competencies Magnolia 2

Hands-on, interactive workshop featuring how a performance-based approach to the teaching of Shakespeare can simultaneously teach key Social and Emotional Competencies that research has shown fosters positive learning environments leading to greater academic achievement.

**Chair:** Brent Strom, New Trier High School, Winnetka, Illinois

**Speakers:** Brent Strom, New Trier High School, Winnetka, Illinois

Brett Rubin, New Trier High School, Winnetka, Illinois

#### I.02 Where Culturally Relevant Pedagogy Meets the Common Core State Standards

National Harbor 6

Learn, experience, and take away knowledge of how culturally relevant pedagogy aligns with the Common Core State Standards in reading and writing complex texts. Witness a model lesson with student exemplars and take away materials to utilize in your classroom to answer the needs of our diverse students.

**Chair:** Christiana Succar, Bradenton, Florida **Speakers:** Erin Parke, University of South Florida, Tampa Christiana Succar, Bradenton, Florida

# I.03 3 (==)

#### It's a Different World than Where We Come From: Helping Teachers Build Culturally Relevant and Responsive Classrooms through Literacy Annapolis 1

Rainbow With a shift in teacher preparation from traditionally trained to alternatively certified, districts are faced with the challenge of acclimating teachers to an urban culture in a relatively short time. Participants will examine preconceptions that are brought into the classroom that inhibit the ability to build a culturally responsive and relevant literacy classroom. In addition, participants will walk away with an action plan that upholds a classroom that is equitable and socially just.

Chair: Theresa Brown, Atlanta Public Schools, Georgia

**Speakers:** Patricia Glover, Atlanta Public Schools, Georgia

Theresa Brown, Atlanta Public Schools, Georgia

#### I.04 Mentor Texts: Imitation, Inspiration,

#### M S and Improvement Woodrow Wilson D

Can Eminem help improve students' grammatical conventions and mechanics? Can Ernest Hemingway's famous six-word story inspire deeper connections with other classroom texts? Two teacher educators investigate the ways in which stories, used as mentor texts, can be a catalyst of change and inspiration in student writing.

**Speakers:** Kristin Sovis, Western Michigan University, Kalamazoo

Amanda Stearns-Pfeiffer, Oakland University, Rochester, Michigan

#### I.05 Connecting the Stories of Students and Authors through Text Pairings, Digital Literacies, and Critical Response Maryland 1/2

This session links critical literacy theory to practical classroom strategies for upper elementary or middle school teachers. Participants will explore teaching stories through a multi-faceted lens by pairing narrative and informational texts, integrating digital literacy and critical response, and by connecting students' own stories to those read in the classroom.

- **Chair:** Katie Schrodt, Middle Tennessee State University, Murfreesboro
- **Speakers:** Melanie Maxwell, Lipscomb University, Nashville, Tennessee, and Middle Tennessee State University, Murfreesboro
- Michelle Hasty, Middle Tennessee State University, Murfreesboro
- Katie Schrodt, Middle Tennessee State University, Murfreesboro

#### I.06 Writing to Increase Literacy and Learning across Content Areas Azalea 1

Teachers like it, kids love it, why not use it? Poet/educators Sara Holbrook and Michael Salinger demonstrate how poetry and short narrative is not only an art product, it is snapshot writing and can be a vehicle for literacy and content-area learning in language arts as well as math, science, and social studies.

Chair: Michael Salinger, author, Mentor, Ohio

**Speakers:** Sara Holbrook, Corwin Publishers, Mentor, Ohio

Michael Salinger, author, Mentor, Ohio
#### 1.07 Using the Stories of Tribal Elders for

EM SIE

## the Study of Sustainability Inquiries Azalea 3

Rainbow This presentation will describe how indigenous myths told by local tribal elders have enriched our humanities curriculum by serving as primary documents for students to examine personal and community choices regarding local ecosystems.

Chair: Kathryn Schoon-Tanis, Hope College, Holland, Michigan

Speakers: Cynthia Strong, Seattle Pacific University, Washington

Richard Scheuerman, Seattle Pacific University, Washington

Tracy Williams, Seattle Pacific University, Washington Kristine Gritter, Seattle Pacific University, Washington

#### 1.08 **Evidentary-Based Writing and Analysis** EM Made Easy

## Chesapeake J/K/L

This session will demonstrate how to help students find and organize evidence extracted from texts, present a flexible framework for writing evidentiary responses that scaffolds critical writing (even from multiple sources), and introduce 11 user-friendly tools that will simplify analysis-Common Core helpful.

Chair: Tom Cornelius, Safford High School, Arizona Speakers: Tom Cornelius, Safford High School, Arizona Kena Taylor, Pima Junior High School, Arizona Brian Taylor, Safford School District, Arizona

Respondent: James Blasingame, Arizona State University, Tempe

1.09 S

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## **Understanding the Middle East** through Literature Annapolis 2

Panelists from the Middle East Outreach Council will discuss how exposing high school students to Middle Eastern literature helps students better understand the diversity of the Middle East and its people, cultures, and religions. Panelists will also share how to best engage students with Middle Eastern Literature. Classroom materials provided.

Speakers: Ginny Balser, Greens Farms Academy, Westport, Connecticut, "Teaching Literature from Pakistan, Afghanistan, and Iran: Hearing Current Voices"

Michelle Ramadan, Pingree School, Hamilton, Massachsetts, "Teaching the Middle Eastern Literature Course"

## I.10 C

## Service, Archives, and Stories: New **Pathways for First-Year Research** Woodrow Wilson A

Writing program faculty and research librarians introduce first-year students to the complexity and exigency of academic research. How can faculty/librarian collaborative assignment design foreground the interactive, networked character of academic discourse? Presenters discuss introducing students to research via service-learning, historical, and "conceptual archaeological" approaches, followed by open discussion and exchange.

## **Roundtable 1**

Phillip Troutman, George Washington University, Washington, DC

## **Roundtable 2**

Phyllis Ryder, George Washington University, Washington, DC

## **Roundtable 3**

Randi Kristensen, George Washington University, Washington, DC

#### 1.11 **One Story. Four Voices. A Narrative** of Teachers and Coaches Building G Relationships to Create Change Camelia

With four distinct voices (teacher, coach, instructional leader, consultant) narrating a story of change, we aim to help session participants imagine a learning culture of collaboration. We will share our experiences and process of creating a successful literacy coaching model where teachers become empowered to make changes in their practice.

Chair: Gail Cordello, Wyckoff Public Schools, New Jersey **Speakers:** Grace White, Wyckoff School District, New Jersey

Gravity Goldberg, Dr. Gravity Goldberg LLC, South Nyack, New York

Christine Fuller, Wyckoff School District, New Jersey Gail Cordello, Wyckoff Public Schools, New Jersey

**Teachers as Writers: Practices and** 1.13 **Possibilities** G C 🗄

## Potomac B

In this roundtable session, teacher-writers will gather to share ideas and experiences. These are teachers—and a few administrators and professors—who write about their teaching and/ or gather with groups of other teachers to write and share. Come to become a teacher-writer or to grow as one.

Co-chairs: Jim Fredricksen, Boise State University, Idaho Anne Whitney, Pennsylvania State University, University Park

## Roundtable 1: Sharing Our Stories

- Renee Jacobs, Tredyffrin/Easttown Middle School, Paoli, Pennsylvania
- Bob Zakrzewski, Strath Haven High School, Wallingford, Pennsylvania and Cabrini College, Radnor, Pennsylvania

Sue Dacey, Boyertown High School, Pennsylvania

## Roundtable 2: Feedback in a Teacher Writing Group: Preliminary Findings from a Research Project

Lochran Fallon, Pennsylvania State University, University Park

## Roundtable 3: Stories across Disciplines: Teachers Centering Curriculum around Narrative

Jim Fredricksen, Boise State University, Idaho

## Roundtable 4: Writing as a Vehicle for Inquiry into Our Teaching Practices: The Collegial Classroom Case Studies

Agnes Zellin, Berne Elementary School, New York

Lori Beza, Schenectady High School, New York

Jacqueline Rapant, Voorheesville Middle School, New York

# Roundtable 5: Founding a Writing Group, Finding a Voice

Linda Margusity, State College Area School District, Pennsylvania

## Roundtable 6: Writing for Fun and Folly: An Online Teacher Writing Group's Inquiry into Humor Writing

Christina Ponzio, Royal Oak, Michigan

- Christine Dawson, Skidmore College, Saratoga Springs, New York
- Jillian Van Riper, Keicher Elementary School, Michigan Center, Michigan
- Kelly Hanson, Piedmont Middle School, Charlotte, North Carolina

## Roundtable 7: Writing for All Seasons: Building and Sustaining a Blog for Teachers K-University (and beyond)

- Lynne Dorfman, Upper Moreland School District, Willow Grove, Pennsylvania
- Gaeten Pappalardo, West Deptford Elementary School, New Jersey
- Janice Ewing, Cabrini College, Radnor, Pennsylvania

## Roundtable 8: Verses, Journals, and Tweets, Oh My! Following the Path to Better Writing for Both Teachers and Students

Molly Leahy, William Tennent High School, Warminster, Pennsylvania

Mary Buckelew, West Chester University of Pennsylvania, West Chester

## Roundtable 9: How Teacher-Writers Talk when We Talk about Writing

Bill Elgersma, Dordt College, Sioux Center, Iowa

## Roundtable 10: Writing to Learn: School-University Collaborations for Middle-School Readers and Writers

Lindsey Ferguson-Tate, Hartland Middle School, Michigan

Michael Sherry, Bloomsburg University of Pennsylvania, Bloomsburg

## Roundtable 11: Developing Digital Literacies: Reading, Writing, and Thinking Together

Lauren King, Urban Assembly School of Design and Construction, New York, New York

Ivelisse Brannon, Central Park East High School, New York, New York

Rebekah Shoaf, New York City Department of Education, New York

Emilie Jones, Fordham University, New York, New York

## Roundtable 12: The CDWP Professional Writing Cohort: A Year of Writing and Deepening Professional Engagement

Shannon Clegg, Guilderland Central School District, New York

Nicole Sisto, North Colonie Schools, Albany, New York Chris Mazura, Guilderland High School, New York Veronica Gaboury, Averill Park High School, New York

## Roundtable 13: Accountability through Collaboration: Our Writing Partnership as a Means for Professional Growth

Jeremy Hyler, Fulton Middle School, Michigan

## Roundtable 14: Writing in and from the Classroom:

## A Year of Writing What We Assign

Jennifer Rand, State College Area School District, Pennsylvania

# Roundtable 15: How Writing a Blog Changed Our Writing and Teaching Lives

Brenda Krupp, Franconia Elementary School, Souderton, Pennsylvania

Judith Jester, Kennett Middle School, Landenberg, Pennsylvania

## I.14 Engaging Reluctant Readers: Meeting Common Core with Common Sense Maryland 5/6

What about the students who get left behind by the push toward college and career readiness? How do we help all students become engaged, motivated, and excited readers? Join us to discuss practical lessons and strategies that harness the power of engaging texts, classroom discussion, and student interactions with reading—and meet standards, as well!

- **Chair:** Barry Gilmore, Hutchison School, Memphis, Tennessee
- **Speakers:** Nancy Akhavan, California State University, Fresno, "Nonfiction Lessons to Engage Readers"

- ReLeah Cossett Lent, author/educational consultant, Morganton, Georgia, "Writing to Read, Writing to Learn, Writing to Think"
- Barry Gilmore, Hutchison School, Memphis, Tennessee, "Speaking and Listening: How Six Standards Can Grab Students for the Other 26"

## I.15 Using Contemporary Books to Enrich Teen's Lives and Counter the Negative Effects of the Common Core Standards National Harbor 5

The Common Core Curriculum kills reading pleasure. Our enthusiastic and critical examinations of two dozen recently published books for and about teenagers will provide attendees with stories that can enrich students' lives, inform their decisions, help them make sense of the past, and offer guidance in planning a promising future.

**Chair:** Donald Gallo, editor, Solon, Ohio **Speakers:** Donald Gallo, editor, Solon, Ohio cj Bott, ALAN President 2012, Solon, Ohio

## I.16 Stories at the Front Door: Using Narratives to Break Down Barriers in First-Year Composition Annapolis 4

Students entering first-year composition (FYC), often have many personal and creative outlets through social media. However, many students view FYC as separate from these outlets or even acting as a barrier to personal and creative expression. This presentation offers theoretical approaches, practical methods, and implications for utilizing narratives in FYC.

**Chair:** Anthony Fulton, Prince George's Community College, Largo, Maryland

**Speakers:** Christopher Field, University of Nevada, Reno Michael MacBride, Minnesota State University, Mankato Anthony Fulton, Prince George's Community College, Largo, Maryland

## I.17 The Intersection of Literacy, Sport, Culture, and Society

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### Potomac A Sponsored by the The National Writing Project, open to all

This conversation session invites attendees to join keynote speakers, roundtable leaders, and session respondents as they explore the culture of sports in schools and society through a focus on real world writing and authentic storytelling.

- **Co-chairs:** Alan Brown, Wake Forest University, Winston-Salem, North Carolina, "Introduction of Session and Keynote Speakers"
- Lisa Scherff, Estero High School, Florida, "Introduction of Roundtable Leaders and Topics"
- **Keynote Speakers:** Chris Crowe, Brigham Young University, Provo, Utah, "Real World Writing: Using Sports as a Foundation for CCSS-and Authentic-Writing"
- Rich Kent, University of Maine, Orono, "Writing the Game: How Athletes and Coaches Use Writing"
- Lisa Luedeke, Simon and Schuster, New York, New York, "Writing Authentic Sports Fiction: Using Research and Experience to Make It Real"

# Roundtable 1: Writing the Game: How Athletes and Coaches Use Writing

Rich Kent, University of Maine, Orono

Thomas Newkirk, University of New Hampshire, Durham **Roundtable 2** 

- Michael W. Smith, Temple University, Philadelphia, Pennsylvania and Jordan Daniels, Wake Forest University, Winston-Salem, North Carolina, "Sports as a Vehicle for Teaching Argumentative Writing"
- Ryan Skardal, Wardlaw Hartridge School, Edison Township, New Jersey, "Constructing Literature Circles through Sports Memories"

## Roundtable 3

- Carolyn Fortuna, Franklin High School, Massachusetts, "Not the Same Old Story: Student Discourse in a Sports and Popular Culture Course"
- Kelly Gallagher, Anaheim Union High School District, California, "Reading and Writing the Conversation of Ethics in Sports"

## Roundtable 4

Hannah Gerber, Sam Houston State University, Huntsville, Texas, "Videogame Connections: Writing Stories through Feinstein's Foul Trouble and NBA 2K14"

Luke Rodesiler, University of South Florida, Tampa, "Satirizing Sports: Studying and Writing Sports-Based Social Commentaries"

## Roundtable 5

- Sean Barry, Purdue University, West Lafayette, Indiana, "Connecting Sports and Writing through Interdisciplinary Study"
- Nicole Sieben, State University of New York, Old Westbury, "Writing Sports Stories: Crafting Motivational Narratives that Inspire Resilience, Hope, and Leadership"

## Roundtable 6

- Billy Gerchick, Paradise Valley Community College, Scottsdale, Arizona, "Skills Center: Building Reading, Research, and Writing Skills through Free-Choice 'Readings' of Televised Sporting Events"
- Colleen Caulfield and Christopher Brown, Norwich Free Academy, Connecticut, "Beyond the Headlines: Using Current Events in Sports to Prompt Reflection, Writing, and Discourse to Tell the Story of Our Times"

## Roundtable 7

- Elizabeth Dinkins, Bellarmine University, Louisville, Kentucky, "Girls in Basketball Literature: Representation, Resiliency, and Writing"
- Deborah Vriend Van Duinen, Hope College, Holland, Michigan, "Writing about the Sports They Love: Teen Boys, Out of School Writing, and Classroom Literacy Practices"

**Respondent:** Peter Smagorinsky, The University of Georgia, Athens

## I.18 "The Hearts that Connect Us..." Diverse Families, Storytelling, and Meaning Making in Early Childhood National Harbor 3

- This presentation explores critical thinking around family diversity in early childhood. Using the text *King and King*, one preschool class examines their own knowledges and beliefs about family. With the text as a foundation, children engage in storytelling about their own lives, co-constructing meaning through the text and themselves.
- **Chair:** Dana Frantz Bentley, Buckingham Browne and Nichols School, Cambridge, Massachusetts
- **Speakers:** Mariana Souto-Manning, Teachers College, Columbia University, New York, New York
- Dana Frantz Bentley, Buckingham Browne and Nichols School, Cambridge, Massachusetts

# I.19 Making Story—Sustaining Community: Using Storytelling Practices to Create and Share Knowledge Azalea 2

Panelists will discuss how storytelling facilitates local change, promotes student and teacher knowledge, and contributes to research aimed at discovering how we "do language". This panel explores how to use story as a theoretical and methodological option across cultural communities and seeks to expand the scope of what constitutes "intellectual knowledge."

- **Chair:** Andrea Riley-Mukavetz, Bowling Green State University, Ohio
- **Speakers:** Pauline Baird, Bowling Green State University, Ohio, "Storytelling as Doing Language in the Caribbean: Talk Half Lef' Half"
- Megan Adams, Bowling Green State University, Ohio, "Tales from the Hollow: How an Appalachian Community Enacted Change through Digital Storytelling"
- Andrea Riley-Mukavetz, Bowling Green State University, Ohio, "Teaching (through) Story: Making Space for Teaching and Writing Stories"

## I.20 A Cross-Curricular Experience: Author Your Own Inquiry-Based Story through STEM Discovery

## Maryland 3/4

Participate in a condensed version of a STEM Discovery activity in which students practice fluent writing and twenty-first century communication skills. Through this process, students identify problems, document their process, analyze results, apply ideas, and finally, present information gained. Presenters will demonstrate a lesson as well as share a rubric and scaffolding strategies.

- **Chair:** Jana Smith, Maumee Valley Country Day School, Toledo, Ohio
- **Speakers:** Brian Soash, Maumee Valley Country Day School, Toledo, Ohio
- Jana Smith, Maumee Valley Country Day School, Toledo, Ohio

## I.21 Power to the Gutterance: A Collaborative Exploration of Comics and Graphic Novels in Language Arts Education Potomac 3/4

This session provides a space for audience members to discuss how they've conceived of comics across their sites of teaching and research practice. It's a space to share experiences and to push forward our conceptions of comics as a medium for engaging and learning about our students as literate intellectuals.

**Speakers:** Rachel Skrlac Lo, University of Pennsylvania, Philadelphia

David Low, University of Pennsylvania, Philadelphia

# I.22 A Dialogue about Literacy Educational Practice and Research in the Teaching of English(es): Emerging Directions and Possibilities

National Harbor 11

# Sponsored by the Standing Committee on Research, open to all

Where is the scholarship and pedagogy of language and literacy right now and where is it going? In this roundtable session, hosted by *Research in the Teaching of English* co-editors Mary Juzwik and Ellen Cushman, literacy teacher scholars lead discussions about exciting, cutting-edge areas of work in K–12 schools, colleges, universities, and community settings.

**Co-chairs:** Ellen Cushman, Michigan State University, East Lansing

Mary Juzwik, Michigan State University, East Lansing

## Roundtable 1: The Scholarship of Teacher Writing

Troy Hicks, Central Michigan University, Mount Pleasant Robert Yagelski, State University of New York, Albany Jim Fredricksen, Boise State University, Idaho Anne Whitney, Pennsylvania State University, University Park Leah Zuidema, Dordt College, Sioux Center, Iowa

## Roundtable 2: Diversity and/in Writing Assessment

Mya Poe and Chris Gallagher, Northeastern University, Boston, Massachusetts

## Roundtable 3: Understanding Schools as Racialized Spaces

David E. Kirkland, Michigan State University, East Lansing Roundtable 4: Literacy Educational Policy and/in Educational Practice

Jory Brass, Arizona State University, Tempe

## Roundtable 5: Heritage Language Pedagogies: Languaging, Identity, and Counternarrative Construction

Carlotta Penn and Tanja Burkhard, The Ohio State University, Columbus

## Roundtable 6: Inclusive or Separate?: Tensions Surrounding the Religious and Spiritual Worlds of Culturally Diverse Students and Teachers in Public School Literacy Classrooms

Denise Davila, The University of Georgia, Athens Allison Volz, Hilltonia Middle School, Columbus, Ohio

## Roundtable 7: Students as Cosmopolitan Intellectuals: Examining the Traditional Local in Schools and Communities

Gerald Campano, University of Pennsylvania, Philadelphia Maria Paula Ghiso, Teachers College, Columbia University, New York, New York

**Respondent:** Deborah Brandt, University of Wisconsin, Madison

## I.23 Telling Our Story: Creating Collaborative Balanced Literacy Schools

## **NCLE** Baltimore 5

The purpose of this session will be to share findings and lessons learned from four years of a current Improving Teacher Quality Grant. Real life stories on creating balanced literacy in five urban schools and one suburban school through capacity building will be shared through case studies and visual ethnography.

Speakers: Becky McTague, Roosevelt University, Chicago, Illinois

Margaret Policastro, Roosevelt University, Chicago, Illinois

# I.24 Story as Identity: How Reading Conferences "Write" the Stories Students Tell Themselves Baltimore 1

This session will look closely at reading conferences and the role they play in helping—or

hindering—students as they build identities as readers and learners. The presenters will unpack traditional conferring moves and offer alternatives—including Retrospective Miscue Analysis—that allow students to become active meaning makers.

**Speakers:** Charlotte Butler, Aurora Public Schools, Colorado

Dorothy Barnhouse, literacy consultant, Brooklyn, New York

## I.25 Did You Hear Me?: Teachers Using Stories in Educational Research Potomac 5/6

This presentation will focus on a collaborative project in which teachers use stories and art to affect policy change in education, and discuss how other groups can use this model. Panel members will share their research methods and final products. Participants will be given relevant handouts and resources.

**Chair:** Kristien Zenkov, George Mason University, Fairfax, Virginia

**Speakers:** Christine Degregory, George Mason University, Fairfax, Virginia, "Evidence: The Research behind the Stories"

Alicia Cordero, T. C. Williams High School, Alexandria, Virginia, "Artifacts: The Finished Product"

Laurel Taylor, T. C. Williams High School, Alexandria, Virginia, "Logistics: The Practical Side of Collaborating"

## I.26 Building Multimodal Literacies through Compelling Visual History Testimony Chesapeake 7/8/9

The presentation will demonstrate how the innovative delivery of testimony of survivors and other witnesses to genocide through the Institute's freely available educational website, iWitness (iwitness.usc.edu), can positively impact students' worldviews, attitudes about diversity and multiple literacies such as expository reading and writing to trans-media skills of the 21st century.

- **Chair:** Claudia Wiedeman, University of Southern California Shoah Foundation, Los Angeles
- **Speakers:** Brandon Barr, Chicago Public Schools, Illinois, "Classroom Applications of Visual History Testimony"
- Claudia Wiedeman, University of Southern California Shoah Foundation, Los Angeles, "Visual History Testimony as a Pathway to Multiple Literacies"

## I.27 Bridging a False Dichotomy between S Fiction and Nonfiction Texts in AP English Language and Composition National Harbor 7

#### Sponsored by the College Board AP English Language and Composition Development Committee, open to all

Two members of the AP English Language and Composition Development Committee—one who teaches high school AP and the other college writing—will discuss the way the committee and teachers negotiate the constructed tensions between fiction and nonfiction texts.

**Chair:** Betsy Woods, Milford High School, Ohio, and Miami University, Oxford, Ohio

**Speakers:** Alfonso Correa, TAG Magnet High School, Dallas, Texas

Michael Neal, Tallahassee, Florida

## I.28 Tell Me a Story: Understanding the Stages of Professional Growth of Pre-Service and In-Service Teachers Baltimore 2

This interactive session engages participants in a frank conversation about building a strong foundation for pre-service ELA teachers by beginning with a strong field experiences component. Such a beginning establishes habits and skills that shape an effective professional experience through student teaching and beyond. Presenters will solicit stories from participants.

**Chair:** Steven Bickmore, Louisiana State University, Baton Rouge

- **Speakers:** Melissa Gulden, Louisiana State University, Baton Rouge, "Twelve Years in Teaching, and I Still Love It!"
- Reagan Samuel, McKinley High School, Baton Rouge, Louisiana, "I Am a Real Teacher Now"
- Kaitlyn Robinson, Louisiana State University, Baton Rouge, "What I See and What I Learn: How I Began My Teaching Journey"
- Kayla Reed, Louisiana State University, Baton Rouge, "From Classroom Observer to Student Teacher"
- Leilya Pitre, Louisiana State University, Baton Rouge, "Pre-Service Teachers' Field Experiences as a Foundational Basis of a Successful English Teacher"
- **Respondent:** Janet Alsup, Purdue University, West Lafayette, Indiana

# I.29 Story as Multidisciplinary LandscapeChesapeake 2/3

Three teachers with various experience levels discuss and demonstrate the ways in which they use story to teach content within their discipline and beyond. Participants will leave with readyto-implement ideas and materials that will help them do the same for their students.

Chair: Daniel Bruno, Fredericksburg, Virginia

- **Speakers:** Stephenie Fellinger, Commonwealth Governor's School, Fredericksburg, Virginia, "Tell Me a Story: Oral History as Landscape of Knowledge"
- Christopher Spencer, Stafford County Public Schools, Stafford, Virginia, "SLOW Reading a Film: Close Analysis of Visual Narratives"
- Daniel Bruno, Fredericksburg, Virginia, "Poetry as Primary Historical Narrative"

## I.30 Using YA Books to Teach for Social Justice

## Potomac 1/2

In a fast-paced round robin, teachers share curricula for young adult literature texts that engage students in critical thinking, community engagement, and questions of social justice. Next, these teachers will share book talks of fifteen recently published YA texts for your classroom.

- **Chair:** Laura Snyder, Brown University, Providence, Rhode Island
- **Speakers:** Eric Spreng, International School of Ouagadougou, Burkina Faso
- Emily Scherer, Briggs Chaney Middle School, Silver Spring, Maryland

Sara Tahir, Pingree School, Hamilton, Massachusetts Debbie Yoon, Synapse School, Menlo Park, California

## I.31 Using Popular Culture in the Classroom M S to Tell Stories: Blogging, Rapping, Apping, Animating, and Wiki-ing in the Twenty-first Century National Harbor 4

Students have important narratives to share, and one of the most popular ways to distribute and share their thinking is through digital and popular culture literacies. These literacies can be valuable tools to impact student learning. Teachers can use these often hidden literacies as springboards for students' deep thinking and creativity. Strategies will be discussed and participants will receive practical strategies and resources for implementation.

**Speakers:** Jamal Cooks, San Francisco State University, California Natasha Flowers, Erwin Middle School, Springville, Alabama Veronica Simmons, Birmingham City Schools, Alabama Tonya Perry, The University of Alabama, Birmingham

## I.32 Choosing Voice: Discovering the Intersection of Narrative and Informational Writing National Harbor 12

Informational writing does not have to be synonymous with boring writing. Four awardwinning teachers come together in this unique, interactive session that investigates the intersection of narrative and expository writing. Participants will leave with resources and strategies to help their students create voice in their writing, while still meeting standards.

Chair: Sarah Brown Wessling, Johnston High School, Iowa

- **Speakers:** Megan Allen, Mount Holyoke College, South Hadley, Massachusetts
- Jennifer Walker, Mahoning Educational Service Center, Youngstown, Ohio
- Angie Miller, Holderness Central School, Plymouth, New Hampshire

Sarah Brown Wessling, Johnston High School, Iowa

## I.33 Taking Back the Story of Our Students: Alternative Assessment in the Age of the Common Core Chesapeake G/H/I

It is time to take back the right to tell the true story of our students. We don't control testing mandates and the resulting stories the data "reveals," but we do author and communicate the story of student's progress. Teachers will leave this workshop with ways to utilize alternative, mastery assessment.

- **Chair:** Dawn Finley, St. John Vianney High School, Saint Louis, Missouri
- **Speakers:** Scott Melcher, The Young Women's Leadership School, Astoria, New York
- Caitlin Stanton, The Young Women's Leadership School, Astoria, New York
- Timand Bates, The Young Women's Leadership School, Astoria, New York
- Christy Kingham, The Young Women's Leadership School, Astoria, New York

## 1.34 Emerging Musical Narratives: Opening Soc Spaces for Students' Developing Rhetorical Landscapes in Writing National Harbor 2

This session investigates how musical narratives shape rhetorical landscapes. We will present

models for using protest music to support students' narratives of resistance, discourse challenges of teaching race alongside conflicting and conflated global and local narratives, and highlight hip-hop music's inscription of the disenfranchised within urban spaces of tourism.

Chair: Steven Lessner, Elon University, North Carolina

- **Speakers:** Natalie Graham, California State University, Fullerton, "Flipping the Script: Hip Hop's Revision of Place Narratives"
- Walter Sistrunk, College of Staten Island, City University of New York, New York, "Teaching the Thinking about Race: Why Today We Speak with Clipped Tongues"

Steven Lessner, Elon University, North Carolina, "Discovering Protest Narratives in Music: Writing as Advocacy in First-Year Writing"

## I.35 FEATURED SESSION – The History of the NCTE Rainbow Strand

## Rainbow National Harbor 10

# Sponsored by the NCTE Latino Caucus and the NCTE Black Caucus, open to all

In 1987 the Task Force on Racism and Bias and the Minority Affairs Advisory Committee developed the NCTE Convention Planning Rainbow Strand. This session will focus on the history of how Rainbow reviewers planned, reviewed, recommended, and created sessions focused on "teaching and affirming culturally and linguistically diverse students" and its impact on a national level for teachers of English.

**Chair:** Cristina Kirklighter, Texas A&M University, Corpus Christi

## Roundtable 1

Victor Villanueva, Washington State University, Pullman

## Roundtable 2

Roseann Duenas Gonzalez, University of Arizona, Tucson

## Roundtable 3

Alfredo Celeden Lujan, Santa Fe, New Mexico

## I.36 The Power of Digital Literacies in the English Classroom Chesapeake 10/11/12

Three educators will demonstrate ways to use digital environments to provide new communication opportunities and suggest ways to address online behaviors that sabotage positive, constructive interactions by defining the virtual personalities which signal collaborative skill to others.

**Respondent:** Renee Moreno, California State University, Northridge

- Speakers: Judy Arzt, University of Saint Joseph, Connecticut, "Student Blogging: Telling Stories Globally"
- Denise Johnson, The College of William and Mary, Williamsburg, Virginia, "(Re)Conceptualizing the Reading Process with Digital Strategies"
- Joyce Johnston, George Mason University, Fairfax, Virginia, "Civil or Congenial? Composing Ourselves as Collaborators Online"

## 1.37 Pedagogies of Hope: Emerging Multilinguals in the Twenty-first Century Classroom National Harbor 13

**NCLE Rainbow** This panel discusses issues of multilingualism within and across twenty-first-century classrooms.

- **Speakers:** Denise Ousley-Exum and Eleni Pappamihiel, University of North Carolina, Wilmington, "Examining Accommodations: Looking at Instructional and Linguistic Accommodations for ELLs"
- Steven Alvarez, University of Kentucky, Lexington, "Translanguaging Tareas: Mexican Immigrant Families Brokering Homework Literacies"

# I.38 Critical Literacy and Multimodal Approaches: Exploring Multicultural Rainbow Narratives in Literature and Teaching Magnolia 1

This classroom demonstration will guide attendees through various approaches to teaching multicultural literature in multilingual/bilingual classroom ratings.

- **Speakers:** Kerensa McConnell and Anne Eisman, Escuela Key, Arlington, Virginia, and Suzanne Kaback, St. Catherine University, St. Paul, Minnesota, "Tell Me a Picture: From Visual to Written Narratives in a Dual Immersion English-Spanish Classroom"
- Jasmine Robinson, University of Massachusetts, Amherst, "Optimizing Interactive Multimodal Approaches for Promoting Critical Literacy through Multicultural Children's Literature"

# I.39Incorporate and Participate withImage: Technology in Teacher EducationImage: Chesapeake D/E

This session addresses the intersections of literacy, technology, and teacher education. The first presentation explores specific ways iPads can be used to support literacy learning, while the second presentation considers specific ways various resources can expand understandings of digital culture and student learning.

Chair: Jessica Gallo, University of Montana, Missoula

- **Speakers:** Karla Kingsley, University of New Mexico, Albuquerque, "Tapping Interactive, Participatory Technologies for Critical Teaching"
- Jenn Manak, Bridgewater State University, Massachusetts, "Integrating iPads into Literacy Instruction: A Story of Incorporating Technology into Book Buddies"

## I.40 Day of Early Childhood: Language, Play, and Performance Woodrow Wilson B

These presentations examine the instructional practices of emergent, project-based curricula in play-based early childhood classrooms. In these presentations, literacy is grounded as inquiry and thus, children take on their own literacy questions.

- **Speakers:** Jeffrey Wood, Laurentian University, Sudbury, Ontario, Canada, "Exploring Language as Inquiry"
- Anthony Reppucci, Buckingham Browne and Nichols School, Cambridge, Massachusetts, "Peter Pan, Play, and Performance: A Multi-Faceted Approach to Literacy and Storytelling"

## I.41 Poster Session: Equity and Social Justice Prince George's Hall B

Unlike a traditional presentation, poster sessions provide a choose-your-own-adventure story where the audience has a hand in directing the order and details of the story. These posters will address ways to address social justice issues through literature.

# Poster 1: Reading Race in a Community Space: A Narrative Phenomenological Exploration

Roberta P. Gardner, University of Mary Washington, Fredericksburg, Virginia

Poster 2: Inspiring Multilingual Pedagogical Landscapes: Bilingual Stories in a Personal Interview, Conference Presentation, and Speech

Alyssa Cavazos, The University of Texas-Pan American, Edinburg

## Poster 3: An Interdisciplinary Approach to Teaching Genocide

Christine Bonarrigo and Emily Hernberg, New Canaan High School, Connecticut

## Poster 4: How African American Male Students Respond to a Culturally Relevant Literature-Based Reading Curriculum: A Case Study

Bethany Scullin, Edinboro University of Pennsylvania, Edinboro

## Poster 5: The Stories They Tell: An Analysis of Racial and Gender Representation in Caldecott-Awarded Books

Angeli Willson, The University of Texas, San Antonio Lori Falcon, University of Incarnate Word, San Antonio, Texas

## Poster 6: Middle School Students Acting in Leadership for Positive School Culture

Fredericka Butler, Putnam/Northern Westchester BOCES, New York

Kim Fontana, Pawling Central School District, New York

# Poster 7: Addressing Social Justice Issues with Young Adult and Classical Literature

Madeline Marcelia Garvin, Fort Wayne, Indiana

## **Poster 8: Diverse Learners in Rural Schools** Karen Vocke, Western Michigan University, Kalamazoo

**Poster 9: English Language Learners in Rural Settings** Briana Asmus, Western Michigan University, Kalamazoo

Poster 10: A Narrative of Place: Exploring Eco Justice through English Secondary Classrooms

John Watts, University of Arkansas, Fayetteville

## Poster 11: Promoting Multicultural Education

through Children's and Young Adult Literature Desiree Cueto, Tucson Unified School District, Arizona

Norma Gonzalez, Manzo Elementary School, Tucson, Arizona

Stephanie Greene Hunley, Howell Elementary School, Tucson, Arizona

Amy Edwards, Steele Elementary School, Tucson, Arizona

Julia Hillman, Blenman Elementary School, Tucson, Arizona

## Poster 12: Digital Stories and Social Justice Education in Rural Settings

Joshua Anderson, Western Michigan University, Kalamazoo

## I.42 Room of/for Failures: Critical

## C Pedagogy's Unglamorous Stories Rainbow Woodrow Wilson C

This interactive presentation shares unglamorous stories behind teaching practices rooted in critical pedagogy. Dispelling myths and disrupting victory narratives that often shape teacher and student expectations, these presenters share unsettling stories of "failure" behind hip-hop-based education, poetry, and youth participatory action research projects to generate authentic conversations about these critical practices.

- **Speakers:** Lauren Kelly, Teachers College, Columbia University, New York, New York
- Danielle Filipiak, Teachers College, Columbia University, New York, New York

- Ernest Morrell, Teachers College, Columbia University, New York, New York
- Maya Pindyck, Teachers College, Columbia University, New York, New York

# I.43 Un-Standardized Lives and G Marginalized Voices in the Era of WL "Reform"

Chesapeake C

A serious consequence of corporate-driven reform has been to marginalize and silence the voices of teachers and students with diverse cultural, racial, and economic backgrounds. Session presenters will share the experiences of urban teachers, ELLs, and economically disenfranchised students as they negotiate the standardized environment of today's public schools.

Chair: Bess Altwerger, Towson University, Maryland

- **Speakers:** Troy Grant, Prince George's County Public Schools, Upper Marlboro, Maryland, "The World Won't Get No Better"
- Richard Meyer, University of New Mexico, Albuquerque, "Teaching in the Cracks"
- Nancy Rankie Shelton, University of Maryland, Baltimore County, Baltimore, "Who Said These Standards Are Not a Curriculum?"

## I.44 Pushing the Boundaries of Narrative: M S Video Games in the ELA Classroom C Chesapeake B

Video games are an increasingly sophisticated medium for storytelling, suggesting important implications for the English classroom. We explore how video games shape our thinking about reading and how they can be used as texts in our classrooms, to engage students in meaningful literary experiences and higherorder thinking.

- **Chair:** Jonathan Ostenson, Brigham Young University, Provo, Utah
- **Speakers:** Jordan Vance, Brigham Young University, Provo, Utah, and Riverton High School, Provo, Utah, "Stories from the Trenches: Videogames in the Classroom"
- Stephen Nothum, Brigham Young University, Provo, Utah, "How Video Games Are Training Today's Young Readers"
- Tyler McCombs, Brigham Young University, Provo, Utah, "Applying Traditional Literary Analysis to Videogames"

#### 1.45 Literacy Leadership: Implementing **Common Core State Standards across** G the School/District NCLE Prince George's Hall D

## An NCLE Practice Exchange

If you are part of a school- or district-based team working on implementing the Common Core State Standards (CCSS), we invite you to participate in this NCLE Practice Exchange. This session will provide an opportunity for literacy leaders to share their plans, acknowledge their wonderings and challenges, and seek input from teams with similar interests.

Facilitators: Lara Hebert, National Council of Teachers of English, Urbana, Illinois

Deborah Jackson, Fairfax County Public Schools and Learning Forward, Alexandria, Virginia

#### 1.46 Mapping the Significance of Experience: Authors Discuss Their Books, Their S Readers, and the Spaces They Create Chesapeake 4/5

A panel of YA authors, known for their "edgy" novels, discuss the significance of experiences. By participating in a conversation with these authors, audience members will be able to set the stage for students about the "human experience," and provide a context for "understanding the chaotic stuff" of daily life.

Chair: T. Gail Pritchard, University of Arizona, Tucson

Speakers: Deborah Dimmett, University of Arizona, Tucson

T. Gail Pritchard, University of Arizona, Tucson

Tradebook Authors: Gayle Forman, Penguin Group, New York, New York

Ava Dellaira, Macmillan Publishing Group, New York, New York

Andrew Smith, Penguin, New York, New York

Ellen Hopkins, Simon and Schuster, New York, New York Ally Condie, Penguin, New York, New York

Ilsa J. Bick, Egmont, New York, New York

#### Blurring the Lines between Teaching 1.47 and Leading G Baltimore 4

United States Department of Education Teaching Ambassador Fellows Emily Davis and Maddie Fennell will provide an overview of the policies and initiatives they have been discussing with teachers in the field and discuss with participants their questions and comments on some of the burning issues. The session will also cover the Teach to Lead initiative, which is a Departmental effort to

advance teacher leadership from the classroom and show educators how they can participate.

- Speakers: Emily Davis, United States Department of Education, Washington, DC
- Maddie Fennell, United States Department of Education, Washington, DC

## 2:45-4:00 p.m.

#### J.01 **Using Primary Sources to Build Background Knowledge of High School** MS and College Students C

National Harbor 4

NCLE Participants will experience and understand **WL** how using primary sources to scaffold reading activities can support students' comprehension of nonfiction and informational text. Examples of curriculum units taught in high school and college English language arts and Reading classes will be shared.

Speakers: Tiffany Jefferson, East Fordham Academy for the Arts MS 459, Bronx, New York

Nancy Osborn, Passaic High School, New Jersey

Marie Donnantuono, William Paterson University of New Jersey, Wayne

Salika Lawrence, William Paterson University of New Jersey, Wayne

#### **J.02** Significant Stories of the Past: A Common Core State Standards Informational M Text Unit on Immigrant Kids NCLE National Harbor 5

This panel session will show how a sixth-grade literacy team designed a non-fiction CCSS unit, which produced both traditional and technology-based products. Students completed the unit comparing and contrasting their current life/school stories with those of the past. You will leave with all resources for this unit.

Speakers: Karen Crosby, Benton Public Schools, Arkansas Teresa Bond, Benton Public Schools, Arkansas Jennifer Clayton, Benton Public Schools, Arkansas Jennifer Albaugh, Benton Public Schools, Arkansas

#### J.03 **Visual Literacy: Teaching Students** M S the Power of a Photograph to Bear Witness

## National Harbor 3

Photographers record history and powerfully communicate stories through their unique

voice. We'll engage participants in a close read and contextual analysis of Dorothea Lange's iconic image "Migrant Mother", and discuss strategies for increasing students' capacity to read images and tell stories of their lives and communities through image and text.

- **Speaker:** Corinne Rose, Museum of Contemporary Photography, Columbia College, Chicago, Illinois, "A Close Read of Dorothea Lange's Iconic Image, 'Migrant Mother'"
- Tradebook Author: Elizabeth Partridge, Viking Children's Books, New York New York and Chronicle Books, San Francisco, California, "Creating a Documentary Photograph of Your Own Community"

## J.04 The Missing Mother: Sendak's Where M S the Wild Things Are, the Maternal Lens, and the Search for the Mother in the Secondary Canon Magnolia 2

From Juliet to Scout to Katniss Everdeen, an adolescent character's emotional development is often couched in a much larger social struggle that overshadows interaction with the maternal. Learn how to use a youth lens and a maternal lens to view canonical literature with a focus towards dealing with maternal conflict.

**Chair:** Simao Drew, Kirkwood High School, Missouri **Speakers:** Katie Vondera, Kirkwood High School, Missouri

Donna Canan, Kirkwood High School, Missouri

## J.05 The Stories Animals Tell Us Potomac 3/4

This session on the timeless appeal of animal stories highlighting US Children's Poet Laureate (2011-2013) and 2011 NCTE Award Winner J. Patrick Lewis and Jane Yolen, master storyteller, along with author Heidi E. Y. Stemple and literacy professor Jonda C. McNair. What makes a story compelling? How can teachers select the right books?

Chair: Jonda C. McNair, Clemson University, South Carolina

- **Speakers:** Heidi E. Y. Stemple, author, Miami Beach, Florida, "Storytelling Collaboration"
- J. Patrick Lewis, US Children's Poet Laureate (2011-2013), Miami Beach, Florida, "Poetry as Story"

Jane Yolen, author, Miami Beach, Florida, "Telling Stories" Jonda C. McNair, Clemson University, South Carolina,

"How to Select the Right Books for Your Classroom"

## J.06 Culture and Identity: Culture as a Landscape for Knowing or Not Knowing One's Self

## Annapolis 1

We present a unit, Culture and Identity, taught in a ninth grade World Literature course. We show connections among works with settings in eight different countries to show how students may develop understanding of the relation between culture and identity and apply it to their own cultures and identities.

- **Speakers:** Michael Groeninger, Ransom Everglades School, Coconut Grove, Florida
- Corinne Rhyner, Ransom Everglades School, Coconut Grove, Florida
- Michelle Black, Ransom Everglades School, Coconut Grove, Florida
- Erin Housiaux, Ransom Everglades School, Coconut Grove, Florida

## J.07 A Workshop for First-Year English Teachers: Gathering Survival Strategies and Telling Your Stories National Harbor 11

This three-part workshop will focus on first-year teacher stories, strategies for teaching uncommonly-used gorgeous texts (that you can start using in your classroom right now!) and strategies for effective teaching! Anyone can join us, but new English teachers, we have you in mind!

**Speakers:** Laura Rigolosi, Teachers College, Columbia University, New York, New York

Berit Gordon, LitLife, Maplewood, New Jersey

## J.08 Using Culturally Relevant Systemic Functional Linguistic Pedagogy to Scaffold Persuasive Writing Magnolia 1

Sponsored by the North American Systemic Functional Linguistics Association, open to all

This session describes how a mentor and preservice teacher used systemic functional linguistic pedagogy to support the persuasive writing practices of their ESL students. In doing so, they drew on the cultural and linguistic resources of their Caribbean-born adolescent ELLs as they explored the socio-historical significance of Reggaeton music.

**Chair:** Peter Fries, Central Michigan University, Mount Pleasant

- **Speakers:** Sharon Knight, Boston Public Schools, Massachusetts
- Joshua Schulze, Nevada State College, Las Vegas

## J.09 Promoting Activ(ist) Identities: Inquiry, C Literacy, and Service Learning National Harbor 13

This session highlights how inquiry leading to service provides a powerful and exciting way of motivating students, promoting a growth mindset, positive classroom community, literacy and conceptual understanding. Inquiry is the context for learning and the service is the application. Learning becomes dynamic and immediately meaningful for teachers and students.

Chair: Jeff Wilhelm, Boise State University, Idaho

- **Speakers:** Whitney Douglas, Boise State University, Idaho, "What Is the History of Our School, and How Does This History Reflect and/or Shape the Culture of Our Community?"
- Emily Morgan, Fairmont Junior High School, Boise, Idaho, "How Can We Work towards Understanding People Who Are Different from Us"
- Sara Fry, Boise State University, Idaho, "What Helps Me be a Great Learner?"

Angela Housley, Washington Elementary School, Boise, Idaho, "How Can We Be Better Citizens and Friends"

## J.10 Stories of Home: The Southeast Asian Story Project

## Rainbow Azalea 1

McLane High School's ArtVenture art academy WL will share with participants the product and process of their collaborative interdisciplinary art show, "Stories of Home: The Southeast Asian Story Project" which was exhibited at Hmong International New Year in December 2013. The project, including twenty-six story panels, a reproduction of a Mekong River crossing, a film, graphic novel, and anthology, empowered Southeast Asian students to give voice, linguistically and visually, to stories that had never been documented before while allowing McLane's Latino, African American, and Caucasian population to discover stories and histories they knew nothing about.

**Speakers:** Manuel Bonilla, Fresno Unified School District, California

Marc Patterson, Selma, California

Melissa Reimer, Fresno Unified School District, California

## J.11 Global Expectations in Children's and Young Adult Literature: Multiple Ways of Knowing

## Azalea 3

## Sponsored by the United States Board on Books for Young People, open to all

The United States Board on Books for Young People (USBBY) is devoted to building bridges of international understanding through children's and young adult books. In this co-sponsored session James McMullan, a *New York Times* Best Illustrated Book award winner and Hamilton King Award winner, will reflect on his writings for young readers and his newest book *Leaving China: An Artist Paints His World War II Childhood.* 

**Co-chairs:** Deborah Wooten, University of Tennessee, Knoxville

Ruth Lowery, The Ohio State University, Mansfield Jennifer Graff, The University of Georgia, Athens

**Tradebook Author:** James McMullan, Algonquin Books and Algonquin Young Readers, Chapel Hill, North Carolina

## J.12 Empowering Young Readers and Writers in a Global Community Maryland 5/6

Along with books, crayons, and markers, we must now integrate digital texts into our literacy workshops. Our classroom communities continue to be important, but now our students also have opportunities to participate in global communities. This session brings five innovative educators together to discuss approaches to digital reading and writing.

- **Co-chairs:** Katie DiCesare, Glacier Ridge Elementary School, Dublin, Ohio
- Franki Sibberson, Dublin City Schools, Ohio
- **Speakers:** Tony Keefer, Dublin City Schools, Ohio, "Broadening Our Understanding of the World through Online Reading"
- Katharine Hale, Arlington Elementary School, Virginia, "Social Networking: Expanding the Walls of the Reading Classroom"
- Julie Johnson, Hilliard City Schools, Ohio, "Reading to Write for a Global Audience"

## J.13 Telling the Stories from the Classroom:

## Artful Integration of Literacy, Technology, and Content Baltimore 5

Panel members will share stories from the classrooms of fifteen teachers who effectively integrate technology within literacy and content-specific, literacy-based instruction. Participants will listen to the teachers' stories, then work together to unpack these stories through discussion of the lessons learned and implications for instruction.

**Speakers:** Barbara Steckel, Lesley University, Cambridge, Massachusetts

Valerie Shinas, Lesley University, Cambridge, Massachusetts

## J.14 On the Fringe: Representations of Gypsies, Jews, and Gays in YA Literature Baltimore 4

This panel looks at three groups who have been historically marginalized and misrepresented: Gypsies, Jews, and gays. Presenters will consider how each group has been represented in literature for young adults and how the groups fare in contemporary YAL, noting cultural (in) accuracies, overall messages, and areas that remain problematic.

- **Speakers:** Beth Younger, Drake University, Des Moines, Iowa, "On the Fringe: LGBTQA Characters in YAL"
- Rosemary Horowitz, Appalachian State University, Boone, North Carolina, "On the Fringe: Jewish Characters in YAL"

Elaine O'Quinn, Appalachian State University, Boone, North Carolina, "On the Fringe: Gypsy Characters in YAL"

## J.16 What Stories Will Come? Using Multimodal and Transmedia Literature to Cultivate Students as Digital Creators Chesapeake 2/3

This presentation focuses on emerging types of children's and young adult transmedia literature—multiplatform, apps, web-based designed to engage readers in the digital age. Audience participation and discussion will focus on how this new literature can be used as mentor text to support students as digital composers. **Chair:** Teri Holbrook, Georgia State University, Atlanta **Speakers:** Nicole Pourchier, Georgia State University, Atlanta

Melanie Hundley, Vanderbilt University, Nashville, Tennessee

Respondent: Laura May, Georgia State University, Atlanta

## J.17 The Convention Poem: Telling Our Stories about the Convention through Poetry National Harbor 10

# Sponsored by the CEE Commission on the Teaching of Poetry, open to all

Presenters during this roundtable session will share successful strategies they have used to help students convey story. In addition, presenters will use poetry as a way to help participants share, write, and collaborate about their 2014 NCTE Annual Convention experience.

**Chair:** Danny Wade, Washburn University, Topeka, Kansas

## **Roundtable 1**

Nicole Trackman, Illinois Mathematics and Science Academy, Aurora

## Roundtable 2

Michael Angelotti, University of Oklahoma, Norman

## Roundtable 3

Michael Moore, Georgia Southern University, Statesboro

## Roundtable 4

Bonner Slayton, Moore Norman Technology Center, Norman, Oklahoma

## Roundtable 5

Danny Wade, Washburn University, Topeka, Kansas

## J.18 The Art of Argument—Narrative,

## Voice, and Reason in Student Writing Chesapeake J/K/L

This session will demonstrate how instruction in writing arguments rests on observation and narration—on "finding the story" in data and primary documents. It will offer a close look at a middle school project in reading civil war letters and a high school project in community arguments.

# **Speakers:** Thomas Newkirk, University of New Hampshire, Durham

Kate Gardoqui, Noble High School, North Berwick, Maine Nate Grove, Oyster River Middle School, Durham, New Hampshire

## J.19 Storytelling without Limits: or, "Was It Raining the Day Hitler Was Born?" Chesapeake 7/8/9

Revolutionize research papers with multimedia journalism. In this classroom demo, hear how students gained valuable information literacy skills and explored the fundamental ways words, images, and media tell compelling stories. Nonfiction writing is transformed into mediarich, interactive narrative writing to experience. Process and collaboration make writing and research social. BYOD (Bring Your Own Device) and learn how.

Speakers: Olivia Koski, Creatavist, Brooklyn, New York

Francisco Virella, West Career and Technical Academy, Las Vegas, Nevada

Fawn Canady, Clark County School District, Las Vegas, and University of Nevada, Las Vegas

## J.20 The Future Is Now: Exploring Twentyfirst Century Teaching Ideas with the Next Generation of English Teachers Potomac B

# Sponsored by the CEE Graduate Strand, open to all

In this roundtable session sponsored by the CEE Graduate Strand (CEE-GS), undergraduate and master's level pre-service English teachers from across the nation will lead discussions exploring 21st century teaching ideas and research-driven pedagogical practices. Please join us in support of these outstanding future English teachers. Roundtable leaders were determined after the program deadline. Attendees will receive a separate program with student names and presentation titles as they enter the session.

- **Co-chairs:** Luke Rodesiler, University of South Florida, Tampa
- Alan Brown, Wake Forest University, Winston-Salem, North Carolina
- **Respondents:** Michelle Falter, The University of Georgia, Athens
- Robert Montgomery, Kennesaw State University, Georgia
- Victor Malo-Juvera, University of North Carolina, Wilmington
- Amanda Stearns-Pfeiffer, Oakland University, Rochester, Michigan
- Makenzie Selland, Utah Valley University, Orem
- Victoria Whitfield, Autauga County School System, Prattville, Alabama
- Deborah Vriend Van Duinen, Hope College, Holland, Michigan

Nigel Waterton, Montana State University, Bozeman Susanna Benko, Ball State University, Muncie, Indiana

Dawn Finley, St. John Vianney High School, Saint Louis, Missouri

Thomas C. Crochunis, Shippensburg University of Pennsylvania, Shippensburg

- Ileana Cortes Santiago, Purdue University, West Lafayette, Indiana
- Paula Taylor-Greathouse, Tennessee Technological University, Cookeville
- Ashley Boyd, Washington State University, Pullman
- Larkin Weyand, The Ohio State University, Columbus
- Emily Nemeth, The Ohio State University, Columbus
- Jennifer VanDerHeide, The Ohio State University, Columbus

Patricia Waters, Troy University, Alabama

- Jonathan Ostenson, Brigham Young University, Provo, Utah
- Karen Spector, The University of Alabama, Tuscaloosa
- Dawan Coombs, Brigham Young University, Provo, Utah Joan F. Mitchell, Wake Forest University, Winston-Salem, North Carolina
- Melanie Shoffner, Purdue University, West Lafayette, Indiana
- Matthew Nelson, Francis Marion University, Florence, South Carolina

## J.21 Harnessing the Power of Story to Drive Argument Writing Chesapeake C

Three panelists will model an inquiry-based process approach to writing that promotes student interaction and engagement. The approach includes strategies for using the power of story to scaffold instruction to move learners from making a simple claim, toward constructing increasingly complex pieces with attention to competing points of view. Participants will leave with story examples that illustrate argument writing that aligns with the Common Core.

- Chair: Thomas M. McCann, Northern Illinois University, DeKalb
- **Speakers:** Nancy Galas, Elmhurst School District 205, Illinois

Mary Greska, Edison School, Elmhurst, Illinois Rebecca D'Angelo, Edison School, Elmhurst, Illinois

## J.23 The Impact of Social Justice

## Storytelling on Social Justice Teaching Potomac A

What does a writing curriculum gain from social justice stories? In this interactive session, we provide a framework to explain the role of stories in teaching social justice writing, offer ways to embed stories in our teaching, and reflect on how teachers' own stories influence practices of social justice teaching.

**Speakers:** Jessica Tierney, University of Minnesota, Minneapolis

Stephanie Rollag, University of Minnesota, Minneapolis

## J.24 Diving into Stories: Helping Kids Have Lively, Passionate Reading Experiences Annapolis 4

We know: stories help kids know more, feel more, BE more. The goal: our classrooms become the path students use to enter the story world. Our challenge: that path is often rough, and obstacles block the students' way. This session presents multiple strategies that help students delve into and fall in love with stories.

**Speakers:** Jeff Williams, Solon City Schools, Ohio Gina Salerno, MS 324, Bronx, New York Jennifer Ochoa, MS 324, Bronx, New York

## J.25 Using Read-Aloud, Partner Talk, and Whole Class Conversation to Teach Children to Read the Word and the World Critically in the Primary Classroom

## Woodrow Wilson D

Read-aloud provides an opportunity and responsibility to expose our students to the social issues of our ever-expanding global society. The goal for this workshop is for teachers to transform read-aloud into a time to read critically, question texts, and take social action in their world.

Speakers: Katherine Melton, PS 449X Grant Avenue Elementary School, New York, New YorkLauren Ruud, American School of Paris, FranceKristina Kyle, PS 59, New York, New York

## J.26 (Re)Constructing Rationality in the Teaching and Learning of Argumentative Writing Potomac 5/6

The instructional conversations of a twelfth grade classroom are examined to explore the teaching and learning of argumentative writing. Of particular focus is how the teacher and students moved beyond the structure of argumentation to embrace complexity, adopt goals of open-mindedness and intersubjectivity, and challenge underlying definitions of rationality.

- Chair: George Newell, The Ohio State University, Columbus
- **Speakers:** Sanghee Ryu, The Ohio State University, Columbus, "(Re)constructing Rationality as Communicative Rationality"
- Allison Wynhoff-Olsen, Montana State University, Bozeman, "Problematizing Argumentation"
- David Bloome, The Ohio State University, Columbus, "The Language of Instructional Conversations when Rationality Is Problematized"

## J.27 Everyone Has a Story: A Twenty-first Century Model to Improve Student Writing

#### Chesapeake G/H/I

Sponsored by the Assembly for Advisers of Student Publications/Journalism Education Assocation, open to all

This session will provide an overview of a new fourteen-part national curriculum based on twenty-first century storytelling and share strategies for implementation that apply in any language arts classroom. The Journalism Education Association's Curriculum Initiative focuses on writing, editing, news literacy, and skills necessary to communicate with authentic audiences.

**Chair:** Brian Wilson, Assembly for Advisers of Student Publications/Journalism Education Association, Holly, Michigan

**Speakers:** Megan Fromm, Journalism Education Association, Germany

Valerie Kibler, Harrisonburg High School, Virginia

## J.28 It Came from Mythology: Archetypes in Art and Literature Camelia

Mythology is a powerful vehicle for unlocking symbols and meaning in art and literature. Facilitated by Melanie Spears Harper from the National Gallery of Art and Shelley NiTuama from the National Endowment for the Humanities, this session showcases mythological archetypes as a means to integrate visual literacy within the English classroom.

- **Speakers:** Melanie Spears Harper, National Gallery of Art, Washington, DC
- Shelley NiTuama, EDSITEment/National Endowment for the Humanities, Washington, DC

#### J.29 S Picturing Community: Teachers and Teens Using a Cross-Cultural Photography and Literacy Program to Go beyond the Classroom, across the World, and into Their Stories Azalea 2

How can educators create meaningful multidisciplinary cross-cultural explorations that strengthen students' literacy skills? Can it be done while also attending to standards? Yes! Come learn how we created an experiential photography and literacy program to bolster students' skills as critical thinkers and writers within their schools, communities, and the world.

Speakers: Cheryl Meany, Baldwinsville Central School District, New York

Janine Nieroda, Syracuse University, New York

## J.30 The Artist's Story: Inside Looking Out, Outside Looking In Annapolis 2

Much of literature is consciously or unconsciously about the process of creation. Using this lens, we can view texts through a focus on the writer's creative process, or on a single character as the artist. Participants will encounter fresh approaches to traditional and non-traditional texts, and a multi-genre unit focused on the artist's story, which ultimately is our story.

- **Speakers:** Kevin Collins, St. Thomas Aquinas High School, Dover, New Hampshire
- Kathleen Collins, St. Thomas Aquinas High School, Dover, New Hampshire

## J.31 Day of Early Childhood: Promoting Difference as a Strength through Children's Literature Woodrow Wilson C

Inclusive practices will be presented from early childhood educators in the US and Israel using *Leo the Chameleon* by Melanie Watt to promote difference as a "strength" to children; preschool–3rd grade. In this interactive session, participants will learn to select stories and design inclusive activities through Universal Design for Learning Principles.

**Chair:** Laurie Katz, The Ohio State University, Columbus **Speakers:** Jean DeFazio, Walsh University, North

Canton, Ohio

Rita Schaner, Walsh University, North Canton, Ohio

Leigh Neithardt, The Ohio State University, Columbus Theodora Ressa, The Ohio State University, Columbus Carrie Wysocki, The Ohio State University, Columbus Rachel Ravid, Oranim Educational College, Tivon, Israel

## J.32 There and Back Again: Old Stories, S New Literacies (S) National Harbor 12

This session maps pathways to and from the stories at the core of our curricula, building bridges between literature and literary theory, between the oral tradition and digital storytelling, and between new and old media. The newly wired world that students live in requires that they learn in it, too.

Chair: Mary Ellen Dakin, Revere High School, Massachusetts

Speakers: Matthew Despres, Revere Public Schools, Massachusetts

Allison Giordano Casper, Revere Public Schools, Massachusetts

Christina Porter, Revere Public Schools, Massachusetts Mary Ellen Dakin, Revere High School, Massachusetts

## J.33 A Student-Centered Approach to Preparing Pre-Service Teachers for a Writing and Teaching Life Baltimore 2

This presentation describes a writing pedagogy course that guides pre-service teachers in developing their own theories and methods for teaching writing. It includes a rationale for a student-centered approach to teacher education, an overview of the course curriculum and projects, and examples of original theories and methods developed by students.

- **Speakers:** Molly Bradley, Teachers College, Columbia University, New York, New York, "Guiding Students to Find and Develop Their Authentic Voices, Strengthen Their Writing, and Tell Their Stories"
- Michael Kovacs, Teachers College, Columbia University, New York, New York, "Using Online Networks to Enrich Class Communities and Explore Multimodal Expression"
- Catherine DeLazzero, Teachers College, Columbia University, New York, New York, "A Curriculum that Guides Pre-service Teachers in Developing Their Own Writing Pedagogies"

Ellen Gianakis and Agnieszka Marklewicz, Teachers College, Columbia University, New York, New York, "Embodied Response: Strategies and Applications"

#### J.34 The Impact of Story to Engage and **E** M Inform Readers While Meeting Common S Core Standards: Award-Winning Authors Whose Books Are Portals for Learning

## Chesapeake D/E

Award-winning authors will discuss their research and writing techniques and ways they inform and engage readers as they craft compelling stories of people, culture, and history. Speakers will share rich tools and new insights into how to engage and inform readers, meet Common Core standards, and develop critical thinking skills.

- Speaker: Donna Knoell, educational consultant and author, Shawnee Mission, Kansas, "Meeting Common Core Standards: Critical Thinking Skills, Making Inferences, and Identifying Evidence in Support of One's Thinking"
- Tradebook Authors: Kathleen Krull, Houghton Mifflin Harcourt Children's Books, Boston, Massachusetts, "Making Nonfiction and Biography Engaging: Significant Information in Context of Time and Place, and Filled with Fascinating Details"
- Candace Fleming, Random House, New York, New York, "Creating Unforgettable Biographies with Significant Information, Riveting Details and Powerful Illustrations: Stories of People with a Lens on a Culture"
- Tonya Bolden, Abrams Books for Young Readers, New York, New York, "The Emergence of History as Story-Time, Events, and People: Knowing and Reflecting to Engage and Understand"
- Christopher Paul Curtis, Scholastic, Inc., New York, New York, "Extraordinary Journeys in Life: Knowledge of Place and Time as Bridges to Rich Historical Fiction"
- John Hendrix, Abrams Books for Young Readers, New York, New York, "The Synergy of Illustration and Text, Working Together to Communicate the Important Interactions of People and Events"
- Catherine Reef, Houghton Mifflin Harcourt Children's Books, Boston, Massachusetts, "Biography as the Story of Interesting People from History: Unleashing Curiosity and Presenting History from the Perspective of One Participant"

#### **J.35** Understanding Biblicism as Literacy Practice SC Potomac 1/2 œ

This session examines challenges, tensions, and possibilities as diverse youth and adults flexibly translate, adapt, resist, and recontextualize the Bible across settings. Such understandings of Biblicism enrich scholarship on writing transfer

and pedagogy, on rhetorical education within LGBTQ and evangelical Christian communities, and on immigrant language and literacy.

- Speakers: Michael-John DePalma, Baylor University, Waco, Texas, "Evangelical Literacies, Religious Composition, and the Prospects for Rhetorical Education"
- Jeffrey Ringer, University of Tennessee, Knoxville, "Bend but Don't Break: Evangelical Students' Biblical Literacies in Public University Contexts"
- Natasha Perez, Michigan State University, East Lansing, "High School Students Building Translingual Literacies through Biblicism"
- Alexandra Cavallaro, University of Illinois, Urbana-Champaign, "'Biblical Self-Defense for the LGBT Community': LGBTQ Biblical Literacies in Alternative Sites of Rhetorical Education"
- Cori McKenzie and Mary Juzwik, Michigan State University, East Lansing, "Framing Biblicism as Literate Practice"

#### **J.36** Methods-in-Use: Racialized Methods and Analysis Unveil Story-Ing Chesapeake 10/11/12

### Sponsored by the Assembly for Research, open to all

This session examines the ranges of ways doctoral students, early career, and seasoned scholars think about methods-in-use to understand the story and story-ing in discussions of "race." We focus on the process and issues that develop the story itself and its relationship to race, racialization, and or racism.

Chair: Ayanna Brown, Elmhurst College, Illinois

- Speakers: Duane Davis, University of Illinois, Chicago, "The Case for Cross Case Analysis: How Stories Evolve through Qualitative Analysis"
- Arlette Ingram Willis, University of Illinois, Urbana-Champaign, "Literacy Research: A Narrative Arc"
- Sana Ansari, Chicago Public Schools, Illinois, "What Does College Prep Mean for Black Students?: Examining Ideologies and Academic Socialization."
- Ayanna Brown, Elmhurst College, Illinois, "Methods-in-Use: Excavating Racial (II) Literacy"

Respondent: Violet Harris, University of Illinois, Urbana-Champaign

#### J.37 Day of Early Childhood: Story as Meaning-Making in Early Childhood E **Education** 片

Woodrow Wilson B

Presenters will introduce and discuss two curricular engagements, Family Story Backpacks and Cultural Community Story Boxes, used within

an early childhood teacher education program, that are based around a theoretical framework of story and funds of knowledge, with a focus on partnerships between families, communities, schools, and the university.

Chair: Kathy G. Short, University of Arizona, Tucson Speakers: Kathy G. Short, University of Arizona, Tucson Dorea Kleker, University of Arizona, Tucson Lauren Pangle, University of Arizona, Tucson María Acevedo, University of Arizona, Tucson

#### **J.38 Interacting with Texts**

#### National Harbor 6 MS

Students need strategies, coaching, and interaction, even digital interaction, to engage in rigorous reading, guestioning, and textual discussion. This session will provide many practical ideas for these supports.

Chair: Natalie Lorenzi, Fairfax County Public Schools, Fairfax, Virginia

Speakers: Victoria Alessi, Smithtown Central School District, New York, "Tiering the Task, Not the Text: Strategies for Helping Students Connect Deeply with Challenging Texts"

Benjamin Ryan, Olathe, Kansas, "Literary Transaction through Sports and Culture: Becoming Better Versions of Ourselves"

Bryan Miltenberg, Brooklyn, New York, "Socrates' iPad"

#### **J.39** Healing, Helping, and Writing:

## Nodes of Personal Storytelling in the C Classroom

## Magnolia 3

What is the journey of writers? This session will feature student veterans' stories upon (re)entering higher education, "writing as healing" projects, and self-discovery writing. Resources such as instructional tools in first-year composition, digital composing tools, and sample assignments will be featured for classroom application.

## Speakers: Kristina Lucenko, Stony Brook University, New York, "Voicing and Envisioning the Personal Essay: Multimodal Storytelling in the Undergraduate Writing Classroom"

Cathryn Molloy, James Madison University, Harrisonburg, Virginia, "Exploring the Rich Dynamics of Personal Storytelling: Toward a Socially Responsive 'Writing as Healing' Pedagogy"

Corrine Hinton, Texas A&M University, Texarkana, "Connecting Discourses through Story: Helping Student Veterans Make Sense of the Military-College Transition"

#### **J.40** The Literacies and Languages of **Science with Elementary Students** G across Contexts Maryland 1/2

The intersection of science literacy, language learning, and culture is rich with possibilities for young children and their teachers. Studies explore this across ELL's, rural, and international contexts.

Speakers: Sandra L. Osorio, Illinois State University, Normal, "Realizing Opportunities: Bridging Academic Language for English Language Learners in Science"

Allison Parsons, George Mason University, Fairfax, Virginia, "Developing Kindergarteners' Science Vocabulary"

## J.41 **Research and Practice in English Teacher C** n Preparation and College Teaching: **Conference on English Education and College Section Poster Session** Prince George's Hall B

This year NCTE actively sought poster sessions as a conference format. Please browse through this area, examine the posters, and enjoy oneon-one discussions with the creators. You will find everything from classroom ideas to theory and research.

## Poster 1: Pre-Service Teacher Candidate Peer Groups in a Field-Based Practicum

Robin Johnson and Carolyn Stufft, Stephen F. Austin State University, Nacogdoches, Texas

## Poster 2: Hey, Teacher, Who Do You Think You Are?: Using Personal Narratives to Help Students Determine Their Teaching Attitudes

Sarah Thomas, Bridgewater State University, Massachusetts

Terri Suico, Saint Mary's College, Notre Dame, Indiana Poster 3: Contextualized Autobiographies: Students'

## Stories in the World

Lynne Bercaw, California State University, Chico

## Poster 4: The Real Teacher's Guide to Being a New Teacher: What They Don't Tell You in Pre-Service

Shannon Baldino, Cromwell Board of Education, Connecticut

Mark Tomasino, Cromwell High School, Connecticut

## Poster 5: The Sciences and the Humanities: Bridging **Disciplinary Divides**

Bonnie Tucker, University of Michigan, Ann Arbor

Poster 6: Help Needed: A Hermeneutic Phenomenology Study of the Experiences of Teach for America **Participants** 

Mamie Pack, Suffolk, Virginia

# SATURDAY

## Poster 7: Literacy Narratives and the Basic Writer

Kelly Wavering, St. Louis Community College, Missouri

## Poster 8: The Digital Divide in Rural America

Heather Payne, Cathie English, and Colleen Appel, Missouri State University, Springfield

Poster 9: Building Bridges between Cultures: Stories from Diverse Communities in the College Classroom

Belinda Wheeler, Claflin University, Orangeburg, South Carolina

## Poster 10: Stories of Co-Constructing and Co-Teaching Literacy in Inclusive Settings

Stacey Takanishi, University of Hawaii, Honolulu Drue Narkon, University of Hawaii, Manoa

#### Poster 11: The Use of Nonfiction in the Classroom Alyssa Myerly, Kathryn Gamble, Tierney Czartoski,

Michele Castleman, Kaitlynn Caldwell, and Amanda Barger, Heidelberg University, Tiffin, Ohio, "The Use of Nonfiction in the Classroom"

#### **J.42** NCTE Author Strand—Working with **Disciplinary Literacies: Moving from** S **Principles to Practice** National Harbor 7









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

Chair: Cathy Fleischer, Eastern Michigan University, Ypsilanti Speakers: Linda Denstaedt, Oakland Writing Project, Michigan and Laura J. Roop, University of Pittsburgh, Pennsylvania, "Doing and Making: The Road to Authentic Literacies"

Andrew Stock, Vail Farm Elementary School, Poughkeepsie, New York, Trace Schillinger, Poughkeepsie Day School, New York, and Patricia Lambert Stock, Michigan State University, East Lansing, "Entering the Conversations: Practicing Literacy in the Disciplines" Heather Lattimer, University of

San Diego, California, "Real World Literacies"

#### **J.43** We Need Diverse Books (G) G

## National Harbor 2

Rainbow In a Twitter exchange on April 17th, 2014, Ellen Oh and Malinda Lo expressed their frustration with the lack of diversity in kidlit. Several other authors, bloggers, and industry folks piped up saying they would like to be involved as well. Presenters will discuss ways to promote or amplify diversification efforts and increase visibility for diverse books and authors.

Speakers: Anita Merina, National Education Association, Washington, DC

Meg Medina, Candlewick Press, Somerville, Massachusetts Ellen Oh, #WeNeedDiverseBooks Campaign, Harper

Teen, Bethesda, Maryland

I.W. Gregorio, We Need Diverse Books, Pennsylvania

#### **J.44** The Landscape of Workshop: The Story of Reading and Writing Workshop S across America Chesapeake 4/5/6

The reading-writing workshop model is gaining steam in high school classrooms, and four diverse teachers will share their experiences, strategies, and beliefs about this structure. Presenters will discuss their classroom environments, the dialogue of workshop, the emotional toll of teaching, and the importance of authenticity.

Chair: Penny Kittle, Kennett High School, North Conway, New Hampshire

Speakers: Amy Rasmussen, Turner High School, Carrollton, Texas

Emily Kim, Encinal High School, Alameda, California Erika Bogdany, Brooklyn Bridge Academy, New York Shana Karnes, Morgantown High School, West Virginia

#### The Reading Response Notebook: A J.45 Powerful Tool for Reading the Word EM and Reading the World Baltimore 1

Four urban public elementary school teachers and a college teacher educator will share their innovative work to breathe new life into the reading response notebook. Participants will experience practical strategies for using the reading response notebook as a powerful tool for interpretive reading of the word and the world.

Chair: Ted Kesler, Queens College, City University of New York, Flushing

Speakers: Lori Diamond, PS 144Q, Forest Hills, New York Debra Kessler, PS 144Q, Forest Hills, New York

Lauren Heinz, PS 144Q, Forest Hills, New York

Lesley Doff, PS 144Q, Forest Hills, New York

Ted Kesler, Queens College, City University of New York, Flushing

## J.46 CEE Commission Meetings Annapolis 3

The CEE Commissions will continue discussions and ongoing work during this session. Interested convention attendees are encouraged to attend.

**Chair:** Louann Reid, Colorado State University, Fort Collins

## J.47 Building Complexity to Foster Critical Thinking Woodrow Wilson C

When the modern student leaves high school, they must be able to navigate the fog of information available today in order to curate their own learning and synthesize information effectively. To prepare for this work, students must be critical readers, attuned listeners, and judicious thinkers. In this session,

Sean McComb will work through strategies that prompt students to evaluate, to wrestle with complex ideas, and to weigh contradictory information thoughtfully, in order to parse evidence and explore rich topics.

**Speaker:** Sean McComb, 2014 National Teacher of the Year, Patapsco High School and Center for the Arts, Baltimore, Maryland

## 2:45-5:15 p.m.

## JK.01 FEATURED SESSION – Middle Level Mosaic: Stories from the Middle

## Woodrow Wilson A

Sponsored by the Middle Level Steering Committee, open to all

If you teach middle school students, then this year's Middle Level Mosaic is the place to be! In this powerhouse session, various teen experts a mixture of YA authors, current teachers, and education specialists—will discuss ideas and issues relevant to today's middle school students. You definitely don't want to miss this lineup!

- **Co-chairs:** Michael J. Vokoun, Corbett Preparatory School of IDS, Tampa, Florida
- Jason Griffith, Lamberton Middle School, Carlisle, Pennsylvania
- **Speakers:** Linda Rief, University of New Hampshire, Durham, and Oyster River Middle School, Durham, New Hampshire
- Teri Lesesne, Sam Houston State University, Huntsville, Texas

- Donalyn Miller, O. A. Peterson Elementary School, Fort Worth, Texas
- Kylene Beers, educational consultant, The Woodlands, Texas
- Tradebook Authors: Alan Lawrence Sitomer, Disney Book Group, New York, New York
- James Dashner, Random House Publishing, New York, New York
- Chris Crutcher, HarperCollins/Greenwillow, New York, New York

## 4:15-5:30 p.m.

## K.01 Mining Personal Histories: A Blended • Project-Based Approach to the Common Core State Standards Magnolia 3

Mining Personal Histories is a project + blendedlearning, nonfiction unit built to the CCSS. Panelists will discuss the implementation of this unit in an urban classroom. You will walk away with a project-based unit to try a way forward to use technology and PBL to implement the CCSS.

- **Chair:** Katharine Moran, The English-Speaking Union, New York, New York
- **Speakers:** Laura Jacklin, School District of Philadelphia, Pennsylvania

Kate Reedy, Educurious, Seattle, Washington Jane Chadsey, Educurious, Seattle, Washington

## K.02 Telling the Story of Modernism: Using Project-Based Learning to Integrate Literature, Art, and Music in the High School Classroom

## Chesapeake J/K/L

This panel discusses the design and implementation of a ninth-grade project on European modernism that culminated in an interactive, student-built public performance. We'll pass along lessons that help students not only consume but also produce modernist poetry/art inspired by Imagism, Dadaism, and Surrealism—and let you make some, too.

- **Chair:** Michael Anthony, Muhlenberg School District, Pennsylvania
- **Speakers:** Stephen Rose, The Hewitt School, New York, New York
- Jonathan Sabol, The Hewitt School, New York, New York

## K.03 Telling a Story through Argument

## S National Harbor 4

## Sponsored by the National Speech and Debate Association, open to all

By breaking down each segment with activities and best practices and focusing on practical ideas for classroom implementation, this session focuses on telling and understanding a story through argument. How to find, interpret, make, and refute the argument.

**Chair:** Jeanette Toomer, Drama Discovery and Learning, New York, New York and New York City Department of Education, New York

**Speakers:** Renee Motter, National Forensic League, Colorado Springs, Colorado

Pam McComas, National Speech and Debate Association Board Member, Topeka, Kansas

# K.04 Story as Student Narrative: A G Workshop on Incorporating Aesthetic Response in the Classroom Baltimore 4

"Life is a complex text," asserts Sheridan Blau. Narrative is how we make meaning of the disparate events of life. Working with select examples of sudden fiction, including Kafka, O'Flaherty, Narayan, and Borges, this workshop explores the aesthetic experience of close reading, with a focus on its pragmatic teaching ramifications.

- **Chair:** Gregory Grene, Fieldston School, New York, New York
- **Speakers:** Gregory Grene, Fieldston School, New York, New York
- Brad Fraver, Teachers College, Columbia University, New York, New York
- Adam Wolfsdorf, Teachers College, Columbia University, New York, New York

**Respondent:** Rachel Golland, Teachers College, Columbia University, New York, New York

## K.05 Changing Cultural Landscapes/ M S Unchanging Classroom Curricula: Discussing Homophobia with YA Novelists

## LGBT Chesapeake D/E

### Sponsored by the Lesbian, Gay, Bisexual, Transgendered Issues in Academic Studies Advisory Committee, open to all

Attitudes toward queer rights are changing in the US, but many teachers, fearing censure by parents and administrators, remain reluctant to bring stories that feature GLBTQ characters into their classrooms. This session includes a moderated panel discussion with three authors whose 2013 releases featured queer characters: Tim Federle, Bill Konigsberg, and Julia Watts.

**Speaker:** Toby Emert, Agnes Scott College, Decatur, Georgia

Tradebook Authors: Tim Federle, Simon and Schuster Books, New York, New York

Julia Watts, Bella Books, Knoxville, Tennessee Bill Konigsberg, Scholastic, Inc., New York, New York

## K.06 Creative Connections: Reading and Learning with George Ella Lyon National Harbor 12

Sponsored by the Assembly on the Literature and Culture of Appalachia, open to all

Award-winning writer George Ella Lyon, author of more than thirty works for all ages, will talk about her new collaboration, *Voices from the March: Washington, D.C., 1963*, in which she intends to bring history to life in the classroom through storytelling and imagined voices.

Chair: Judy Byers, Fairmont State University, West Virginia

Keynote Speaker: George Ella Lyon, author, Lexington, Kentucky

**Speaker:** April Asbury, Hollins University, Roanoke, Virginia

**Respondent:** Carolyn Mathews, Radford University, Virginia

## K.07 The 2014 Orbis Pictus Award Authors G Share Their Stories Azalea 3

# Sponsored by the NCTE Orbis Pictus Award Committee, open to all

The 2014 Orbis Pictus award and honor book authors will share stories of their journey to produce their nonfiction titles. Participants will learn of the research, decisions on craft, and the writing processes used in creating nonfiction. The session's contents can be used to enrich writing instruction in classrooms.

**Co-chairs:** Cyndi Giorgis, University of Nevada, Las Vegas Fran Wilson, Madeira City Schools, Cincinnati, Ohio Sue Parsons, Oklahoma State University, Stillwater **Tradebook Authors:** Melissa Sweet, illustrator,

Houghton Mifflin Harcourt, Boston, Massachusetts

Jen Bryant, Random House Children's Books, New York, New York and EBYR, Minnesota

Brian Floca, Simon and Schuster, Inc., New York, New York

Cindy Trumbore, Lee and Low Books, Inc., New York, New York

Susan Roth, Lee and Low Books, Inc., New York, New York

## K.08 Close Reading and the Little Ones: How It's Different (and Incredibly Fun and Effective) in Early Elementary Grades Chesapeake 4/5

Boring? No! Harness our children's imaginative, talkative, and bountiful lives to teach them habits to bring to texts—and life—that will develop into deep reading practices across time. Learn to take on roles, study illustrations, reread with intention, and harness natural curiosity to develop analytical habits in elementary school.

- **Chair:** Kristine Mraz, New York City Board of Education, New York
- **Speakers:** Christopher Lehman, Christopher Lehman Consulting, New York, New York
- Kate Roberts, Teachers College, Columbia University, New York, New York

## K.09 Catching Stories: Analyzing Rhetoric and Building Community with Documentary Film Interviews Woodrow Wilson D

Through the use of documentary interviews and basic film technology, teachers will learn techniques to start their students analyzing the rhetorical choices made by filmmakers, collaborating effectively in film teams, and creating and editing their own short interview clips in order to tell each other's stories.

**Speakers:** Allison Wischer, Wyoming High School, Cincinnati, Ohio

Keith Lehman, Wyoming High School, Cincinnati, Ohio

## K.10 Reading for Change: Making a Case for the Transformative Power of Literature in the Age of the Common Core Magnolia 2

As English teachers, we have always understood the transformational nature of literature to engage our students in learning about others and other cultures while learning about themselves. In this presentation, three teachers from different Maryland high schools share how they use literature to introduce their students to other cultures and viewpoints through linguistics, religion, and history.

**Chair:** Cheryl North, University of Maryland, Baltimore County, Baltimore

- **Speakers:** Kristen English, Digital Harbor High School, Baltimore, Maryland
- Samantha Duvall, Mount Hebron High School, Ellicott City, Maryland
- Laura Carns, University of Maryland, Baltimore County, Baltimore

## K.11 Telling Our Story: Using Stations in the Secondary Classroom to Create a Collaborative Learning Environment that Fosters the Art of Storytelling Maryland 1/2

Participants will examine the value of learning stations at the secondary level. Three secondary teachers from a Long Island school district will discuss different ways to organize and implement stations in middle school and high school classrooms. Participants will engage in various station activities, reflect on their experience, and achieve a clear understanding of how stations can help secondary teachers create a collaborative learning environment that fosters the art of storytelling.

**Speakers:** Erica Rinear, Islip Union Free School District, New York

Steven Taff, Islip Union Free School District, New York Barbara Wagner, Islip Union Free School District, New York

## K.12 The Conversation Is Still Happening: M S Integrating Common Core in Your Classroom Practices Potomac B

This roundtable presentation will begin with a thirty-minute discussion led by Carol Jago about integrating Common Core Standards. Upon her finishing, roundtable leaders will break into groups where all members of the audience will have the opportunity to share their own experiences and struggles with CCSS.

**Co-chairs:** Kelli Sowerbrower, Newnan High School, Georgia

Sarah Klein, Georgia State University, Atlanta

**Speaker:** Carol Jago, University of California, Los Angeles

## Roundtable 1

Christy McDowell, Western Michigan University, Kalamazoo

## Roundtable 2

Rozlyn Linder, Georgia State University, Atlanta

## Roundtable 3

Allison Wynhoff-Olsen, Montana State University, Bozeman

## K.13 Remaking Habits of Mind: Teacher

## C 🔃 Candidates as Digital and Multimodal

## Chesapeake 2/3

This panel will offer a variety of examples of teacher candidate's multimodal compositions including hypertext poems, digital videos, and multimodal memoirs. Along with strategies for scaffolding multimodal composition, panelists will share how teacher candidates overcome their print-centric "habits of mind" in order to compose effectively in new digital and multimodal environments, as well as the learning opportunities this type of writing creates for English teachers.

**Chair:** Melanie Hundley, Vanderbilt University, Nashville, Tennessee

**Speakers:** Teri Holbrook, Georgia State University, Atlanta

Britnie Kane, Vanderbilt University, Nashville, Tennessee Blaine Smith, Vanderbilt University, Nashville, Tennessee

## K.14 The Shifting Landscape of "First-Year College Writing": Telling the Story of Concurrent Enrollment Baltimore 1

High school and community college faculty describe how concurrent enrollment helps high school students achieve "habits of mind" often presumed to be exclusively the province of traditional first-year college writing: engagement, persistence, collaboration, reflection, metacognition, flexibility, and ownership. The panel details challenges and opportunities inherent in their concurrent enrollment partnership.

**Speakers:** James Dow, J. R. Tucker High School, Richmond, Virginia

Robert Meister, J. R. Tucker High School, Richmond, Virginia

Stephen Brandon, Reynolds Community College, Richmond, Virginia

Miles McCrimmon, Reynolds Community College, Richmond, Virginia

## K.15 I Think...but He Feels...—Enhancing Reading Comprehension by Teaching Students to Maintain Multiple Perspectives

## Annapolis 1

This classroom demonstration uses authentic children's fiction to demonstrate how character perspective-taking instruction can aid inferential reading comprehension and generate engagement. As comprehension requires perspectivetaking skills, students should receive support and modeling in this area. Attendees will leave with materials and sample activities to create their own perspective-taking lessons.

**Speakers:** Tracey Hodges, Texas A&M University, College Station

Katherine Wright, Texas A&M University, College Station Amanda Franks, Texas A&M University, College Station April Douglas, Texas A&M University, College Station

# K.16 Embracing Complexity: Helping Our Students (and Ourselves) Become More Complex Readers, Writers, and Thinkers

## National Harbor 2

We believe it takes innovation to cultivate complex readers, writers, and learners. This interactive session will explore innovative ways to help students read, write, and think more complexly, while offering educators, students, and families a clear and authentic vision of essay writing, reading closely, and learning complex study habits.

- **Speakers:** Katherine Bomer, The University of Texas, Austin, "Essays as Explorations: Developing Complex and Engaging Content Inside Organized and Logical Structures (hint: it will take more than 5 paragraphs to get there!)"
- Vicki Vinton, literacy consultant and author, Brooklyn, New York
- Mary Ehrenworth, Teachers College, Columbia University, New York, New York

## K.17 Stories in Film and Fiction: Exploring the Construct of the Teacher Potomac 5/6

This panel explores the construct of the English teacher as presented through film and fiction. By examining the stories of fictionalized teachers, the panelists reveal the complicated mixture of fact, stereotype, and misrepresentation that creates the image of the English teacher.

**Speakers:** Benjamin Boche, Purdue University, West Lafayette, Indiana, "The Pedagogical Implications of Teacher Images in YA Literature"

Melanie Shoffner, Purdue University, West Lafayette, Indiana, "Gleefully Considering the Good Teacher"

- Margaret Wu, Purdue University, West Lafayette, Indiana, "Teaching While Pregnant"
- Chea Parton, Purdue University, West Lafayette, Indiana, "Caring as Advocacy in the Urban Classroom"

## K.19 Stories at the Core—Incorporating Core Learning Practices Potomac 3/4

Too many of our students, feeling disconnected and disempowered, have lost the sense of how to tell their own stories. This session offers models and practical ideas to incorporate six core learning practices that engage all students in texts worth reading and tasks worth doing.

**Speakers:** Estelene Boratenski, Montgomery County Public Schools, Rockville, Maryland

- Carrie Vieira, Montgomery County Public Schools, Rockville, Maryland
- Grant Goldstein, Montgomery County Public Schools, Rockville, Maryland
- James Fliakas, Montgomery County Public Schools, Rockville, Maryland

## K.20 Breaking Free of the Essay Anthology

## National Harbor 7

S

The focus on argumentation and essay writing in classes like AP Language or senior English can lead to inauthentic, repetitive stretches of curriculum. This session will share a range of activities that use unconventional texts like advertisements, children's books, and online essays to vary rhetorical analysis and improve student writing.

Chair: Dawn Reed, Okemos High School, MichiganSpeakers: Daniel Laird, Leslie Public Schools, East Lansing, Michigan

Dirk Schulze, Lake Braddock Secondary School, Annandale, Virginia

Carrie Nobis, West Bloomfield High School, Michigan Mitchell Nobis, Seaholm High School, Michigan

## K.21 Closing the Achievement Gap: Self-Regulation and the Struggling Adolescent Reader

## Annapolis 2

The presenters will demonstrate and provide examples of how adolescent reading improvement can occur when a self-regulatory model is paired with strategic reading instruction that fosters self-efficacy and independence. Specific case studies from high poverty contexts that include rural and urban school settings will be featured in this presentation.

- **Speakers:** Richard Cash, Rich Educational Consulting, Minneapolis, Minnesota
- Katherine McKnight, National Louis University, Chicago, Illinois

## K.22 Deconstructing Stories of Gender in

**M S** Contemporary Young Adult Literature

C 🕫 via a Queer Theory and Critical

Literacy Framework

## National Harbor 6

Via a queer theory and critical literacy framework, presenters will share simple strategies about how to help students deconstruct the story of gender in five contemporary YA novels. Participants will understand issues of gender and the influences of hegemonic masculinity on students' YA literature reading choices.

**Speakers:** Kathryn Caprino, University of North Carolina, Chapel Hill

Tara Anderson, University of North Carolina, Chapel Hill

K.23 Teachers' Ways of Knowing:

## Cultivating Teacher Inquiry through Embedded Professional Development Baltimore 2

This presentation shares work of TELAC and showcases stories of two teachers working with ELLs in an urban high school in the Southwest. Their stories illustrate the intentional ways they have utilized inquiry to integrate new and innovative language and literacy learning experiences into content area teaching.

**Chair:** Tracey Flores, Arizona State University, Tempe **Speakers:** Victoria Mary-Louise Burkhart, South

Mountain High School, Phoenix, Arizona Anthony Trifiro, Arizona State University, Tempe Dawn Lambson, Arizona State University, Tempe **Respondent:** Beatriz Arias, Arizona State University, Tempe

## K.24 Teacher as Writer/Writer as Teacher: Sharing Your Story to Engage Your Students as Writers Chesapeake G/H/I

Stories are the center of understanding our world. We cannot model effective storytelling for our students without telling our own stories. In this classroom demonstration, we will model a process to develop stories of your own, and we will share our experience as teachers modeling the writing life.

**Chair:** Lauren Johnson, Eastern Senior High School, Washington, DC

**Speakers:** Paul Bursiek, Boulder, Colorado Jay Stott, Fairview High School, Boulder, Colorado Sarah Zerwin, Fairview High School, Boulder, Colorado

## K.25 Day of Early Childhood Closing Session: I'm Writing to Show How I Am: Supporting Young Children's Translingual Practices in the Writing Classroom

## Woodrow Wilson B

This interactive conversation offers ways to engage students in a study of cross-language use in Latino children's literature to support students' translingual practices in writing. Presenters will feature instruction from diverse, bilingual third and fourth grade classrooms and invite participants to collaboratively examine and inquire into students' compositions.

Chair: Heidi Mills, University of South Carolina, Columbia

**Speakers:** Nancy Frick, A. C. Moore Elementary School, Columbia, South Carolina

Tasha Tropp Laman, University of South Carolina, Columbia

Corinna Haworth, Berkman Elementary School, Round Rock, Texas

Nancy Valdez-Gainer, Austin Independent School District, Texas

Angie Zapata, University of Missouri, Columbia

## K.26 NCTE Collaborative Roundtable

## Potomac A

G

NCTE Collaboratives are groups established by members who have a passion for a particular topic or field within our professional community. This roundtable session will give Collaborative members and others with an interest in joining a Collaborative a chance to meet, network, and learn about new initiatives and studies.

**Chair:** Ernest Morrell, Teachers College, Columbia University, New York, New York

## K.27 Videos that Create Successful Participation: Applying "Tellability" to Match Students

#### Potomac 1/2

Stop randomly searching YouTube videos for ones matching objectives, language teaching strategies, and student characteristics. Apply the notion of "tellability" in conversational storytelling analysis to selecting the right videos with the right narrative for teaching English to dialect speakers and English Language Learners (ELLs). Samples include different grades and abilities.

**Speakers:** Wyatt Hall, Arlington County Public Schools, Virginia

Ana Lado, Marymount University, Arlington, Virginia and St. Elizabeth High School, Virginia

## K.28 Global Inquiry and Community Collaboration: Using Children's and Adolescent Literature in the Secondary Content Classroom Baltimore 5

Secondary content area teachers will share ways in which they use high quality international literature in their classrooms. Presentations will be built on the premise that stories can connect us to the past and present and promote disciplinary understanding through shared conceptual reading and writing.

Chair: Tracy Smiles, Western Oregon University, MonmouthSpeakers: Jennifer Schulze, Western Oregon University, Monmouth

Tracy Smiles, Western Oregon University, Monmouth Eryn Willow, Mark Twain Middle School, Silverton, Oregon

Jeanne Fain, Lipscomb University, Nashville, Tennessee Janine M. Schall, University of Texas-Pan American, Edinburg

## K.29 Crossing the Line: Storytelling that Integrates Facts and Artifacts National Harbor 13

Grappling with texts is a healthy and productive way to satisfy many of the Common Core standards for reading and writing. Authors find stories in history and use their storytelling to develop context for history. In this engaging and conversational session, Peter Sis, Susannah Richards, and Monica Edinger will share different approaches to telling historical stories visually and textually.

**Chair:** Susannah Richards, Eastern Connecticut State University, Windham

**Speakers:** Susannah Richards, Eastern Connecticut State University, Windham

Monica Edinger, Dalton School, New York, New York

Peter Sis, illustrator/author, Macmillan Publishing, New York, New York

## K.30 Constructing Stories for Civic Empowerment—Innovative Uses of Social Network Sites Maryland 1/2

This session takes lessons from two teachers' experiences using an academic social network as a structure to connect their classrooms. Specifically, the site served as a structure to enable their students to share, document, and create stories about experiences with issues in their communities.

**Chair:** Paul Oh, National Writing Project, University of California, Berkeley

**Speakers:** Johanna Paraiso, Fremont High School, California

Paul Allison, New York City Writing Project, New York

## K.31 Academic Conferences as Public Narratives: Launching the Trayvon Martin Effect

## Rainbow Azalea 2

Organizing a foundational conference in honor of Trayvon Martin within the context of a supposed "post-racial" society was vital for reimagining the relationships between educators, students, scholars, parents, and communities. Social justice narratives are constructed through English education by the use of multiple literacies and social justice curriculum.

- **Speakers:** Marcelle Mentor, Teachers College, Columbia University, New York, New York, "Organizing English Educators to Construct Powerful Social Justice Narratives"
- Crystal Belle, Teachers College, Columbia University, New York, New York, "How the Tragedy of Trayvon Martin Transformed the English Classroom"

## K.32 Culturally Responsive Teaching that Questions Color, Race, and Inequities Rainbow in Literature

## Chesapeake 10/11/12

Our panel discusses the ways students can be exposed to a variety of literature to bridge the gap of inequalities amongst students of color. Participants will see how using multiple stories rather than a single story can challenge dichotomies that cause oppression while meeting state standards.

Speakers: R. Joseph Rodriguez, The University of Texas, El Paso

Carissa Delgado, The University of Texas, El Paso Kim Millender, The University of Texas, El Paso

## K.33 Narrative Nonfiction as a Door to G Scaffolding Learning for Students from Diverse Backgrounds

## Azalea 1

Within urban classrooms, students from culturally diverse backgrounds often experience a cultural disconnect with teachers. Through storytelling, teachers and students can build a common language for learning. Educators will pair narrative nonfiction across curricular content to demonstrate the power of scaffolding readers' comprehension and build literacy independence.

**Chair:** Alyson Beecher, Pasadena Unified School District, California

Lisa Morris-Wilkey, Casa Grande Union High School, Arizona

Cynthia Alaniz, Coppell Independent School District, Texas

## K.34 Writing My Stories, Reading Your Stories, and Making Our Stories: Enhancing Literacy Skills and Intercultural Understanding through an Overseas Pen Pal Project Chesapeake C

We will share the journey of an eight-monthlong international pen pal project between two classes in a Southwest community of the United States and Seoul, Korea. The session demonstrates how an international pen pal project enhanced student's English and Korean literacy as their intercultural understanding grew to be strong through childhood connections.

**Speakers:** Genny O'Herron, Mountain Mahogany Community School, Albuquerque, New Mexico

Hee Young Kim, Gangdong Elementary School, Seoul, Korea

Yoo Kyung Sung, University of New Mexico, Albuquerque

## K.35 Revisiting, Revising, and Reflecting on the Purposes of English Education through Stories of Scholarship and Teaching

## National Harbor 5

The manifold purposes of English education have shaped English teachers' practice since the discipline's inception. This session juxtaposes historicized purposes with reflections of contemporary scholars and pre-service English teachers to show how recognizing English's many purposes can enable teachers to make sense of their pedagogical struggles, successes, and decisions.

**Chair:** Cori McKenzie, Michigan State University, East Lansing

**Speakers:** Peter Smagorinsky, The University of Georgia, Athens

Kati Macaluso, Michigan State University, East Lansing Michael Macaluso, Michigan State University, East Lansing

## K.36 Reflecting on Reflections of the

## M S Arkansas Studio Project

## Annapolis 3

Field experiences are required for entrance into English teacher licensure programs. From homework tutoring to "fly on the wall" observations, questioning these practices inspired a new artsbased field experience. We present data from eight semesters of written reflections and followup interviews of pre-service and in-service teachers suggesting possibilities for more thoughtfully structured field experience requirements.

**Speakers:** Ashley Beason-Manes, University of Arkansas, Fayetteville

Christian Goering, University of Arkansas, Fayetteville Alexandra Vasile, University of Arkansas, Fayetteville Hung Pham, University of Arkansas, Fayetteville

## K.37 Marginalized Voices: Stories Missing in Young Adult Novels National Harbor 3

Looking at the lives of teens growing up outside of the United States offers a window into global situations others face around the world. Authors Andrea Davis Pinkney, Michael Williams, and Atia Abawi will share their experiences writing about marginalized voices in international settings.

Chair: Melanie Koss, Northern Illinois University, DeKalb

Tradebook Authors: Atia Abawi, Penguin Young Readers Group, New York, New York

Michael Williams, Little, Brown and Company, New York, New York

Andrea Davis Pinkney, Little, Brown and Company, New York, New York

## K.38 Designing Innovative Literacy Experiences Maryland C

**NCLE** This interactive roundtable session will showcase five models for implementing the arts and the storytelling process into the classroom.

## Roundtable 1: Story Telling and Service Learning

Tanya Zhelezcheva, Queensborough Community College, City University of New York, Bayside

# Roundtable 2: Creating Studios of Literacy Learning through the Arts

Barbara Ann Temple, Arts and Science Council, Charlotte, North Carolina

# Roundtable 3: Dialogue Arts Project: Reinventing Diversity Education

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

## K.39 Digital Literacies, Games, and Explorations Camelia

This presentation examines storytelling for academic writers, gaming platforms for learning, and digital environments for shaping a composition voice. The presenters will provide writing prompts and examples, application of storify and Facebook with gaming, and samples of video, picture, and audio essays for classroom use.

- **Chair:** April Brannon, California State University, Fullerton
- **Speakers:** Chen Chen, Community College of Baltimore County, Maryland, "Exploring Digital Literacy and Engaging Students: A Case Study of Introducing Multimodal Composing to Two-Year College"
- David Seelow, Excelsior College, Albany, New York, "Storytelling and the Future of Learning"
- John Mauk, Miami University, Oxford, Ohio, "Transgression and Wonder: Why Storytelling Matters"

## K.40 Queer Stories and the Classroom: Capitalizing on the Affordances of LGBTQ Texts

## National Harbor 11

Through reading, writing, and conversation, presenters offer a range of approaches to using literature to address LGBTQ topics in the ELA classroom. Participants will consider curricula, lesson plans, text choices, and possible assignments.

## Roundtable 1: The Power of Their Words: Mining Students' Stories to Generate Engaging English Curricula

Kim Kelly, Jennifer McLaughlin, and Chantal Francois, East Side Community High School, New York, New York

# Roundtable 2: Creating Space for Wonder: Stories of the Other in the Common Core Era

Kimberly McDavid Schmidt and Michael Wenk, University of Colorado, Boulder

## Roundtable 3: Landscapes of Resilience: Exploring Resilient Young People in LGBT Fiction

Don Philpot, Shippensburg University of Pennsylvania, Shippensburg

## Roundtable 4: The Narrative of Youth: Questioning, Exploring, and Defining in the Wake of the LGBT Rights Movement

Daniel Greif, H.E.R.O. High School, New York, New York

# Roundtable 5: Key Themes and Significant Shifts in Award-Winning LGBT Literature

Mollie Blackburn and Caroline T. Clark, The Ohio State University, Columbus

Corrine Wickens, Northern Illinois University, DeKalb Paula Taylor-Greathouse, Tennessee Technological University, Cookeville

Christine Jenkins, University of Illinois, Urbana-Champaign

# Roundtable 6: The Evolving World of LGBTQ Young Adult Literature

Robert Sanzone, Boston University, Massachusetts

## Roundtable 7: Bullying in YA Literature: Rite of Passage or Place of Resistance?

Sharon Augustine, Mercer University, Macon, Georgia Roundtable 8: Telling the Untold Stories: An LGBT-Themed High School Literature Curriculum

Kirsten Helmer, University of Massachusetts, Amherst

# K.41 The Stories We Tell Ourselves and Others: Hip-Hop, Tony Danza, and Teacher Transitions Annapolis 4

Three presentations demonstrate the range of storytelling's power in teacher education. Secondary English teachers write stories targeting the particular needs and interests of historically marginalized students in their classrooms, preservice teachers watch Tony Danza teach to pose critical issues, and teacher candidates use narrative to share significant transitions in their journeys from university students to novice teachers.

- **Speakers:** Andrew Ratner, City College of New York, New York, "Writing the Stories We Teach in the Secondary English Classroom"
- Jacqueline Bach and Susan Weinstein, Louisiana State University, Baton Rouge, "Reality Teaching: Our Story of Using Tony Danza's Show with Pre-Service English Teachers"

## к.42 G R

## The Politics of Policy and Practice and the Possibilities of Social Justice Maryland 3/4

Educators negotiate myriad policies that implicitly and explicitly limit possibilities for social justice teaching and living. This session looks to both critique and offer possibilities for equity in common core, teacher licensure, and teacher collaboration.

Chair: sj Miller, University of Colorado, BoulderSpeakers: Jack Zangerle, Dover Plains Middle/ High School, New York and Mary Sawyer, Nicole Mauro, Annmarie Arsanios and Jordan White, State University of New York, New Paltz, and Amy Salamone, Guilderland Central School District, New York, "Initial Forays into edTPA: Stories from Teacher Candidates in New York State"

Lydia Brauer, Valparaiso University, Indiana, "Common Core Standards, Textuality, and the Study of Narrative"

Kimberly Cuevas, Washoe County School District, Reno, Nevada, "Honoring Teacher Voice in Curriculum Development and Research"

## K.43 Youth Writing Their Lives within, beyond, and across Multiple Borders

# R

## beyond, and across Multiple Borders Maryland 5/6

Youth read and write their lives in the quest for respect and dignity as they cross multiple borders (of ethnicity, geography, language, even genre). This session shows how youth writing their stories can support their own life possibilities and also those of their teachers.

- **Speakers:** Rebecca Beucher, University of Colorado, Boulder, "Co-Constructed Identity Narratives: Accounting for Audience in the Stories Youth Tell about Themselves"
- Bryan Ripley Crandall, Fairfield University, Connecticut, "Emphasizing Ubuntu in Writing Activity Systems: Community Matters!"
- Rebecca Powell, New Mexico State University, Las Cruces, "Genres and Possible Lives: The Genre Networks of Twelfth Graders"
- Logan Manning, University of California, Berkeley, "Rewriting Their Stories: Poetry as a Tool for Authoring Adolescent Identities"

## K.44 The Justice of Learning Language: Students, Teachers, and Englishes in US Schools



## Chesapeake 7/8/9

Considering English language learning across communities of students and their teachers is one of the pressing equity issues in public education. This session presents research on how students learn additional languages and varieties of language and how teachers can join.

Chair: April Salerno, University of Virginia, Charlottesville

**Speakers:** Christine Mallinson, University of Maryland, Baltimore County, Baltimore and Anne Charity-Hudley, College of William and Mary, Williamsburg, Virginia, "'Doing Language' in the Secondary English Classroom: Using Authentic Language to Develop Students' Narrative Voice and Promote Linguistic Awareness"

- Dong-shin Shin and Mayra Daniel, Northern Illinois University, DeKalb, "Multimodal ELA Classrooms: Using Social Media to Support Academic Literacy Development of ELLs"
- Megeara Glah, Temple University, Philadelphia, Pennsylvania, "What Color Is the Red House?: An Analysis of the Relationship between L1 Literacy Experiences and Becoming Literate in the L2"
- Joanna Wong, University of California, Davis, "Instruction, Interactions, and Elementary Bilingual Students' Writing Practices"

## K.45 Poster Session: Reading Process and Instruction

## Prince George's Hall B

Unlike a traditional presentation, poster sessions provide a choose-your-own-adventure story where the audience has a hand in directing the order and details of the story. These poster presentations highlights ways teachers are improving reading at all grade levels.

# Poster 1: What Can ELL's Teach Us about Teaching Shakespeare?

David Hallman, Johns Hopkins University, Baltimore, Maryland

# Poster 2: A Closer Look at Friends and "My Only Love Sprung from...Hate"

Veronica Moy, Dover-Sherborn Middle School, Dover, Massachusetts

# Poster 3: Lyric Study: An Unexpected Key to the Common Core and Close Reading

Jaime Marcus, Ardsley Middle School, New York

## Poster 4: Narrative Voice, Close Reading, and Contemporary Realistic Fiction

Elizabeth Yanoff, The College of Saint Rose, Albany, New York

## Poster 5: The Beginning and End of Literacy: Hannah's Story

Barbara Laster, Towson University, Maryland

# Poster 6: What Is the Story? How to Make the Most of Non-Fiction Texts during Guided Reading

Lizzie Oakley, Grove Park Elementary, Burlington, North Carolina

Joy Myers, University of North Carolina, Greensboro

## Poster 7: The "I Hate to Read" After School Reading Group: Creating Cornell Box Reading Identities

Andrea Davis, Teachers College, Columbia University, New York, New York

## Poster 8: Getting a Handle on Reading

Judith Holbrook, Fayette County Schools, Fayetteville, Georgia

## Poster 9: Understanding and Responding to the Complexities of Adolescent Reading Identities in English Education

Leigh Hall, University of North Carolina, Chapel Hill

## K.46 Convincing School Leaders and Policy Makers to Support Shared Responsibility for Literacy Education NCLE National Harbor 10

Come learn about research findings and tools for collaboration and assessment from the National Center for Literacy Education and its affiliated organizations. Explore how educators can use these findings and tools to engage district leaders and policy makers to create organizational conditions that support focused, sustained, and inquiry-based collaboration to improve literacy learning.

- **Speakers:** Darren Cambridge, National Council of Teachers of English, Washington, DC
- KaiLonnie Dunsmore, National Council of Teachers of English, Urbana, Illinois

## 5:45-7:00 p.m.

## SIG.01 Gender as Necessity: The Value and Challenge of Addressing Gender in High School English Classrooms National Harbor 12

Sponsored by the Women in Literacy and Life Assembly, open to all

How can teachers guide meaningful inquiries into gender for high school students? What types of literature and activities can teachers use to sustain discussions and compositions about gender? Is gender important? Candice Humphrey and Deborah Bertlesman, both high school English teachers, will share their experiences guiding students through explorations in gender.

- **Chair:** Deborah Bertlesman, Cardinal O'Hara High School, Buffalo, New York
- **Speakers:** Candice Humphrey, Hamburg Central School District, New York
- Deborah Bertlesman, Cardinal O'Hara High School, Buffalo, New York

## SIG.02 Zen and the Art of English Teacher Maintenance: Love in the Time of Common Core

National Harbor 13

Sponsored by the Assembly for Expanded Perspectives on Learning, open to all

In the shifting terrain of new standards and assessments, how can we, as educators, find balance, strengthen our inner cores and move our students towards educational mastery that emphasizes humanistic values as well as content? Come explore these questions in a workshop session that will allow you to return home with new energy and hope for the human things that can be done in the language arts classroom, and an understanding of why what really counts in our classrooms is the humanity we manifest in them.

**Speaker:** Sharon Marshall, St. John's University, Queens, New York

## SIG.03 Teaching Narratives: Assembly on the Citerature and Culture of Appalachia Annual Assembly

National Harbor 7

# Sponsored by the Assembly on the Literature and Culture of Appalachia, open to all

This annual meeting will include a brief session on assembly business, including the journal ALCA-lines. Remaining time will continue a conversation with special guest, author George Ella Lyon, who draws connections between regional and universal experiences through storytelling. This general-purpose meeting is open to all.

**Co-chairs:** Judy Byers, Fairmont State University, West Virginia

April Asbury, Hollins University, Roanoke, Virginia

Keynote Speaker: George Ella Lyon, author, Lexington, Kentucky

**Respondent:** Carolyn Mathews, Radford University, Virginia

# SIG.04 Using Stories in and for the Writing Stories Center

## National Harbor 5

C

## Sponsored by the International Writing Centers Association, open to all

This special interest group of the International Writing Centers Association will provide participants with opportunities to share stories for building effective writing center programs at various educational settings. The SIG leaders will draw on recent writing center scholarship, as well as their professional experiences, to engage participants in story-telling activities.

**Speakers:** Jaimie Crawford, University School of Nova Southeastern University, Fort Lauderdale, Florida

Amber Jensen, Thomas A. Edison High School, Alexandria, Virginia

Andrew Jeter, Niles West High School, Skokie, Illinois Shareen Grogan, National University, La Jolla, California

## SIG.05 Organizational Meeting for Media C Literacy Assembly National Harbor 6

This meeting is for attendees to discuss and develop a new NCTE assembly focused on exploring media literacies and participatory culture. Expanding the current Media and Digital Literacies Collaborative, this session is open to all interested NCTE members. Please join us.

**Co-chairs:** Robyn Seglem, Illinois State University, Normal

Antero Garcia, Colorado State University, Fort Collins

## SIG.06 NCTE Collaborative on Contemporary Literacies: Popular Culture, and Out-of-School Spaces Annual Meeting National Harbor 3

Sponsored by the NCTE Collaborative on Contemporary Literacies, Popular Culture,

and Out-of-School Spaces, open to all

This collaborative provides a forum for educators to discuss issues related to contemporary literacies, popular culture, and out-of-school practices in youths' lives. In this business meeting, which is open to current and aspiring members, attendees will learn more about the collaborative, and will engage in a dialogue about students' diverse literate lives.

**Co-chairs:** Alan Brown, Wake Forest University, Winston-Salem, North Carolina

Sandra Abrams, St. John's University, Queens, New York

- Hannah Gerber, Sam Houston State University, Huntsville, Texas
- Jason "Yun Joon" Lee, Pennsylvania State University, University Park

## SIG.07 Advising a Student Publication and

## S Creating Powerful Student Leaders National Harbor 4

#### Sponsored by the Assembly for Advisers of Student Publications/Journalism Education Association, open to all

Are you just getting started in the amazing world of publications' advising? Or wondering how to get a newspaper, yearbook, website, or broadcast program off the ground? Or just want to find out more about how to infuse 21st Century Skills into YOUR English classroom? Join us for an informal question and answer on all things writing and publishing. Any and all experience levels welcome!

**Speakers:** Frank LoMonte, executive director, Student Press Law Center, Arlington, Virginia

Brian Wilson, Assembly for Advisers of Student Publications/Journalism Education Association, Holly, Michigan

## SIG.08 Practical Strategies for Reader's

C Theater for English Language Learners National Harbor 11 Sponsored by the English as a Second Language Assembly, open to all

> This workshop will provide practical strategies for using Readers Theater improving students' ability to speak, read, and write in English. RT helps to improve comprehension and creates heightened enthusiasm for learning. Developing scripts, performing in small groups, and using their voices to depict characters from texts helps students to develop spoken fluency, expressiveness, and in-depth comprehension.

**Chair:** Clara Lee Brown, University of Tennessee, Knoxville **Speakers:** Jane Dykas, Parma High School, Idaho Charlotte Pass, State University of New York, Cortland Heather-Lee Baron, Edinboro University of Pennsylvania, Edinboro

Beth Samuelson, Indiana University, Bloomington G. Yeon Park, Indiana University, Bloomington

# SIG.09 Arguing with America: Telling Countercultural Stories

## National Harbor 10

С

Rainbow Sponsored by the Assembly on American Literature, open to all

Nigerian writer Chimamanda Adichie warns that narratives can endanger the human spirit

when only one "single story" circulates about a group. This session will explore texts in which American writers have confronted this danger by telling stories that challenge accepted cultural narratives about race, gender, social class, ability, and sexuality.

**Chair:** Tracey Hughes, Maret School, Washington, DC **Speaker:** Joseph Milner, Wake Forest University, Winston-Salem, North Carolina, "Closing Remarks"

# Roundtable 1: Sandra Cisneros, The House on Mango Street

Deborah Katz, Georgetown Day School, Washington, DC

## Roundtable 2: Mark Twain: The Adventures of Huckleberry Finn

Hayes Davis, Sidwell Friends School, Washington, DC

#### Roundtable 3: John Steinbeck: Of Mice and Men Dawn Charles, Bethesda-Chevy Chase High School, Bethesda, Maryland

Roundtable 4: Alice Walker: *The Color Purple* Jennifer Nauss, Maret School, Washington, DC

Roundtable 5: Poetic Voice of Cathy Song and Rita Dove

Mabel Khawaja, Hampton University, Virginia

Roundtable 6: Nathaniel Hawthorne's The Scarlet Letter and Hillary Jordan's Feminist Revision: When She Woke

Terri Pantuso, Cypress Fairbanks Independent School District, Texas

## SIG.10 Language Collaborative Business G Meeting

## Chesapeake 7/8/9 Sponsored by the NCTE Language Collaborative, open to all

Join us at the Language Collaborative Business Meeting. The mission of NCTE's Language Collaborative is to examine policies and pedagogical practices related to language variation and students' right to their own language, and to explore and raise awareness about how people learn language, learn about language, and learn through language.

**Co-chairs:** Ted Hall, Indiana University, Bloomington

Huili Hong, East Tennessee State University, Johnson City

Catherine Compton-Lilly, University of Wisconsin, Madison

Xenia Hadjioannou, Pennsylvania State University, University Park

## SIG.11 Assembly on Early Childhood Business Meeting and Reception Chesapeake 4/5

# Sponsored by the Assembly on Early Childhood, open to all

The Early Childhood Assembly provides a home for all who work with young children. We look forward to engaging in dialogue as we seek to support teachers of young children with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities.

**Co-chairs:** Dinah Volk, Cleveland State University, Ohio, chair of assembly

Erin T. Miller, University of North Carolina, Charlotte, assistant chair of assembly

Brian Kissel, University of North Carolina, Charlotte, treasurer of assembly

Mariana Souto-Manning, Teachers College, Columbia University, New York, New York, ex-officio of assembly

## SIG.13 Mentoring, Mentors, and Mentees: What's Your Story?

Chesapeake G/H/I

Sponsored by the Emeritus Assembly, open to all

Come join the conversation, hear stories of being a mentor and having a mentor, learn about and sign up for the Emeritus Assembly Early Career Educators (EA-ECE) program comprised of retired NCTE educators ready, willing, and able to support early career educators in the first few years of their classroom teaching.

**Speaker:** Anna J. Small Roseboro, consultant, Grand Rapids, Michigan

## SIG.14 Reading Poetry across the Curriculum

## Chesapeake J/K/L

## Sponsored by the Children's Literature Assembly, open to all

Poetry can enhance all content areas. Attendees will learn how to incorporate poetry across the elementary curriculum to engage students, raise interest, and present information in new ways. They will hear sample poems, teaching tips, and activity suggestions. They will receive great resource handouts and share their own ideas.

**Co-chairs:** Janet Wong, poet, Pomelo Books, Princeton, New Jersey

Laura Salas, children's writer, Maple Grove, Minnesota

## Roundtable 1: Poetry and Science

Heidi Mordhorst, Montgomery County Public Schools, Bethesda, Maryland

## **Roundtable 2: Poetry and Games and Sports**

Jacqueline Jules, children's author and poet, Albert Whitman and Company, New York, New York

## **Roundtable 3: Poetry and Math**

Mary Lee Hahn, Dublin City Schools, Ohio

#### Roundtable 4: Poetry and Art

Paige Bentley-Flannery, Deschutes Public Library, Bend, Oregon

**Respondents:** Kathryn Button, Texas Tech University, Lubbock

Sylvia Vardell, Texas Woman's University, Denton Tricia Stohr-Hunt, University of Richmond, Virginia

## SIG.15 Reading Collaborative Information G Session

## Chesapeake 10/11/12 Sponsored by the NCTE Reading Collaborative, open to all

This session provides information to join the Reading Collaborative as a way to make Teaching Reading an essential voice within NCTE to develop policy, Position Statements, and publish articles/books on the teaching of reading that supports NCTE Position Statements and Resolutions (see Reading Collaborative 2011 and 2012 NCTE adopted Resolutions).

**Chair:** Michael Shaw, St. Thomas Aquinas College, Sparkill, New York

## SIG.16 The True "Common Core": How

Centering the Teaching of English on the Personal and Social Growth of Students Can Help Us Leverage the Common Core Standards toward Both Meaning and Achievement National Harbor 2

# Sponsored by the Assembly for Expanded Perspectives on Learning, open to all

What does it mean to be a unique and truly alive human being in meaningful intercourse with others? This question lies at the heart of our profession, but how do we explicitly make it the heart of what happens in our classrooms? Come join us for a passionate dialogue on these questions! Along with teaching materials and a source of ongoing support, you'll receive an understanding of how helping our students find the "whys" of their own and others' lives can give them the energy to tackle whatever "hows" they are confronted with, in school, the workplace, or life.

Chair: Jeff Wilhelm, Boise State University, Idaho

- **Speakers:** Bruce Novak, Indiana University of Pennsylvania, Indiana, "Our Stories, Our Souls: How the Narrative Paradigm Can Be Made Central Both to Democratic Education and Democratic Life"
- John Creger, American High School, Fremont, California, "The Personal Creed Project and the Two-Legged Curriculum, in which Academic Skills Are Encompassed by the Expanding Universe of Meaning"
- **Respondent:** Yvonne Siu-Runyan, University of Northern Colorado, Greeley

## SIG.17 Exploring the Potential of Mobile

## and Traditional Technologies to Tell Compelling Stories Chesapeake 2/3

## nesapeake 2/3

# Sponsored by the Assembly on Computers in English, open to all

Assembly on Computers in English (ACE) promotes cooperation among individuals who have an interest in technology infusion into English language arts and literacy instruction. Join us at the SIG meeting to share ideas and resources for exploring the potential of mobile and traditional technologies to tell compelling stories. Look for us in the NCTE Connected Community at http://ncte.connectedcommunity.org/ace.

**Speakers:** Judy Arzt, University of Saint Joseph, Connecticut

J. Patrick McGrail, Jacksonville State University, Alabama Ewa McGrail, Georgia State University, Atlanta

# SUNDAY NOVEMBER 23

## 7:00-9:00 a.m.

# Children's Literature Assembly Breakfast

## **Maryland Ballroom C**

**JON KLASSEN** is the author-illustrator of *I Want My Hat Back*, a Theodor Seuss Geisel Honor Book, and *This Is Not My Hat*, winner of the Caldecott Medal. He is also the illustrator of *House Held Up by Trees*, written by Ted Kooser, which was named a *New York Times* Book Review Best Illustrated Children's Book of the Year, and *Extra Yarn*, written by Mac Barnett, which won a Caldecott Honor.

**Chair:** Seemi Aziz, University of Arizona, Tucson **Co-chairs:** Mary-Kate Sableski, University of Dayton, Ohio Jackie Arnold, University of Dayton, Ohio



# Affiliate Roundtable Breakfast

## Potomac C

# Theme: The Role of Story in Developing Affiliates and Professional Organizations

DOUG HESSE, University of Denver, Colorado, "Who Gets to Write the Ending"

The Affiliate Roundtable gives affiliate leaders and other NCTE members the opportunity to discuss issues of mutual concern. The breakfast also serves as a forum for the recognition of state, regional, and national affiliate activity. Affiliates and individuals will be recognized with awards for excellence, leadership development, membership growth, recruitment of teachers of color, intellectual freedom, multicultural programs, and publications, including journals, newsletters, and websites.

**Co-chairs:** Glenda Daulerio, Germantown Academy, Fort Washington, Pennsylvania Meredith Potter, Campbell High School, Litchfield, New Hampshire



## 9:00-10:15 a.m.

# SUNDAY General Session

Woodrow Wilson A

Presiding: Kathy G. Short, NCTE President-Elect, University of Arizona, Tucson

## AWARDS:

Announcement of the Richard Ohmann Award for an Outstanding Article in *College English*: R. Joseph Rodriguez, College Section Chair, The University of Texas, El Paso

Announcement of the NCTE Orwell Award for Distinguished Contribution to Honesty and Clarity: Matthew Sillen, Member, Elizabethtown College, Pennsylvania

**NCTE Media Literacy Award:** Presented by Bill Kist, Chair, Media Literacy Award Selection Committee, Kent State University, Ohio, to Denise Grandits, St. Amelia School, Tonawanda, New York

**Presentation of the Barksdale Turner Scholarship Award in African American/Black Literature, Black Caucus:** Tonya Perry, The University of Alabama, Birmingham to Shayla Atkins, Howard University, Washington, DC

Introducing Ernest Morrell: Jabari Mahiri, University of California, Berkeley

**Presidential Address:** Ernest Morrell, NCTE President, Teachers College, Columbia University, New York, New York, "Powerful English Today and Tomorrow: A dream, a request, and a call"



## 10:30-11:45 a.m.

## L.01 Unnormalizing Education: Using GLBTQ Individuals' Life Stories to Reshape How We Address Homophobia in Schools Baltimore 2

Unnormalizing education involves the demystifying of normative belief systems concerning sexual identity within schools and communities. One aspect of unnormalizing education involves using curriculum to create safe places for GLBTQ individuals. This presentation explores how curriculum can be utilized to create a tolerant and accepting school community.

**Speaker:** Joseph Jones, Mercer University, Atlanta, Georgia

## L.02 The Readers among Us: An Interactive Session for Readers Woodrow Wilson A

We are attempting to fill a need for teachers to discuss their own reading and share the powerful literature that has influenced them and continues to influence them. This session also provides a model for Teachers as Readers groups that can be formed at any school or with any group. It is usually the only session on the program where participants have the opportunity to talk about the reading that continues to influence their literacy lives.

- **Chair:** Michael Moore, Georgia Southern University, Statesboro
- **Speakers:** Dawn Latta Kirby, Utah State University, Logan

Carol Jago, University of California, Los Angeles Michael Moore, Georgia Southern University, Statesboro

## L.03 L. Ramon Veal Seminar

## G

## National Harbor 2

The L. Ramon Veal Seminar is a CEE event that is a manuscript workshop in which one-on-one mentoring is available for novice scholars developing research projects.

- **Co-chairs:** Michael W. Smith, Temple University, Philadelphia, Pennsylvania
- Cindy O'Donnell-Allen, Colorado State University, Fort Collins
- Peter Smagorinsky, The University of Georgia, Athens

## L.04 American Stories: Student Agency and the Digital Landscape of Knowing Camelia

Creative, media-based assignments empower students, especially those challenged by traditional means of expression. These digital landscapes help students build agency while connecting diverse literature using self-determined thematic connections. Participants in this teaching demonstration will leave with examples of digital assignments and a self-created sample to share with students.

- **Speakers:** Timothy Petete, University of Central Oklahoma, Edmond
- Laura Bolf-Beliveau, University of Central Oklahoma, Edmond

## L.05 Texts, Tweets, #Tags, and Theory: S C New Approaches to Connective Research Methods in English Education Baltimore 5

Youth are living even more "connective/ed" lives than before. Socially, and in conjunction with their embodied worlds, youth are becoming savvy in navigating online spaces for composing. This session explores writing across space(s) and place(s) and conceptualizes the creating, curating, and composing of youth across a variety of digital environments.

- **Speakers:** Benjamin Gleason, Michigan State University, East Lansing, "At the Intersection of Twitteracy and Identity: Hybridized Stories and Authored Spaces"
- Amanda Smith, Michigan State University, East Lansing, "Pinning Gothic: An 18-Year-Old Novelist Curating Writing on Pinterest"
- Jon Wargo, Michigan State University, East Lansing, "Three Teens a Tumbling: Elastic Literacies and LGBT Youth Writing in Digital Spaces"

## L.06 Feel the Trust in the Room: Oral Storytelling and Identity/Community Rainbow Development Chesapeake C

An addictions counselor and a Moth instructor share their experiences teaching personal oral storytelling in New York City. Can oral storytelling units promote growth in student identity development and deepening of classroom and community relationships? In addition to discussing their research, presenters will model various classroom activities educators can utilize.
Speakers: Steven Puente, Albert Einstein College of Medicine, New York, New York

Christine Gentry, Teachers College, Columbia University, New York, New York

#### L.07 The Power of Voice

#### Annapolis 2

S

Sponsored by the AP English Literature Development Committee, open to all

The presenters and session participants will explore, via novels and poetry, characters who do not speak because their voices have been silenced and/or restrained by a dominant authority and/or repression, but whose stories are finally told when they establish a link to family, culture, and self-worth.

**Chair:** Frank Briguglio, Iolani School, Honolulu, Hawaii **Speakers:** Eileen Cahill, Salem Academy, South Carolina Frank Briguglio, Iolani School, Honolulu, Hawaii

#### L.08 Using Narrative to Know

#### S

#### Chesapeake 2/3

Presenters share how students in middle school, high school, and college use story to create literary knowledge, to render and examine issues of social justice, and to compose vivid college application essays.

**Speakers:** Marc Nachowitz, Miami University, Oxford, Ohio

Tom Romano, Miami University, Oxford, Ohio Katherine Batchelor, Miami University, Oxford, Ohio Mariana Romano, Evanston Township High School, Illinois

#### L.09 SC C Rainbow

#### L.09 Stories for Justice: Pedagogies, S C Identities, and Advocacy through Narrative

#### National Harbor 5

This panel examines how narrative functions in the sometimes difficult work of teaching and advocating for social justice and literacy best practices. Participants in this interactive session will have opportunities to consider the roles narrative might play in their own antiracist pedagogies, identities, advocacy work, and professionalism.

**Speakers:** Heather Bruce, University of Montana, Missoula

Casey Olsen, Columbus High School, Montana, "Prejudice Reduction: Classroom and Community Narratives"

Merrilyne Lundahl, University of Nevada, Reno

#### L.10 Digital Tools in the AP Literature S Classroom

#### Annapolis 4

Come hear how two teachers use digital tools along with traditional pedagogy to teach AP Literature and Composition at a one-to-one iPad school. These methods and tools can be used in any humanities course, and are not limited to use by AP teachers.

**Speakers:** Sandy Sanders, Severn School, Severns Park, Maryland

Julia Maxey, Severn School, Severns Park, Maryland

#### L.11 Laying Our Stories Down: Reading M S Personal Narratives as Socio-Political Texts

#### Woodrow Wilson C

Many teachers feel that personal narratives are important and useful. But how do they connect to the curriculum and the world? More important, how can we connect them? Presenters will demonstrate how to read personal narratives as cultural artifacts allowing students to be heard and perspectives to be shifted.

**Speakers:** Megan Birch, Plymouth State University, New Hampshire

Meg Petersen, Plymouth State University, New Hampshire

#### L.12 Expanding Comprehension: Informational Text in the Dialogic Classroom Annapolis 3

This panel focuses on the process of comprehending and developing dialogic learning, to emphasize the ways progress with Common Core Standards for Speaking and Listening develop the ability to engage with the complex ideas, structures and language of informational text, and support integrating understandings with ideas developed through other genres.

**Speakers:** Maria Nichols, San Diego Unified School District, California, "The Power of Dialogic Learning"

Debra Crouch, independent consultant, San Diego, California, "Expanding Comprehension with Dialogic Learning"

#### L.13 Moving the Writer: Embracing a Vision for a Technique-Driven Writing Workshop Magnolia 2

What does it take to move the writer and not just the writing? We envision a writing workshop in which ideas come first and form later. Participants will receive a curriculum centered on author's purpose and elements of craft, mentor texts that cut across genre, and tools that promote independent writers.

**Speakers:** Allison Marchetti, Trinity Episcopal School, Richmond, Virginia

Rebekah O'Dell, Trinity Episcopal School, Richmond, Virginia

#### L.14 The Port in Our Storm: Why Teacher Research? Why Now? National Harbor 11

More than ever, teacher research matters. Members of a long-term teacher research group will share specific suggestions for how belonging to such a group can help sustain and re-vitalize teachers, especially in the current complicated and often unsupportive educational landscape.

#### Roundtable 1

Kris Gedeon, Britton Deerfield Schools, Michigan

#### Roundtable 2

Pam McCombs, Eastern Michigan University, Ypsilanti

#### Roundtable 3

Jessica De Young Kander, Eastern Michigan University, Ypsilanti

#### Roundtable 4

Karen Hoffman, Emerson Middle School, Michigan

#### Roundtable 5

Dave Kangas, Wayne Memorial High School, Ann Arbor, Michigan

#### Roundtable 6

Susan Schneider, Huron High School, Michigan

#### Roundtable 7

Sarah Primeau, Eastern Michigan University, Ypsilanti

#### Roundtable 8

Shannon McLeod, Madison High School, Ann Arbor, Michigan

#### Roundtable 9

Cathy Fleischer, Eastern Michigan University, Ypsilanti

#### L.15 Writing with Feeling: Emotion inside and outside the Classroom Azalea 1

Teaching and writing are informed by and formative of emotional experience. How should we understand emotion's ambivalent role?

Drawing on theory and practice, the panelists address the intersubjective force of emotion in the lessons we teach, the stories we tell, and the stories we teach our students how to tell.

**Speakers:** Jessica McCaughey, George Washington University, Washington, DC

Sandie Friedman, George Washington University, Washington, DC, "Self as Story: Teaching the Personal Essay in a Community of Clinician-Writers"

Dolsy Smith, George Washington University, Washington, DC

#### L.16 Dismantling the Culture of Bullying:

Empowering Students through Reading Literature, Engaging in Social Action, and Writing Counternarratives

#### Action, and Writing Counternarratives Chesapeake D/E

Literacy can give students power in all aspects of their lives. This presentation shares ways educators can equip students with tools to prevent and respond to bullying through reading and writing. Strategies for classroom read-aloud, guided conversation work, social activism, and change-making writing pieces will be explored.

**Chair:** Lester Laminack, author/consultant, Asheville, North Carolina

**Speakers:** James Howe, author, Yonkers, New York

Colleen Cruz, Teachers College, Columbia University, New York, New York

### L.17 Young Adult Novels of Worlds Gone M S Awry: A Landscape for Twenty-first Century Learning National Harbor 4

This panel, in a modified "Rapid Fire" approach, discusses their engaging literature in fifteen-minute increments, each followed by handouts and audience interaction. Extensive handouts reflect curricular suggestions pertaining to each book, as well as further recommended reading lists and materials for designing compelling dystopian units aligned with the Common Core State Standards.

**Chair:** Jennifer Kirchoff, East Syracuse Minoa High School, Minoa, New York

- **Speakers:** Jillian Cantor, Bloomsbury Publishing, New York, New York
- Jenna Black, Tor Books, New York, New York

Kristen Simmons, Tor Books, New York, New York

#### L.18 Picture-Book Illustrations: Exploring the Use of Color

#### Magnolia 3

This session will feature the results of an investigation that explored how picture-book illustrators use shifts in color to develop different facets of stories such as character, emotions, and perspective. Participants will inspect picture books for examples of color shifts and share their interpretations of these shifts with others.

**Speakers:** Alicia Villarreal, The University of Texas, San Antonio

Miriam Martinez, The University of Texas, San Antonio

- Margaret Hillburn-Arnold, The University of Texas, San Antonio
- Sylvia Minton, Northside Independent School District, San Antonio, Texas

Nancy Roser, The University of Texas, Austin Janis Harmon, The University of Texas, San Antonio

#### L.19 Family Stories Viewed through a Parental Engagement Model CTE Chesapeake J/K/L

- The purpose of this session is to use family stories viewed through a parental engagement model to conceptualize how educators can interact and talk with parents about language and literacy learning.
- **Chair:** Bobbie Kabuto, Queens College, City University of New York, Flushing
- **Speakers:** Patricia Velasco, Queens College, City University of New York, Flushing, "Parental Engagement of Undocumented, Indigenous Mexican Families"
- Kathleen Olmstead, Monroe 1 BOCES, Rochester, New York, "Family Stories: Exploring Early Literacy and Parental Engagement"
- Bobbie Kabuto, Queens College, City University of New York, Flushing, "Applications of a Parental Engagement Model"

#### L.20 Writing to Engage: Vulnerability, Story, and the Teenage Writer Woodrow Wilson D

How do we convince teenagers to share their interior lives? How do we help them mold these experiences and feelings into "good" writing, free of cliché and melodrama? This presentation explores ways to foster a classroom culture where vulnerability and story are the cornerstones of high quality, nonfiction writing. Common Core Standards and differentiation will be addressed. **Chair:** Lyn Miller-Lachmann, author, Albany, New York **Speakers:** Barbara Joyce, New Trier Township High School, Winnetka, Illinois

Sarah Gompers, New Trier Township High School, Winnetka, Illinois

#### L.21 Figuring Out Our Work: Stories of Successful New Teacher Professional Development Baltimore 3

How can becoming the author of one's own professional development "story" result in increased professional agency and improved teaching? Teachers will provide answers, share experiences, and make recommendations. Participants will be invited to envision their own future professional development narratives.

- **Speakers:** Megan Fritz, Point Pleasant High School, New Jersey, "The Need for PD"
- Kelly Kosch, Pond Road Middle School, Trenton, New Jersey, "Never Cease to Learn"
- Kristen Casabona, Mount Olive High School, Flanders, New Jersey, "Stories of a Beginning Teacher: How Professional Development Is Shaping My Career"
- Emily Meixner, The College of New Jersey, Ewing, "Why Isn't There a Class on THAT?: The Surprising Role of the 'How to Teach...' Program"

## L.22 Empathy and Standard 7

Resources will be provided to elicit empathetic practices in middle school and high school literacy classes. A group of literacy coaches utilize Backward Design model (McTighe and Wiggins, 2004) to explore the power of Common Core Standard 7. Through an empathy lens, students will experience digital, visual, and print media.

Speakers: Vicki Cose, Bunger Middle School, Waterloo, Iowa

Audrey Kimball, Central Middle School, Waterloo, Iowa Kelli Sturgill, Hoover Middle School, Waterloo, Iowa

Kayla Becker, Expo Alternative Learning Center, Waterloo, Iowa

Erin Meeker, Waterloo School District, Iowa

Alyssa Bruecken, University of Northern Iowa, Cedar Falls

#### L.23 Making Stories Together: Using Improv in the English Classroom Azalea 3

This session will offer participants practice and discussion in the use of improv acting exercises in the classroom, demonstrating how improv can create an environment in which writers become more open to risk-taking, to going down unfamiliar paths toward more analytical and engaged habits of mind.

**Speakers:** Josh Razavi, iO Chicago Theater, Illinois Virginia Crank, University of Wisconsin, La Crosse Heidi Jones, University of Wisconsin, La Crosse

#### L.24 Cuentos Y Comunidades: Giving Voice to Young Second Language Learners Chesapeake G/H/I

## Sponsored by the NCTE Standing Committee on International Concerns, open to all

This presentation discusses the power of our stories in teacher education classrooms and how they could be used as an instructional strategy to positively influence the pre- and in-service teachers' growing knowledge and application of teaching culturally and linguistically diverse students through the eyes of TESOL educators.

Chair: Damian Baca, University of Arizona, Tucson

- **Speakers:** Collins Ukwuoma, Sam Houston State University, Huntsville, Texas
- Helen Berg, Sam Houston State University, Huntsville, Texas
- Barbara Greybeck, Sam Houston State University, Huntsville, Texas

#### L.25 Expanding Horizons through International Stories Annapolis 1

This session will introduce a variety of international literature resources—novels connecting the Middle East to the West, short stories on working-class themes, and contemporary American plays about the stories of transnational citizens. Presenters will share appropriate teaching strategies, useful resources, and lists of each group of texts.

- **Speakers:** Beth Yosler, Shippensburg University of Pennsylvania, Shippensburg
- Kaitlyn Garvick, Shippensburg Area School District, Pennsylvania
- Thomas C. Crochunis, Shippensburg University of Pennsylvania, Shippensburg

#### L.26 Bringing Learning to Life and Projects

#### C III in Humanization: Lessons from a Multi-Tiered Service-Learning Project National Harbor 12

Relying on the idea of Projects in Humanization (Kinloch & San Pedro, 2013), presenters describe methodological and praxis-oriented implications resulting from a multi-tiered service-learning project. They ask: How can lessons from a service-learning project help teacher educators and researchers address student academic achievement and engagement in school and community contexts?

- Chair: Arianna Howard, The Ohio State University, Columbus
- **Speakers:** Tori Washington, Columbus City Schools, Ohio and Emily Nemeth, The Ohio State University, Columbus, "Service-Learning as Projects in Humanization: Examples from Schools and Communities"
- Ashley Patterson, The Ohio State University, Columbus, "Apprenticeship as Mutually Engaged Mentoring"
- Tamara Butler, The Ohio State University, Columbus, "Philanthropy as Reciprocal Respect"

#### L.27 Knowing Our Landscape: Stories Our Gardens Can Tell National Harbor 6

In leading students outside of the English classroom to our school gardens as a site of ecoliteracy, we engage them in the stories our gardens tell. How can we teach our students to listen to the language of the earth and share its story?

- **Speakers:** Raymond Pultinas, DeWitt Clinton High School, New York, "The Poetics of Compost"
- Meredith Hill, Columbia Secondary School, New York, New York, "From the Ground Up: Bringing Garden-Based Learning to the Middle School English Classroom"

#### L.28 Stories Never Get Old: Strengthening

#### Communities through Intergenerational Story Sharing

#### Magnolia 1

This presentation explores the benefits, challenges, and possibilities of bringing senior citizens together with students to explore their stories through a variety of shared reading and writing experiences. This mother-daughter panel of secondary ELA educators will discuss their efforts to bridge the generational gap through storytelling within their respective local communities.

**Chair:** Keely McGeehan, Carlisle High School, Pennsylvania

**Speakers:** Sally McGeehan, Warwick Middle School, Lititz, Pennsylvania

Keely McGeehan, Carlisle High School, Pennsylvania

#### L.29 Mishaps, Accidents, and Discoveries in Thirty-two Pages (More or Less) National Harbor 13

Layered storytelling, in words and pictures, challenges readers to analyze the way textual and visual clues support or contradict one another, offering rich instructional possibilities in this time of Common Core. Authors and artists discuss the use of serendipitous mishaps in both fictional and information contexts.

- **Co-chairs:** Jennifer Brown, Bank Street College of Education, New York, New York
- Susannah Richards, Eastern Connecticut State University, Windham
- Tradebook Authors: Melissa Sweet, illustrator, Houghton Mifflin Harcourt, Boston, Massachusetts
- Paul O. Zelinsky, author/illustrator, HarperCollins Children's Books, New York, New York
- Kelly Bingham, HarperCollins Children's Books, New York, New York
- Catherine Thimmesh, Houghton Mifflin Harcourt, Boston, Massachusetts

#### L.30 Storytelling as a Practice of Freedom: Using Written and Digital Narratives to Prepare Students and Pre-Service Teachers to Transform Their Worlds Woodrow Wilson B

This session explores the importance of stories (personal, literary, and digital) as tools that enable personal understanding, relationshipbuilding, and civic action among both students and teachers. Educators will share critical classroom practices that help young people and pre-service teachers to interpret and re-imagine their societies through storytelling.

- **Speakers:** Antero Garcia, Colorado State University, Fort Collins
- Nicole Mirra, University of California Graduate School of Education, Los Angeles, "Getting the News from Poems: Storytelling as a Springboard for Civic Action in High School English Classrooms"

Robyn Seglem, Illinois State University, Normal

Brian Horn, Illinois State University, Normal, "Distance Mentorship in a Digital Age: How Storytelling Builds Relationships and Empowers Early Adolescents and Pre-Service Teachers"

#### L.31 "Can We Watch a Video Today?!": Using YouTube and Film Clips to Improve Literacy Baltimore 1

Explore how video clips can be paired with more rigorous texts in the English classroom to promote essential literacy skills while increasing student engagement. Using film plays to student strengths, allowing students to build confidence and offering all students the opportunity to engage with sophisticated content, and to think critically.

- **Speakers:** Jamie Axelrod, Fairfax County Public Schools, Arlington, Virginia
- Andrea Koebbe, Fairfax County Public Schools, Arlington, Virginia

#### L.32 Engagement through Arts Integration and Controversy Chesapeake B

Engaging Them All—From Alternative Learning Environments to Advanced Placement, teachers will demonstrate how the use of art and contemporary literature increases student engagement by supplementing curriculum with sensitive and controversial subject matter. Student engagement and achievement showed growth through improved attendance, graduation rates, and AP scores due to learning experiences that promoted student voice and agency.

- **Chair:** Christian Goering, University of Arkansas, Fayetteville
- **Speakers:** Katy Moore, Har-Ber High School, Fayetteville, Arkansas
- Brandon Flammang, Fayetteville, Arkansas

#### L.33 Pictures, Words, Voices, and Choices: An Investigation into the Power of E Images, Illustration, and Infographics Chesapeake 4/5

Marissa Moss will share how visual literacy impacts her work as an author, illustrator, and publisher. Co-presenters will focus on how this investigation translates into practice that impacts student's reading, writing, and thinking. Resources, mini-lessons, and student work will be shared.

Speakers: David Schultz, Long Island University, New York JoEllen McCarthy, Eastern Suffolk BOCES, New York Erica Pecorale, Long Island University, New York Marissa Moss, Simon and Schuster, New York, New York,

"The Investigation Process"

L.34 E E

#### The Art of Capturing the Story of Learning through Charts—and Changing the Narrative of Children's Learning in the Process Baltimore 4

We believe you can expand a child's world by showing how knowledge learned from one area can be transferred to lots of areas, both in school and home, to create a richer, more complete narrative for each child, and charts can support children every step of the way.

- Speakers: Kristine Mraz, New York City Board of Education, New York
- Zoe Ryder White, author/editor, Heinemann Publishers, Portsmouth, New Hampshire
- Marjorie Martinelli, Teachers College, Columbia University, New York, New York

# L.35

#### The Stories behind the Stories: 🖪 💼 Writing Children's Literature to Foster Empathy, Respect, and Imagination National Harbor 3

This panel discussion of children's authors will provide insights into the creative process of authors who write to help children navigate their lives, explore new worlds through imagination, and treat others with respect. Focus will be given to author stories and to examples of how these books are being used in classrooms to address sensitive issues.

Speakers: Kathryn Otoshi, KO Kids Books, California and Trudy Ludwig, author, New York, New York, "The Stories Behind the Stories: Writing Children's Literature to Foster Empathy and Respect"

Kashmira Sheth, author, Peachtree Publishers, Atlanta, Georgia, "Reading, Imagining, and Knowing"

#### L.36 Ē 63

#### **Revisiting, Revitalizing, and Reflecting:** Interrupting Assumptions about **Teacher Preparation** National Harbor 10

Presenters argue for deeper understandings of teaching and teacher preparation through reexamining conventional assumptions, analyzing student reflections on teaching, and deepening our understanding of reflection.

Speakers: Marcia Ellerbee, Todd Cherner, and Elena Andrei, Coastal Carolina University, Conway, South Carolina, "Revitalizing Teacher Reflections"

Anika Burtin, Center for Urban Education, UDC, Silver Spring, Maryland, "Their Words, Our Words: What Does the Cloud Say"

#### L.37 Living and Learning across Multiple

#### Languages Chesapeake 10/11/12

This session offers research on translanguaging and pedagogy across three distinct contexts. Panelists show how multilingualism is lived by students and how teachers can learn to foster and perpetuate linguistic plurality.

- Speakers: Delila Omerbasic, University of Utah, Salt Lake City, "Power and Digital Landscapes of Knowing: Engaging with Karen and Burmese Muslim Girls' Global and Local Social Media Narratives"
- Jenn Raskauskas, University of Illinois, Urbana-Champaign, "'Can I Join Your Rocket?': First Graders Talking Their Way into Writing"

#### L.38 NCTE Author Strand—Teaching Young Adult Literature through Differentiated MS Instruction





This session has three objectives: 1) to put sophisticated young adult literature at the center of high school English curriculum; 2) help busy teachers judge the quality of young adult novels and pick novels suitable for wholeclass instruction, and 3) provide differentiated reading instructional strategies for teaching young adult literature.

Speakers: Lisa Scherff, Estero High School, Florida Susan Groenke, University of Tennessee, Knoxville

#### L.39 **Poster Session: Composition and** Writing G

#### Prince George's Hall B

Unlike a traditional presentation, poster sessions provide a choose-your-own-adventure story where the audience has a hand in directing the order and details of the story. Presenters will share tips for motivating students to write.

#### Poster 1: Beyond the "Surface" Narrative: The Deeper Implications of Editing

Paul Morris, San Francisco State University, California

#### Poster 2: Data in Composition Instruction: Getting Students Involved in Assessment for Learning Mandie Dunn, Michigan State University, East Lansing

#### Poster 3: A Visual Feast: Humanities Collaboration at the Middle Level

Bridget Colabello and Kristi Carroll, Soule Road Middle School, Liverpool, New York

#### Poster 4: Research: Journey and Storytelling

Jennifer Prince, South Carolina Connections Academy, Summerville

#### Poster 5: Beatnik YouTube Poetry Lesson Tied to **Common Core Standards**

Erik Bean, University of Phoenix, School of Advanced Studies, Arizona

#### Poster 6: Playing with Form, Language, and Truth: Storytelling and The Things They Carried

Kim Jasper, Avila University, Kansas City, Missouri

#### Poster 7: The Story of an OWL: Creating an Open-Source, Multimedia Online Writing Lab

Crystal Sands, Excelsior College, Albany, New York

#### Poster 8: AP English Language and Composition and First-Year Writing: Practies, Pedagogies, and Theories Hollye Wright, University of Louisville, Kentucky

#### Poster 9: Story Grants in Action

Bobbi Hammill, Armstrong School District, Pittsburgh, Pennsylvania

#### Poster 10: Utilizing the Plot Line Diagram for Student **Stories**

Bob Nelson, Princeton Regional Schools, New Jersey

#### Poster 11: Pleasing Poetry: Fun Learning Activities that Get Kids Writing

Jennifer Denmon, Boca Ciega High School, Florida and University of South Florida, Tampa

Ruchelle Owens, University of South Florida, Tampa

#### Poster 12: Beyond Notebooks: Using Sketchbooks to **Motivate Middle Schoolers to Write**

Lauren Scott, Teachers College, Columbia University, New York, New York

#### L.40 **POW! How Graphic Novels Can Bring a** Spark to Your Classroom G National Harbor 7

Graphic novels are a powerful tool in the classroom. Using visual literacy to teach story can help create lifelong learners. Our panelists of authors and educators will share their most successful tips for inspiring readers and writers in their classroom and how graphic novels are created.

Chair: John Schumacher, Brook Forest Elementary School, Naperville, Illinois

Tradebook Authors: Jeffery Brown, Scholastic, Inc., New York, New York

Raina Telgemeier, Scholastic, Inc., New York, New York

Dave Roman, First Second Books and Clarion Books, New York, New York

Matthew Holm, Random House Publishing, New York, New York

Jennifer Holm, Random House Publishing, New York, New York

#### L.41 **Establishing Time for Professional** G Learning

#### Prince George's Hall D

NCLE Finding time for job-embedded professional learning is one of the most frequently cited challenges with implementing the Common Core State Standards. In this session we will examine processes and tools to help educators, parents, and community leaders identify resources to increase or refine the use of time for educator collaboration to achieve goals associated with any key initiative.

Speaker: Deborah Jackson, Farifax County Public Schools and Learning Forward, Alexandria, Virginia

## AFTERNOON EVENTS

## Noon-2:00 p.m.

## Conference on English Leadership Luncheon

#### Potomac C

**NAOMI SHIHAB NYE** was born in St. Louis, Missouri, to a Palestinian father and American mother. Her adolescent years were spent in both Jerusalem and San Antonio, Texas, and her experiences within different cultures have influenced much of her work. Nye has received a Lannan Fellowship, a Guggenheim Fellowship, the Witter Bynner Fellowship from the Library of Congress, and four Pushcart Prizes. Her collection 19 Varieties of Gazelle: Poems of the Middle East was a finalist for the National Book Award, and her collection Honeybee was awarded the Arab-American Book Award. She has also edited several honored and popular poetry anthologies, including *Time You Let Me In, What Have You Lost?, Salting the Ocean,* and *This Same Sky.* She is the author of the novels *Habibi* and *Going Going.* She currently serves on the Board of Chancellors for the Academy of American Poets.



- **Presiding:** Wanda Porter, Chair, Conference on English Leadership,Kalehi, Hawaii
- Introducing Speaker: Heather Rocco, School District of the Chathams, Chatham, New Jersey

#### **Conference on English Leadership Annual Convention**

The two-day CEL Annual Convention immediately follows the luncheon. Attendees network over breakfast, lunch, and social gatherings. It is the perfect place to hone collaborative leadership skills. All convention activities begin Sunday, November 23, at 2:00 p.m. and continue through Tuesday, November 25. Session titles and keynote speakers are available on the NCTE Annual Convention app. Registration for the convention is available at NCTE Annual Convention registration or prior to the opening session in Potomac D.

## Noon-1:15 p.m.

#### M.01 Investigating How the Landscape of Research Ignites Story in Fiction and Nonfiction

Woodrow Wilson C

The panelists will explain how research can provide the foundation for stories, both fiction and nonfiction. Authors will describe how they incorporate historical facts into their stories. In addition, they will demonstrate how details of research can be woven seamlessly into a compelling narrative arc.

- **Chair:** Marilyn Carpenter, Eastern Washington University, Cheney, "Overview and Introductions".
- **Speakers:** Bryan Collier, illustrator/author, Henry Holt, New York, New York, "Discovering the Essence of the Story to Picture in Illustrations"
- Claire Rudolf Murphy, Hamline University, St. Paul, Minnesota, "Shaping Research into a Riveting Form for Readers of Fiction and Nonfiction"
- Mary Cronk Farrell, Society of Children's Book Writer's and Illustrators, Spokane, Washington, "Detail upon Detail: Building a Compelling Story Arc in Fiction and Nonfiction"

#### M.02 Novice Teacher Narratives: Helping Teacher Educators Prepare Pre-Service English Language Arts Teachers for the Vagaries of the Classroom Baltimore 4

This panel shares new teachers' stories to highlight challenges new teachers face as they deal with the vagaries of the learning environment while developing professional identities. Teacher educators will explain how they reconceptualized methods courses to help pre-service teachers make the transition from "educational consumer" to "educational leader."

- **Speakers:** Sara Kirkpatrick Rhodes, Dubois Area School District, Pennsylvania, "Stories from the Classroom: Overcoming Obstacles to Best Practice"
- JoAnne Kerr, Indiana University of Pennsylvania, Indiana, "Methods Courses as Transitional Spaces:Preparing Pre-service Teachers for the Realities of the Classroom" Linda Norris, Indiana University of Pennsylvania, Indiana

#### M.03 Booktalks beyond the Classroom: Peer-Guided, Choice-Driven Literacy Clubs

#### National Harbor 13

The Reading Promise author Alice Ozma worked closely with media specialist Peggy Crowell in a

Camden County, New Jersey school to create an after-school club where students voluntarily read, wrote, peer-edited, and performed booktalks. Ozma and Crowell reveal their triumphs, struggles, and methods so other schools may get similarly remarkable results.

- **Speaker:** Peggy Crowell, St. Rose of Lima School, New Jersey
- Tradebook Author: Alice Ozma, Scholastic, Inc., New York, New York

## M.04 Advancing the Stories We Tell

#### Ourselves: Tracing Textual, Tech-Tual, and Textured Lineages for Twenty-first Century Success Chesapeake A

Tatum (2007) argued for educators to support textual lineages of all youth by asking critical questions about the stories most often represented in schools. This panel contends that tracing literacy lineages—hi(stories)—to include technology also helps us to better understand the textured lives of students today.

- **Chair:** Bryan Ripley Crandall, Fairfield University, Connecticut
- **Speakers:** Bryan Ripley Crandall, Fairfield University, Connecticut, "Textured Lineages: Thinking Critically about What Counts as Literacy in 2014"
- Julie Roneson, Discovery Magnet School, Bridgeport, Connecticut, "Exploring Textual Lineages in an Invitational Summer Institute"
- Shaun Mitchell, Central High School, Fairfield, Connecticut, "Through the Looking iPad Glass: Tech-Tual Lineages in an Urban Classroom"

#### M.05 The Literacy Democracy Demands G Chesapeake J/K/L

The time seems right to reflect not only on college and career readiness but on readiness for citizenship, particularly the kind of literacy democracy demands. This session will demonstrate how to guide students through rhetorical readings of political texts including commentary, news stories, interviews, video, still photographs, and campaign ads.

**Speakers:** Kelly Gallagher, Anaheim Union High School District, California

Carol Jago, University of California, Los Angeles

Penny Kittle, Kennett High School, North Conway, New Hampshire

#### M.06 They Grew Up Reading and Writing: Using Picture-Book Biographies to Support Authentic Explorations of Informational Text Baltimore 2

Using picture books, classroom stories, and student artifacts, this session introduces an informational text mini-lesson, offering a lens for closely reading the stories of lifelong learners who passionately pursued their interests through reading and writing. Participants receive a lesson description, a new graphic organizer, and a list of applicable biographies.

**Speakers:** Kim Yaris, Burkins and Yaris, New York, "Introduction to Heart, Head, Hands, and Feet Lesson" Jan Burkins, Burkins and Yaris, Athens, Georgia, "Heart, Head, Hands, and Feet: Classroom Stories"

#### M.07 Pictures Are Worth a Thousand Words: S Film and Comics as Visual Narratives Camelia

Film and graphic narratives can provide new venues for understanding, capturing, and understanding narratives as they represent a part of the dynamic nature of literacy beyond the classroom. Attendees can expect to leave our presentation understanding both the pedagogical philosophy behind our presentation as well as the practical skills necessary to implement the lessons.

- **Chair:** Bruce Chipman, Tatnall School, Wilmington, Delaware
- **Speakers:** Joe Wenger, St. Stephen's and St. Agnes School, Alexandria, Virginia
- David Yee, St. Stephen's and St. Agnes School, Alexandria, Virginia

#### M.08 Poem as Storyteller: Collaborating with Authors to Write Narrative Poet

## with Authors to Write Narrative Poetry Chesapeake 4/5

Connecting with authors via Skype, blogs, and e-mail helps students come alive as writers. Two teachers and two authors will share their collaboration, offering lessons for helping children write and refine story poems—first from their own lives and then from science, history, math, and the arts.

- **Chair:** Kathy Collins, consultant/author, Durham, New Hampshire
- **Speakers:** Katie DiCesare, Glacier Ridge Elementary School, Dublin, Ohio, "The Poem as Storyteller,The Teacher's Role: Collaborating with Primary Writers"
- AnnMarie Corgill, Cherokee Bend Elementary, Mountain Brook, Alabama, "The Poem as Storyteller, The Teacher's Role: Collaborating with Intermediate Writers"

- **Tradebook Authors:** Amy Ludwig VanDerwater, poet, Clarion Books, New York, New York, "The Poem as Storyteller,The Poet as Mentor: Collaborating with Primary Writers"
- Irene Latham, Birmingham, Alabama, "The Poem as Storyteller, The Poet as Mentor: Collaborating with Intermediate Writers"
- **Respondent:** Kathy Collins, consultant/author, Durham, New Hampshire

# M.09 Sharing Stories through Writing Hope: M S Multimodal Strategies for Building C III Writing Competency, Pathways, and Agency in Students Baltimore 3

This session will engage attendees in multimodal writing activities that can be implemented in secondary and college classrooms to empower students to story their lives in authentic ways. Through a "writing hope" framework, presenters will share instructional strategies such as pathways mapping, goal-setting, role-playing, digital publishing, interactive revising, and blogging.

- **Chair:** Nicole Sieben, State University of New York College, Old Westbury
- **Speakers:** Nicole Sieben, State University of New York College, Old Westbury
- Lindy Johnson, College of William and Mary, Williamsburg, Virginia
- **Respondent:** Kristin Sovis, Western Michigan University, Kalamazoo

#### M.10 Incorporating Legal Documents as S Literature Magnolia 1

Legal documents provide a wide background for discussion in the high school literature classroom and are now required through the CCSS. Presenters, all of whom are English teachers and attorneys, will discuss how to incorporate legal texts within literature classrooms, including how to pair case law with standard course texts.

Speakers: Johnna Graff, Lincoln Southeast High School, Nebraska

Cynthia Maddux, Lincoln North Star High School, Nebraska Gretchen Oltman, Creighton University, Omaha, Nebraska

#### M.11 Igniting Change in Adolescent Readers: Developing Thematic Literature Units Based on Essential Questions Baltimore 5

Take students on a journey from knowing to understanding as presenters share how creating literature units based on essential questions can ignite change in adolescents as scholars and citizens. Learn to develop rigorous units to include strategies such as: Bloom's Taxonomy discussion groups, current events, multi-media resources, and more.

**Speakers:** Becky Petrin, Lynnfield Middle School, Massachusetts

Kate Robertson, Lynnfield Middle School, Massachusetts Krista Wright, Lynnfield Middle School, Massachusetts Michelle Kane, Lynnfield Middle School, Massachusetts

#### M.12 The Story of Writing Centers: Providing Narrative Landscapes for Building and Sustaining Successful Writing Centers

Woodrow Wilson D

#### Sponsored by the International Writing Centers Association, open to all

Experienced secondary and university writing center leaders will engage participants in discussions—in telling stories—about developing and sustaining writing centers within different institutional contexts. Participants will be able to join in throughout the session as topics emerge. The session leaders will conclude by assisting participants in developing plans for their own writing centers and programs.

**Speakers:** Jaimie Crawford, University School of Nova Southeastern University, Fort Lauderdale, Florida

Amber Jensen, Thomas A. Edison High School, Alexandria, Virginia

Andrew Jeter, Niles West High School, Skokie, Illinois

Shareen Grogan, National University, Alameda, California

#### M.13 A Taste of Place: Cross-Continental Fig Pudding

#### National Harbor 3

Bread Loaf Teacher Network members will collaborate with students to tell the story of a digitally enhanced literary feast. They will reflect on their written conversations about Ralph Fletcher's *Fig Pudding* and elementary students' online engagement with the author. Ralph Fletcher, serving as responder to the panel, will provide insights and craft notes for bringing personal experience into analytic writing.

- **Speakers:** Brendan McGrath, Boston Public Schools, Massachusetts
- Tom McKenna, Bread Loaf Teacher Network, Juneau, Alaska
- **Respondent:** Ralph Fletcher, author/consultant, Lee, New Hampshire

#### M.14 Making Literacy Practices Matter: Sto-

**E 1** ries of Change in the Early Childhood



#### Classroom Baltimore 1

These presentations highlight authentic literacy practices across diverse school contexts. Each presentation builds on collaborations between university faculty, classroom teachers, children, and communities and offer stories and contribute to current research regarding children's expanding repertoire of literacy practices when engaged in authentic and culturally relevant literacy instruction.

**Speakers:** Diane Truscott, Georgia State University, Atlanta Kim Barker, Georgia State University, Atlanta

Laura May, Georgia State University, Atlanta, "Empowering Language Specialists to Collaborate: A Model for Improving Writing Instruction"

**Respondent:** Tasha Tropp Laman, University of South Carolina, Columbia

#### M.15 Crowdsourcing Formative Assessment to Support the Writing Process

## Chesapeake D/E

Providing timely and relevant feedback is a powerful way to improve writing but it's difficult to respond meaningfully to every student without overtaxing already limited teaching resources. Crowdsourcing formative assessment through technology-mediated peer review is a powerful way to achieve multiple goals in the writing process.

**Speakers:** Rita van Haren, University of Illinois, Urbana-Champaign

Bill Cope, University of Illinois, Urbana-Champaign Jason Berg, University of Illinois, Urbana-Champaign

#### M.16 What They Do in Their Composition Classrooms and Why They Do It: Stories from Leaders in the Field Azalea 3

We share results of a recent study in which experienced teachers were asked to develop a first-year writing course and explain the writing theory on which it is based. We then ask small groups to explore the study's implications for the teaching of writing at all levels.

**Speakers:** Ronald Lunsford, University of North Carolina, Charlotte

Deborah Coxwell-Teague, Florida State University, Tallahassee

#### M.17 Stories and Strategies to Empower Anti-Bullying Work with Middle School Students

#### Chesapeake 7/8/9

We will share multiple approaches to help middle school students deal with bullying and harassment in their lives. We will also focus on the ways that teachers can support each other and their students in doing this important work. Additional books, videos, websites, and multimodal resources for confronting bullying will be shared.

- **Speakers:** Ingrid Donato, Bully.gov website, United States Department of Mental Health, Rockville, Maryland, "Stories and Strategies from the Bullying. Gov Website"
- Stephanie Anne Shelton, The University of Georgia, Athens, "Stories of Struggle: The Importance of Supporting Novice Teacher Allies"
- Roxanne Henkin, The University of Texas, San Antonio, "Exploring the Complexities of Bullying and Harrassment through Multiliteracies"

#### M.18 (Re)Telling Our Stories: Exploring Multimodal Storytelling to Engage All Learners

#### Chesapeake 10/11/12

In this interactive classroom demonstration, presenters and participants will collaboratively explore and actively engage with multimodal storytelling practices that have the potential to provide students and youth with affirming and creative means in which to story their lives and experiences both in and out of school.

**Speakers:** Annaliza Thomas, Literacy Forsyth, Cumming, Georgia

Emily Bailin, Teachers College, Columbia University, New York, New York

D. Alexandra Santos Thomas, Teachers College, Columbia University, New York, New York

#### M.19 Using Digital Tools to Tell and Output Solution Stories Chesapeake B

In this interactive session we will explore the use of digital storytelling in our educational methods classes. Student examples will reveal how multimodal composition deepens understanding of teaching and of literature. Bring your questions, concerns, and ideas about how to integrate digital storytelling in both university and secondary classrooms!

**Speakers:** William Lewis, University of Delaware, Newark Jill Flynn, University of Delaware, Newark

#### M.20 Lifting Your Voice: Using Storytelling to Fuel Social Action Research Annapolis 1

- How can we invite students to write themselves into being, thus empowering them with the literacy skills to develop and exercise their social consciousness? High school teachers at Brooklyn School for Collaborative Studies, a Title 1 school in New York City, share their process in developing Youth Participatory Action Projects (YPAR) with students.
- **Speakers:** Dominique Johnson, Brooklyn School for Collaborative Studies, New York
- June Renschler, Brooklyn School for Collaborative Studies, New York
- Andrew Boorstyn, Brooklyn School for Collaborative Studies, New York
- Karmela Herrera, Brooklyn School for Collaborative Studies, New York
- Sheryl Byfield, Brooklyn School for Collaborative Studies, New York
- Alexandra Stumpf, Brooklyn School for Collaborative Studies, New York

#### M.21 Story and Transformation in the College Classroom Azalea 1

A teacher and author and her colleague share two different methods for bringing out the best in student story-telling in the college writing classroom. Creative writing techniques and exercises and the use of altered books will be shared.

- **Speakers:** Alana Sherrill, Johnson and Wales University, Charlotte, North Carolina
- Pat MacEnulty, Johnson and Wales University, Charlotte, North Carolina

#### M.22 The Storyscape of War: Inspiration, MS Memory, Survival, and Madness in Contemporary Conflict Narratives Annapolis 2

This panel focuses on memoirs and graphic narratives for children and adults that have emerged around such conflicts as The Boxer Rebellion, World War II, the Liberian civil war, and the events of 9/11.

- **Speakers:** Gwen Tarbox, Western Michigan University, Kalamazoo, "Conflict, Inspiration Stories, and Compassion in Gene Luen Yang's YA Graphic Novels *Boxers* and *Saints*"
- Joseph Michael Sommers, Central Michigan University, Mount Pleasant, "Collapsing 'Neurotic Desperation' into 'Well-Founded Despair' in the Re-Construction of Art Spiegelman in In the Shadow of No Towers"

Gabrielle Atwood Halko, West Chester University of Pennsylvania, West Chester, "Twice Removed: Stories of Childhood under Japanese Occupation In WWII"

#### M.23 The "Other" Story: Multicultural Literature and Interwoven Lives Magnolia 3

Two veteran teachers share resources and strategies for connecting students to the issues addressed in multicultural literature. The presenters will share a model unit plan and community-based project designed to guide students in recognizing both the unique and universal aspects of stories.

- **Speakers:** Amy Stoltenberg, Highland High School, lowa City, lowa and University of Iowa, lowa City, "Dissolving Boundaries between Classrooms and Communities: Exploring the Social Construction of Race and Identity with Rural High School Students"
- Amie Ohlmann, University of Iowa, Iowa City, "Story as Unique and Universal: A Community-Based Project Model Using Multicultural Literature"

#### M.24 Heroes and Sheroes Are Everywhere: The Power of Story in Our Lives Rainhow National Harbor 4

Experience enticing, cross-curricular literacy learning! This workshop will focus on appealing picture book biographies featuring a diverse group of well-known and "ordinary" heroes and sheroes. Discover ways to create assignments incorporating Common Core Standards for nonfiction, and acquire strategies to engage reluctant readers, English Learners, and the entire learning community.

- **Speakers:** Caroline Knight, Texas A&M University, San Antonio
- Jean Ann Hunt, State University of New York, Plattsburgh

#### M.25 Falling in Love with Writing Woodrow Wilson B

Creative writing is not just "fluff" writing. Techniques practiced in this type of writing are also valuable in building skills for writing effective nonfiction as well. This presentation will offer ideas for supporting instruction via video lessons and electronic discussions as well as supporting students' writing of collaborative novellas.

Speakers: David Finkle, Volusia County Schools, Florida

- Andrea Finkle, Southwestern Middle School, DeLand, Florida, "Student-Centered Novellas: Creativity and Rigor Go Hand in Hand"
- John Stewart, Arlington Public Schools, Virginia, "Charming Chaos: The Flipped Writing Workshop"

#### M.26 Composing and Recovering: The Consumption and Production of Designed Compositions Annapolis 3

The need to compose and recover stories is never-ending. The presenters will examine Melville's character Bartleby, the transcendence of loss in storytelling, and the design of the composition by the public intellectual. The presenters will provide strategies for close and critical reading, and share samples of student work on digital platforms.

- **Speakers:** Emily Simnitt, Boise State University, Idaho, "Designing the Public Intellectual: Affordances and Constraints of Instant Infographics in Research-Based Composition"
- Ron DePeter, Delaware Valley College, Doylestown, Pennsylvania, "Writing as a (Recovery) Process: Dealing with Loss in Composition Studies"
- Eric Rauch, Woodland Park, New Jersey, "Bartleby and the Lawyer's Soul"

#### M.27 Rewriting the Narrative: Working with/against the Common Core and Scripted Curriculum Chesapeake G/H/I

The presenters talk back to the Common Core and scripted curriculum in productive ways. The first presenter will demonstrate an approach to teaching writing that uses mentor texts and works of art as a springboard to students' writing rich and reflective personal narratives. The second presenter discusses ways to stay committed to culturally responsive instruction by interpreting pacing guides and lessons as resources rather than mandate.

- **Speakers:** Amanda Gulla, Lehman College, The City University of New York, Bronx, "The Stories We Carry: Using Mentor Texts and Works of Art as Springboards to Composing Narratives"
- Cindy Morton-Rose, Meredith College, Raleigh, North Carolina, "Re-Authoring Our Stories of Mapped and Scripted Curricula toward Culturally Responsive Instruction"

#### M.28 Writing and Righting the Transition to and through College Chesapeake 2/3

In the final years of high school and early years of college, academic writing is often positioned as a gatekeeper to and through higher education. This session nuances and pushes on these notions to center activism justice and access.

**Speakers:** Elizabeth Bishop, University of Pittsburgh, Pennsylvania, "Vox Pop: Polyvocality, Critical Literacy, and Youth Activism" Shauna Wight, University of New Hampshire, Durham, "(Re)Authoring Academic Identities, Literacies, and Trajectories: Transitional Programs' Challenge to the Dominant Narrative of 'College Readiness'"

Carl Young and Sonya Massengill, North Carolina State University, Raleigh, "Story Matters: Exploring the Landscape of High School Writing Experiences and Writing Self-Efficacy"

#### M.29 Now What? Putting Convention Experiences into Action Prince George's Hall D

NCLE Make sure that what you've learned on the 2014 Convention journey doesn't go home and sit on a shelf or on a to-do list. Join members of Centers for Literacy Education and staff from the National Center for Literacy Education (NCLE) in debriefing your convention take-aways during this working session. Make plans with your collaborative team or in conversation with others for how you will share your learning and put it into practice. Find out how NCLE can support this ongoing work.

**Facilitator:** Lara Hebert, National Council of Teachers of English, Urbana, Illinois

## 1:30-2:45 p.m.

#### N.01 Helping Students Become Characters in the Liberal Arts Story Magnolia 3

This panel from a women's college in DC explores how students' personal narratives (of race, class, aspiration, or trauma) affect the learning of and skill development in composition, reading, and creative writing, and how strategic pedagogy can positively impact that process by helping students reshape those narratives.

**Speakers:** Rewa Burnham, Trinity Washington University, Washington, DC

Wendy Bilen, Trinity Washington University, Washington, DC

Bill Beverly, Trinity Washington University, Washington, DC

#### N.02 Creepy Stories: Reading and Writing (M) (S) the Uncanny Magnolia 2

By demonstrating reading and writing exercises for several age levels, the panel will explore the power of scary stories to help students understand one of the most basic human emotions, discern subtle writing strategies with big effects, and realize their own power as writers to create specific, readerly terror.

- **Chair:** Eleanor DesPrez, John Burroughs School, St. Louis, Missouri
- **Speakers:** Shannon Koropchak, John Burroughs School, St. Louis, Missouri, "Deconstructing and Constructing the Gothic"
- Christiane Auston, St. Louis Public Schools, Missouri, "Contexts and Subtexts: Reading Scary Stories in the Urban Classroom"

Eleanor DesPrez, John Burroughs School, St. Louis, Missouri, "The Uncanny Self "

#### N.03 Notable Children's Books in the G Language Arts

#### National Harbor 10 Sponsored by the Children's Literature Assembly, open to all

Be a part of the excitement as members of the 2014 Notable Children's Books in the Language Arts selection committee share the winning books. Discussions with some of the authors and illustrators of these outstanding works will highlight this session.

- Tradebook Authors: Kathi Appelt, Simon and Schuster, New York, New York
- Leah Pileggi, Charlesbridge Publishing, Watertown, Massachusetts

Nancy J. Cavanaugh, Sourcebooks, Naperville, Illinois

Andrea Davis Pinkney, Little, Brown and Company, New York, New York

Karen Harrington, Little, Brown Books for Young Readers, New York, New York

#### Roundtable 1

Tracy Smiles, Western Oregon University, Monmouth

Roundtable 2

Dick Koblitz, University of Missouri, Columbia

Roundtable 3

Evelyn Freeman, The Ohio State University, Columbus

#### Roundtable 4

Patricia Bandre, Unified School District 305, Salina, Kansas

#### Roundtable 5

Shanetia Clark, Salisbury University, Maryland

#### Roundtable 6

Christine Draper, Georgia Southern University, Statesboro

#### **Roundtable 7** Jean Schroeder, Tucson Unified School District, Arizona

#### Roundtable 8

Barbara Ward, Washington State University, Pullman

#### N.04 Creating Golden Shovel Poems

#### MS Honoring Gwendolyn Brooks

#### C 💼 Woodrow Wilson C

- **Rainbow** This interactive session will be led by the co-editors of the Golden Shovel (Poetry) Anthology honoring Gwendolyn Brooks. Participants will walk away with a selection of Brooks's and Golden Shovel poems, a Golden Shovel lesson plan, and a draft of their own Golden Shovel poem.
- **Speakers:** Patricia Smith, College of Staten Island, New York
- Ravi Shankar, Central Connecticut State University, New Britain
- Peter Kahn, Oak Park/River Forest High School, River Forest, Illinois, and Concordia University, Chicago, Illinois

#### N.05 Reading and Writing: Tools for Learning, M Thinking, and Problem Solving

#### Woodrow Wilson A

Roundtable leaders will focus their discussions on topics that can inspire students to use reading to learn and develop new ideas, and writing to communicate. Participants can choose to attend conversations led by educators on diverse topics that build students' motivation and engagement and support achievement in reading and writing.

Chair: Laura Robb, Powhatan School, Boyce, Virginia

#### **Roundtable 1: Weaving Craft into Nonfiction Writing** Linda Hoyt, author/consultant, Powell Butte, Oregon

#### **Roundtable 2:**

Donalyn Miller, O. A. Peterson Elementary School, Fort Worth, Texas

#### Roundtable 3: Building Fluency, Confidence, and Content Knowledge with Written Conversations

Harvey Daniels, University of New Mexico, Albuquerque

## Roundtable 4: Chunking Text from Reading into Useful Structures for Writing

Gretchen Bernabei, Eleanor Kolitz Hebrew Language Academy, San Antonio, Texas

## Roundtable 5: Writing as Thinking and Revision as Problem Solving

Ruth Culham, Culham Writing Company, Beaverton, Oregon

#### Roundtable 6: Re-Imagining Nonfiction

Ralph Fletcher, author/consultant, Lee, New Hampshire

## Roundtable 7: Ideas for Teaching Informational and Explanatory Pieces

Kelly Gallagher, Anaheim Union High School District, California

## Roundtable 8: Using Writing-Reading Notebooks to Collect Our Thinking as Readers

Linda Rief, University of New Hampshire, Durham, and Oyster River Middle School, Durham, New Hampshire

#### Roundtable 9: Writing about Reading: A Tool for Deepening Comprehension

Jennifer Serravallo, author, South Orange, New Jersey

#### Roundtable 10: Reading and Writing for Life

Evan Robb, Johnson Williams Middle School, Berryville, Virginia

#### Roundtable 11: Words in the World: Academic Vocabulary, Comprehension, Writing, and Relevance Laura Robb, Powhatan School, Boyce, Virginia

#### Roundtable 12: Student Developed Scripts: An Engaging Approach for Fostering Fluency, Close Reading, and Scaffolded and Creative Writing

Timothy Raskinski, Kent State University, Ohio

#### Roundtable 13: Creating Sentences from Charts, Tables, and Graphs

Penny Kittle, Kennett High School, North Conway, New Hampshire

## Roundtable 14: Motivation and Engagement in the Middle School Classroom

Joan Kindig, James Madison University, Harrisonburg, Virginia

## N.06 Teaching Reflection: Story and Beyond MS Woodrow Wilson B

The importance of reflection in learning and in writing is widely acknowledged, but just how do we teach it? Stories/narratives are a fruitful genre for reflection and can serve as the foundation for reflection involving metaphor, comparison, and other strategies. We will include student samples and share classroom strategies.

- **Chair:** Janice Wirsing, Trinity Lutheran School, Bloomington, Illinois
- **Speakers:** Jim Meyer, Josiah Quincy Upper School, Boston, Massachusetts, "Reflection, Story, and Metaphor"
- Sarah Willis, Josiah Quincy Upper School, Boston, Massachusetts, "Reflecting through a Process Journal"

John Cheesman, Josiah Quincy Upper School, Boston, Massachusetts, "Story, Journalism, and Reflection"

**Respondent:** Janice Neuleib, Illinois State University, Normal

#### N.07 Literature, Story, and the Common Core

## MS Annapolis 1

## **C** (**D**) Sponsored by the Modern Language Association, open to all

Invoked as a unifying feature that cuts across the literary text/informational text divide, story lets us affirm how study of literary text has relevance to informational text across the disciplines. But how do we distinguish the learning that fictional stories uniquely make possible? Chair: David Laurence, Modern Language Association, New York, New York

Speakers: Dana Williams, Howard University, Washington, DC

Robert Matz, George Mason University, Fairfax, Virginia Kent Cartwright, University of Maryland, College Park

#### N.08 How Comics Teach Visual Literacy and E Storytelling E

#### Chesapeake J/K/L

Join a second-grade teacher, a literacy expert, an author, and a journalist to hear how comic books are increasingly taking on deep subjects and being used to teach the Common Core State Standards with an emphasis on both visual literacy and storytelling.

Speakers: Dean Haspiel, cartoonist, New York, New York Sallie Routh, School Without Walls at Francis Stevens, Washington, DC

Michael Cavna, The Washington Post, Washington, DC

#### N.10 Are We Creating a Generation of **M S** Impatient Readers? Baltimore 3

As fantasy and dystopian novels seem to dominate book release lists, does well-written realistic fiction still have a place with young readers? Absolutely! Five award-winning authors discuss how three-dimensional characters and timeless conflicts still resonate with adolescents even in the absence of vampires, zombies, fairies, spaceships, time travel, or aliens.

Chair: James Blasingame, Arizona State University, Tempe

Tradebook Authors: Sandra Neil Wallace, Knopf Books, New York, New York, "Making a True Story Even Truer"

- Meg Medina, Candlewick Press, Somerville, Massachusetts, "Slow-Burn: Dread and Villains in Contemporary YA Stories"
- Rich Wallace, Knopf Books, New York, New York, "Being There: The Real Feel of Sports, School, and Life"
- Bill Konigsberg, Scholastic, Inc., New York, New York, "Capturing True Voices"

Chris Crutcher, HarperCollins/Greenwillow, New York, New York, "Capturing Reality: What Makes a Story Feel Real"

Respondent: Mary Powell, Arizona State University, Tempe

#### N.11 Landscapes of Insanity and Resistance:

#### Teacher's Stories Countering the Fuzzy G Math of Vam and the Reduction of **Teachers and Students to Numbers** Annapolis 2

In a two year study of "value added" teacher evaluations, narratives collected through surveys and social media document implementation of teacher ratings tied to student test scores. Teachers' stories reveal how New York's APPR constricts language learning, demoralizes teachers, and burdens districts financially. Participants are invited to share their stories.

- Chair: Alan Flurkey, Hofstra University, Hempstead, New York
- Speakers: Elizabeth Lynch, Brentwood Union Free School District, New York, "Tales of Resistance: Teachers Challenging the Landscape of Education Reform"
- Debra Goodman, Hofstra University, Hempstead, New York, "Tales of Insanity: Teachers Stories Documenting the Punitive impact of Value Added Measures of Teacher Evaluation of Learning, Teaching, and Public Education"

#### N.12 Stories from inside a Shelter:

Families and Veterans in Homeless G **Circumstances Resist Deficit Narratives** and Enact Literate Identities Chesapeake G/H/I

> Stories from a shelter counter dominant perspectives of literacy deficits among persons experiencing homelessness often perpetuated by schools. Narratives told/written/revised by veterans in a community writing workshop and families in an art/story hour invite conversations about sponsorship and reveal stories of strengths/aspirations/identity.

Chair: Amanda Haertling Thein, University of Iowa, Iowa City

Speakers: Rossina Liu, University of Iowa, Iowa City Meg Jacobs, Cornell College, Mount Vernon, Iowa

#### N.13 Her/Hisstory in the Writing Classroom: Teaching Literacy Autobiography, SC **Doing Writing Ethnography** œ Magnolia 1

In this interactive demonstration, three instructors will show how they have re-imagined a common assignment to interrogate deeply entrenched notions of success, progress, identity, privilege, and power within/across communities and cultures. By sharing their assignments, the presenters will problematize conventional understandings of "literacy," "autobiography," and "genre" in the writing classroom.

**Speakers:** Meaghan Rand, University of North Carolina, Charlotte

Debarati Dutta, University of North Carolina, Charlotte

#### N.14 Is It Good? What Is It Good for? Selecting Texts for Multimodal, Multigenre Text Sets Camelia

Careful text selection allows teachers to craft sophisticated instruction. But with such a wide range of texts to choose from, how do you select material for literacy and content-area instruction? We'll share our criteria, tested strategies, and favorite resources for assembling multimodal multigenre text sets that hone critical thinking skills.

**Speakers:** Daryl Grabareck, *School Library Journal*, New York, New York

Erika Thulin Dawes, Lesley University, Cambridge, Massachusetts

Mary Ann Cappiello, Lesley University, Cambridge, Massachusetts

#### N.15 Moving from the Individual to the Communal Space through Digital Multimodal Composing Annapolis 4

Digital media diversifies the way we teach as it offers challenges and options to enhance student-teacher interactions. Such interactions are fostered through the implementation of video/screencasting coursework. This presentation models assignments as creative but critical tools for literally moving students beyond the personal space to consider topics from various perspectives.

Speakers: Douglas Kern, University of Maryland, College Park

Nabila Hijazi, lecturer, Mitchellville, Maryland

#### N.16 Creating Safe and Inclusive Classrooms for LGBT Students: Text-to-Self Connections, Creative Writing, and Teachers as Allies Woodrow Wilson D

For many LGBT students, school is a hostile environment that can negatively affect academic performance and personal well-being. Make your classroom safe and affirming for all students! How? Join government, non-profit and school-based leaders in the field for this interactive session filled with data, best practices, curricular resources, and more.

- **Speakers:** Wazina Zondon, Urban Assembly Institute, Brooklyn, New York
- Steven Hicks, United States Department of Education, Washington, DC
- Jenny Betz, Gay, Lesbian, and Straight Education Network, New York, New York

#### N.17 Identity and Composition Stories for Empowerment Chesapeake D/E

- This session celebrates the worlds, stories, and identities of students with photography narrative-driven videos, and the writing process. Join us to learn about classroom-tested approaches and resources to advance digital and media literacies in new modes and perspectives.
- **Speakers:** Julie Baker, Northeastern University, Boston, Massachusetts, "Making It Matter: How Stories Can Empower Persuasive Writing in the Composition Classroom"
- Christina Fisanick, California University of Pennsylvania, California, "Re-Telling Appalachia: Using Digital Storytelling in the Honors Writing Classroom"
- Robert Lazaroff, Nassau Community College, State University of New York, East Garden City, "Identity and Narrativity: Storytelling through Text and Image in a Linked Photography/Composition Class"

#### N.18 Writing to Learn to Teach Baltimore 1

- This session considers the specific methods we use to support the development of strong writing instruction in our pre-service teachers. Crossing contexts, the presenters examine the possibilities of Daybooks, high-impact writing assignments and video cases.
- **Speakers:** Amy Vetter, Jeanie Reynolds, Joy Myers, University of North Carolina, Greensboro, Coley Barrier, Rockingham County High School, Greensboro, North Carolina, and Adrienne Stumb, Watauga High School, Greensboro, North Carolina, "Intersections: Daybooks as a Tool for Reading/Writing Connections in ELA Classrooms"
- Susanna Benko, Ball State University, Muncie, Indiana, "Zooming In: Using Video Cases of Writing Instruction to Support Pre-service Teachers' Learning"
- Kathy Albertson, Georgia Southern University, Statesboro, "I've Walked in Those Shoes: Pre-Service Teachers in a Teaching Writing Course"

## MONDAY NOVEMBER 24

## **ONE-DAY WORKSHOPS**

### 9:00 a.m.-3:30 p.m.

#### W.01 Teaching Students Research Writing: © C Questions, Stories, and Resources National Harbor 4

Chair: Bonnie Sunstein, University of Iowa, Iowa CitySpeakers: Arthur W. Hunsicker, Revere High School, Massachusetts

Bonnie Sunstein, University of Iowa, Iowa City Mary Laur, University of Chicago Press, Illinois Amy Shoultz, University of Iowa, Iowa City

Ellen Gibson, University of Chicago Press, Illinois

#### W.02 The Real Story: Intensive Journalistic Writing in the English Classroom (S) National Harbor 14

Sponsored by the Assembly for Advisers of Student Publications/Journalism Education Association

**Chair:** Carol Lange, Intensive Journalistic Writing Institute, Reston, Virginia

**Speakers:** Alan Weintraut, Annandale High School, Virginia

Rebecca Sipos, Character Education Partnership, McLean, Virginia

Will Higgins, Journalism Education Association, Dartmouth, Massachusetts

Alex Kaplan, Newton South High School, Massachusetts

Valerie Kibler, Harrisonburg High School, Virginia

Brian Wilson, Assembly for Advisers of Student Publications/Journalism Education Association, Holly, Michigan

#### W.03 Grammar Instruction through Metaphor, Visuals, and Creative Dramatics (G)

National Harbor 9

Sponsored by the Assembly for the Teaching of English Grammar

- **Speakers:** Sharon Saylors, Prince George's Community College, Largo, Maryland
- Amy Benjamin, Assembly for the Teaching of English Grammar (ATEG), Fishkill, New York
- Pamela Dykstra, Assembly for the Teaching of English Grammar, Davidson, North Carolina

#### W.04 Evaluating Student Writing Quickly and Effectively National Harbor 8

**Speakers:** Jocelyn Chadwick, Harvard Graduate School of Education, Cambridge, Massachusetts

Martha Keller, Adlai E. Stevenson High School, Lincolnshire, Illinois

Stephen Heller, Adlai E. Stevenson High School, Lincolnshire, Illinois

#### W.05 Exploring New and Old Technologies and Applications that Support Storytelling National Harbor 6 Sponsored by the Assembly on Computers in

Sponsored by the Assembly on Computers in English

**Speakers:** Molly Shields, Flagler College, St. Augustine, Florida and Judy Arzt, University of Saint Joseph, Connecticut, "Integrating Digital Storytelling into the English-Language Arts Classroom"

Kathy Garland, Florida State University, Tallahassee, "Using VoiceThread as a Bridge for 'Old' and New Literacies"

Rozlyn Linder, Georgia State University, Atlanta, "Creating an Online Learning Community: Edmodo in the 6–12 Classroom"

Ewa McGrail, Georgia State University, Atlanta and J. Patrick McGrail, Jacksonville State University, Alabama, "Composing with an iPhone Camera to Achieve Professional Results"

#### W.06 Argumentative Writing as Social Action M S in Classroom Contexts National Harbor 1

Speakers: Eileen Buescher, The Ohio State University, Columbus

Allison Wynhoff-Olsen, Montana State University, Bozeman

Sean Martin, Upper Arlington High School, Columbus, Ohio

Larkin Weyand, The Ohio State University, Columbus George Newell, The Ohio State University, Columbus SangHee Ryu, The Ohio State University, Columbus Brent Goff, The Ohio State University, Columbus David Bloome, The Ohio State University, Columbus

#### W.07 Teaching Close and Contextualized

**M S** Critical Reading with Macklemore:

Reading for Symbolism, Thematic

- Complexity, and Hegemony (or...the Common Core Doesn't Have to Mean a Return to Sputnik-Era English Class) National Harbor 7
- **Speakers:** Mary Ehrenworth, Teachers College, Columbia University, New York, New York, "Reading for Symbolism and Thematic Complexity: Instructional Methods to Isolate Skills and Layer Complexity"
- Tim Lopez, Teachers College, Columbia University, New York, New York, "Practical Tips for Teaching with Digital Texts"
- Cornelius Minor, Teachers College Reading and Writing Project, New York, New York, "Contextualizing Texts, Illuminating Hegemonic Discourse"

#### W.08 Teaching and Learning Shakespeare through RSC Rehearsal Room Approach

#### National Harbor 15

**Chair:** Brian Edmiston, The Ohio State University, Columbus

**Speakers:** Lorraine Gaughenbaugh, Summit Road Elementary School, Reynoldsburg, Ohio

Kathy Hoover, Reynoldsburg City Schools, Ohio Allison Volz, Hilltonia Middle School, Columbus, Ohio Robin Post, The Ohio State University, Columbus Bridget Lee, The Ohio State University, Columbus

#### W.09 Close Reading and the Common Core Onational Harbor 5

Speaker: Rachel Hull, consultant, Washington, DC

# Thank You to the **VOLUNTEERS**

NCTE would like to thank all of the volunteers on the local committee, reviewers of proposals, and any others that assist in making the Convention a success.

2014 CONVENTION OFFICERS



General Chair CHUCK MILLER J. T. Henley Middle School, Crozet, Virginia

# Truth

Associate General Chair CHERYL GOLDEN Seneca Ridge Middle School, Sterling, Virginia



Associate General Chair FREYJA BERGTHORSON Farmwell Station Middle School, Sterling, Virginia

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# **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. To verify your membership and to obtain a voting card for the meeting, present your NCTE membership card at the NCTE Registration Desk, anytime Thursday or Friday, or at the door before the meeting. Members lacking a membership card onsite can verify membership via the master member list at the door. **Note to Directors:** Please obtain your voting card at the Registration Desk or 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. (XIII.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.

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-thehouse 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 Coucil 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

NCTE 2014 Gaylord National - Prince George's Hall A, B & C National Harbor, Maryland



## EXHIBIT HALL SHOWCASE SESSIONS Saturday, November 23

For the 2014 NCTE Exhibit Hall, we worked with our exhibitors to develop opportunities for professional learning right on the exhibit hall floor. Exhibitors will showcase new products, techniques, and/or services and demonstrate how to incorporate them in the classroom.

#### 10:00-10:30 a.m. Shurley Instructional Materials, Inc.

#### Empower learners. Enhance your teaching skills. Learn how to revolutionize your Language Arts classroom today!

For over 25 years, Shurley English has revolutionized the ELA classroom with interactive, engaging curriculum for grades K–8 that support all types of learners using concrete, multi-sensory strategies. With a logical, sequential, and systematic approach to learning, we build a solid foundation for success. With today's demand for technology, we will show you what successful technology integration looks like. Whether you are a 100% digital school, or you are just starting to mix technology with your print resources, we have components that will help students reach their full potential and enable a simple transition for you, the teacher.

#### 10:30-11:00 a.m. Colvard Learning Systems

Colvard Learning Systems will present on Professor Pup's Phoneme (PF) and Pup's Quest for Phonics (PQ). PF (ages 2–4) builds phonemic awareness as a foundation for phonics, and PQ (ages 4–7) takes students from phonemic awareness to phonics to reading.

#### 11:00-11:30 a.m. Educational Epiphany

Educational Epiphany is the leader of resources which make formative assessment, scaffolding, teacher modeling, guided cooperative, and independent practice actionable and provide teachers/school leaders with data necessary to make sound, real-time instructional decisions regarding re-teaching, small group instruction, summative assessments, homework, and individualized educational planning. Perfectly aligned with each standard in each grade our materials reduce teacherplanning time and provide a framework for gradually releasing students from total dependence upon the teacher toward navigating the challenges of guided, cooperative, and independent practice. This set of instructional tools takes the conversation concerning the value of the common instructional language and common instructional tools and makes it actionable, measurable, observable, and replicable in every classroom. Powerful aides for strengthening individual teacher capacity, these instructional tools will influence the quality and depth of daily instruction by providing teachers with student-centered tools for facilitating instruction inextricably aligned with standards while simultaneously promoting procedural fluency and conceptual understanding of literacy skills to be assessed.

#### 11:30 a.m.-12:30 p.m. Amplify

Over the past three years, Amplify has been working with leading common core experts, literary scholars, artists, game designers, teachers, and students to design a new type of core reading program for middle school. It makes many of the essential tasks of common core instruction-close reading, analytical writing, textbased discussion, academic vocabulary—much more engaging, and more rigorous. It is designed to support teacher-driven instruction. The curriculum is fully digital, though it can work in a school that has devices available to students at least 3 days a week. The curriculum is designed to work with Chromebooks, iPads, Windows devices, Mac laptops, and Android tablets. Learn firsthand how our new digital curriculum engages students and empowers teachers to create groundbreaking classroom experiences, no matter the device.

#### 12:30-1:00 p.m. The English Speaking Union

See the English-Speaking Union's educational programs for schools in action. Includes demonstrations by students of our National Shakespeare Competition and Middle School Debate Program. The English-Speaking Union is an non-profit, non-political organization that celebrates English as a shared language to foster global understanding and good will by providing educational and cultural opportunities for students, educators, and members.

#### 1:00-1:30 p.m.

#### "To Tab or Not to Tab:" Interactive Techniques for Scaffolding Writing and Close Reading via Layered Notebook Foldables®

Notebooking Central<sup>™</sup> Foldable templates correlated to State Standards are used in this fast-paced, handson session, where you leave with instructionally sound, classroom-ready tools and techniques. Participants "get in the fold" as they construct four to five classroomtested and evidence-based Notebook Foldable examples from a raft of new English Language Arts resource books. Focus: Grades 4-High School.

#### 1:30-2:00 p.m. Targeted Reading Intervention (TRI)

Targeted Reading Intervention (TRI) is a research-based methodology for teaching children the foundational skills for reading in grades K–5. Once students have "cracked the code" of reading, they work on fluency and comprehension. The dual-level professional development intervention is designed to accelerate students' reading ability. Classroom teachers are coached through the TRI strategies and diagnostic processes focused on the Student's Most Pressing Need (MPN). Coaches with reading expertise provide one-one ongoing support to classroom teachers in real time via webcam.

#### 2:00-2:30 p.m. Storymatic Studios

Storymatic Studios makes the Storymatic family of writing prompts and creative triggers. Our products help you tap into your imagination, your memory, and the creative impulse that surrounds you. In this half hour we will review classroom-tested ways to use Storymatic to establish a healthy group dynamic, and we will have writing activities for fiction, memoir, and poetry.

#### 2:30-3:00 p.m. The DBQ Project

The DBQ Project is a publisher of high-quality writing resources aligned with the Common Core. We consult with and train teachers from districts nationwide.

#### 3:00-3:30 p.m. Targeted Reading Intervention (TRI)

Targeted Reading Intervention (TRI) is a research-based methodology for teaching children the foundational skills for reading in grades K-5. Once students have "cracked the code" of reading, they work on fluency and comprehension. The dual-level professional development intervention is designed to accelerate students' reading ability. Classroom teachers are coached through the TRI strategies and diagnostic processes focused on the Student's Most Pressing Need (MPN). Coaches with reading expertise provide one-one ongoing support to classroom teachers in real time via webcam.

#### 3:30-4:30 p.m. LEGO Education

LEGO Education Storystarter is a hands-on learning tool that enhances students' reading, writing, speaking, and listening skills. With Storystarter, use LEGO bricks to build Storyboards, write, present, and digitally publish their work. This exciting approach to ELA results in students who are engaged and motivated to read and write.

#### 4:30-5:00 p.m. This Is Shakespeare

An introduction to multimedia iPad editions of Shakespeare plays.

#### NCTE Book Talk Café

Grab a coffee at the newest addition to the NCTE Exhibit Hall. The Book Talk Café is a great space to meet your favorite publishers and learn about their newest titles. Take advantage of the comfortable space in the Exhibit Hall to hear about new nonfiction and fiction for young readers and adults. A complete schedule of participating exhibitors is available in the NCTE Exhibit Hall. Check the Exhibitors tab for a list of participating companies, or search the NCTE app.

#### 729 ABRAMS The Art of Books Since 1949

115 West 18th Street New York, NY 10011 www.abramsbooks.com Founded by Harry N. Abrams in 1949, ABRAMS was the first company in the United States to specialize in the creation and distribution of art and illustrated books. Now a subsidiary of LA Martinière Groupe, the company publishes bestselling and award-winning children's books under the Abrams Books for Young Readers, Amulet Books, and Abrams Appleseed imprints.

#### 112 ACIS Educational Tours

343 Congress Street, Suite 3100 Boston, MA 02210 www.acis.com

ACIS Educational Tours is the leader in quality educational travel to Europe, the Americas, Asia, and beyond. Since 1978 we've helped teachers and their students discover the best of the world and the best of themselves through unique experiential learning opportunities and culturally connective experiences.

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#### 429 Amplify

55 Washington Street, 9th Floor Brooklyn, NY 11201 www.amplify.com Amplify is reimagining the way teachers teach and students learn. Our products and services are leading the way in data-driven instruction, one-to-one mobile learning and next-generation digital curriculum and assessment.

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#### 153 Anderson's Bookshop

123 West Jefferson Avenue Naperville, IL 60540 Anderson's Bookshop brings the best new books and the best old books to readers of all ages. We have books suitable for classroom use, literature circles, family reading, and just plain fun. Come visit our booth for your reading connections.

#### 131 Arch Press

27 Innsbrook Road Asheville, NC 28804 www.thegreatgrammarbook.com The new second edition of the highly successful *The Great Grammar Book* contains more than 2,000 witty, intriguing sentences in over 100 integrated practices exercises—more than

any other text. Students in over 250 colleges/ schools are attaining genuine mastery of all the grammar problem areas. Systematic writing exercises help students write clearer, more concise sentences.

#### 127 Arte Publico Press

4902 Gulf Freeway, Building 19, Room 100 Houston, TX 77204-2004 mtristan@uh.edu Arte Publico Press will display books for adults, teens, and children in English, Spanish, and bilingual formats.

#### 136 Assembly for Advisors of Student Publications/Journalism Education Association 18180 Ottieway Court

Holly, MI 48442

#### 202 Ayn Rand Institute

2121 Alton Parkway #250 Irvine, CA 92606 www.aynrandeducation.org Free classroom sets of any Ayn Rand novel (Anthem, We the Living, The Fountainhead, Atlas Shrugged) and accompanying teacher guides for teachers (grades 8+), and \$100,000 in scholarship money to students (grades 8+) who write essays on those novels.

#### 602 Bedford's St. Martins

75 Arlington Street

Boston, MA 02116-3936 http://www.macmillanhighered.com/catalog At BFW Publishers (Bedford, Freeman, and Worth) our materials provide the rigor, quality, and key coverage of reading, writing, research, and grammar that you'll need to meet the AP and Common Core requirements. We provide the best English textbooks around in a variety of levels and with a variety of approaches. Please visit our booth to find the best match of texts and digital resources for your classroom. Ask us about our brand new title, *Conversations in American Literature: Language, Rhetoric, Culture*.

#### 135 Benchmark Education

145 Huguenot Street New Rochelle, NY 10801 www.benchmarkeducation.com Benchmark Education publishes Reader's Theater and other literacy resources for secondary and elementary students. Publications include the *Reader's Theater Classics* for grades 6–9, *Gentre Workshop* for grades 3–8, and *Benchmark Writer's Workshop* for elementary and middle school students.

#### 430 Blinging T's by VMBBI

7612 South Crandon Avenue Chicago, IL 60649 www.vmbbiconsulting.com VMBBI consulting designs and promotes stylish teacher apparel for individual and school group purchases, including fundraising opportunities. VMBBI also is available for professional development and instructional coaching.

#### 723 Bloomsbury Children's Books

1385 Broadway

New York, NY 10018 www.bloomsbury.com Bloomsbury Children's Books publishes a full range of trade books from picture book through teen, including informational texts.

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#### 638 Booksource

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#### 420 Bread Loaf School of English

Middlebury College Middlebury, VT 05753 www.middlebury.edu/blse We are an M.A. and M.Litt.-granting graduate school for secondary-school English and language arts teachers. We will display informational materials and the Director will be on hand to answer questions.

#### 319 Candlewick Press

99 Dover Street Somerville, MA 02144 www.candlewick.com Candlewick Press publishes award-winning hardcover and paperback children's books for readers of all ages, including board books, picture books, beginning readers, chapter books, novels for middle grade and young adult readers, and e-books. Our imprints include Templar, TOON Books, Nosy Crow and Big Picture Press.

#### 226 Charlesbridge

85 Main Street Watertown, MA 02472 www.charlesbridge.com Fiction and non-fiction for children ages 0–14 which enhance curriculum and ignite young minds. New releases include Mitali Perkins' *Tiger Boy* and Jane Sutcliffe's *The White House is Burning*.

#### 629 Chronicle Books

680 Second Street

San Francisco, CA 94107 www.chroniclebooks.com

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1111 Light Street, 4th Floor

Baltimore, MD 21230 www.citelighter.com

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#### 115 DBQ Project

425 Lee Street

Evanston, IL 60202

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125 West End Avenue New York, NY 10023 www.disneybooks.com Disney Book Group publishes award-winning children's books for all ages. Imprints include: Disney-Hyperion, Disney-Jump at the Sun, Disney Press, Marvel Press and Disney Lucasfilm Press.

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705 Palomar Airport Road Carlsbad, CA 92011 http://writingcenters.org An NCTE Assembly, the IWCA fosters community among writing centers and provides a forum for professional support, development, and collaboration.

#### 119 IXL Learning

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#### 113 New York Times

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#### 630 NoodleTools

727 Holly Oak Drive Palo Alto, CA 94303 www.noodletools.com NoodleTools is the leading online integrated academic research platform. A cornerstone in thousands of subscribing schools and universities, Noodletools supports the research process with a platform of integrated tools for notetaking, outlining, citation, document archiving/ annotation, peer review, and collaborative research and writing.

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#### 302 Perfection Learning

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www.perfectionlearning.com Perfection Learning is a leading publisher of curriculum materials for PreK–12. Popular and award-winning literature and language arts programs cover vocabulary, writing and grammar, reading skills, drama, speech, test preparation, critical reading and thinking skills, and much more.

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New York, NY 10012 www.scholastic.com Scholastic is the world's largest publisher and distributor of children's books and a leader in educational technology and related services and children's media. Scholastic creates quality books and eBooks, print and technology-based learning materials and programs, magazines, multi-media and other products that help children learn both at school and at home.

#### 437 School Mate Publishing

3212 East Highway 30 Kearney, NE 68848 www.schoolmatepublishing.com Publish a Classroom Book at No? Cost to your school. Students' stories and drawings are published in a durable hardcover book. The class receives a FREE book and parents can purchase a lasting keepsake. It's fun, educational, and easy to do.

#### 335 Schoolwide, Inc.

4250 Veterans Memorial Highway, Suite 2000W Holbrook, NY 11741

www.schoolwide.com

Schoolwide's Fundamentals Units of Study are designed to meet the instructional needs of literacy educators, with a particular focus on usability and effectiveness. Built using the workshop model, Schoolwide's units teach students to be critical thinkers, readers, and writers by using proven, research-based best practices for reading and writing instruction.

#### 338 Share My Lesson

555 New Jersey Avenue Washington, DC 20001

#### 331 Shurley Instructional Materials, Inc.

366 Sim Drive Cabot, AR 72023 www.shurley.com Innovative, interactive, engaging: Shurley English is a comprehensive ELA curriculum with dynamic digital components that will revolutionize your classroom and prepare students for 21st century skills.

#### 527 Simon & Schuster

1230 Avenue of the Americas New York, NY 10020 Please visit our website at www.simonandschuster.com

#### 439 Simply Read Books

501-5525 West Boulevard Vancouver, British Columbia, Canada V6M 3W6 www.simplyreadbooks.com Our approach to illustrated children's books follows the finest publishing tradition and spirit with inspired content, extraordinary artwork, outstanding graphic design form, and quality production. We introduce contemporary books with a modern appeal and fresh outlook.

#### 328 Sourcebooks, Inc.

1935 Brookdale Road, Suite 139 Naperville, IL 60563 www.sourcebooks.com Sourcebooks is creating the next evolution of a book publishing company. We are committed to innovation, exploring every platform and creating breakthrough models. We publish over 300 new titles each year in the children, young adult, adult, nonfiction, gift, and education categories.

#### 205 SpringBoard, The College Board

45 Columbus Avenue New York, NY 10023 www.collegeboard.org/springboard SpringBoard is the College Board's college and career readiness program for all students in grades 6–12. Its flexible framework integrates rigorous instruction, performance-based assessment, and exemplary professional development.

#### 215 Stenhouse

480 Congress Street, Floor 2 Portland, ME 04101 www.stenhouse.com

www.stennouse.com Stenhouse provides quality professional development resources by teachers, for teachers. Our goal is to offer educators a set of proven strategies from which they can choose and adapt what will work best for their students and in their own environment.

#### 435 Storymatic Studios

PO Box 254

Brattleboro, VT 05303

www.thestorymatic.com The Storymatic is a writing prompt, a teaching tool, and a classroom game—all in one little box. No wires. No screens. No batteries. Simply combine a few cards and tap into your creativity. Write, draw, act, sing! Correlated.

#### 124 Targeted Reading Intervention, Inc.

68 T.W. Alexander Durham, NC 27713

www.triinc.net

TRI is a research-based methodology for teaching children the foundational skills for reading. The dual level professional development intervention is designed to accelerate students' reading ability and help teachers think diagnostically about their struggling readers.

#### 204 Teachers College Press

1234 Amsterdam Avenue New York, NY 10027 www.tcpress.com Professional and scholarly titles for educators, parents, and general readers. Home of the Language and Literacy Series edited by Celia Genishi and Donna E. Alvermann, with Dorothy Strickland Founding Editor.

#### 808 Teaching Tolerance

400 Washington Avenue Montgomery, AL 36104 www.tolerance.com A project of the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting educational equity for all children. We provide free resources, including magazines, films, curriculum and professional development materials, to K–12 educators.

#### 104 The Art Institutes

210 Sixth Avenue, 33rd Floor Pittsburgh, PA 15222 www.artinstitutes.edu An education at an Art Institutes school is all about turning the dream of living a creative life into a reality. We offer students the guidance, focus, technology, and career services they need to follow a path toward a creative profession.

#### 228 The English-Speaking Union

144 East 39th Street

New York, NY 10016 www.esuus.org

Explore language and scholarship with our ESU Education programs: National Shakespeare Competition; Shakespeare Teacher Intensives; Study Abroad Scholarships to the UK (Shakespeare's Globe, Oxford and Edinburgh; Middle School Debate; and International Public Speaking Competition).

#### 146 The New Book Press

120 Wall Street, 31st Floor New York, NY 10005 thenewpress.com The New Book Press publishes the WordPlay Shakespeare Series in iBook and Streaming formats. Each play contains the full text of a Shakespeare play, with a full filmed performance on the adjacent page. Students can now see and read Shakespeare "on the page" allowing greater engagement and comprehension.

#### 521 This Is Shakespeare

PO Box 20188 Stanford, CA 94309 www.thisisshakespeare.com Developer of DVDs and full-text iBooks for teaching in the modern classroom.

#### 716 Tor Books

175 Fifth Avenue New York, NY 10010 www.tor-forge.com Tor books is a general trade publisher with the largest science fiction and fantasy publishing program in North America. We publish all genres including general fiction, thrillers, mysteries, historical fiction, horror, children's and young adult.

#### 203 Townsend Press

439 Kelley Drive West Berlin, NJ 08091 www.townsendpress.com Townsend Press publishes reading, writing and vocabulary work/textbooks as well as a collection of original and classic paperbacks for reading levels 5 through 14 plus the King Series for grades K–2. Townsend's acclaimed Vocabulary Series in now available electronically.

#### 134 TSA Tours

6965 South Priest Drive #6 Tempe, AZ 85283

trou@tsatours.com Providing outstanding customized educational tours since 1985 for both students and adults. Visit our website to review over 150 itineraries to Europe, Costa Rica, South America, Australia, Russia, Mexico, China, Japan, and more. World wide cruises also available.

#### 130 University of Missouri

303 Townsend Hall Columbia, MO 65211 www.online.missouri.edu/degreeprograms/edenglish/index.aspx The University of Missouri's new online master's degree in English Language Arts explores the "pillars" of teaching English: communication, writing, language, literature, reading, and media. This unique program emphasizes critical

thinking, integrated curriculum, the Common

Core Standards, and contempary issues.

#### 224 Vocabulary.com

599 Broadway, 9th Floor New York, NY 10012 www.vocabulary.com Vocabulary.com uses adaptive technology to offer differentiated vocabulary instruction to students at all levels. Assign your students one of the thousands of vocabulary lists we've made from the most popular novels and nonfiction titles, or easily create your own lists.

#### 806 Voces<sup>®</sup> by Teacher's Discovery

2741 Paldan Drive

Auburn Hills, MI 48326 www.vocesetextbooks.com Voces® eTextbooks by Teacher's Discovery; ELA Grammar and Writing, ELA Literature, and ELA Nonfiction. No implementation costs! Regularly updated...NEVER obsolete. \$2.00 per student— 5-year average. Accessible on ALL tablets and smartphones. Projectable and printable too! Meets national standards and Common Core requirements.

#### 334 Wiley

111 River Street Hoboken, NJ 07030 www.wiley.com

Visit the Wiley booth #334 for the latest books from Jossey-Bass and "Dummies" in English language arts and teaching and learning: Common Core Curriculum Maps, reading comprehension, writing, struggling readers, and college readiness. Check out the latest books by our renowned authors, including Donalyn Miller (Thursday 2:30-3:45, Reading in the Wild), Cindy Greenleaf, CommonCore.org, Doug Lemov, Katie McKnight (Saturday 4:15-5:30, Common Core Literacy), Michael B. Horn, Ron Berger, Linda Darling-Hammond, Larry Ferlazzo, Dave Stuart, Jr., Paul Bambrick-Santoyo, Sarah Tantillo, and Beth Olshansky (Saturday 9:30-10:45, Power of Pictures), among many practical and exciting resources.

#### 325 Workman Publishing Company

225 Varick Street New York, NY 10014 www.workman.com Workman Publishing Company has books for every level from pre–K through academic, including Brain Quest Workbooks, Julia Alvarez adult works, and the recently launched Algonquin Young Readers imprint that features award- winning fiction and nonfiction.

#### 530 WriteSteps

2885 Sanford Avenue, SW #22514 Grandville, MI 49418 www.writestepswriting.com WriteSteps is an evidence-based K–5 writing program with lesson plans that meet 100% of the Common Core Standards in writing to prepare students for testing and a lifetime of confident writing! WriteSteps also offers customized professional development to enhance implementation.

#### 106 WriterKEY

91st Lane

Ridgefield, CT 06877 www.writerkey.com WriterKEY<sup>®</sup> is a web application designed to help writing teachers give better formative feedback to students efficiently. Every comment to students is connected to supportive content. Teacher comments feed the rich data analytics that guide instruction and monitor progress.

#### 307 Zaner-Bloser

1201 Dublin Road Columbus, OH 43215

www.zaner-bloser.com

Zaner-Bloser is an educational curricula and digital resources provider in language arts/literacy (writing, word study, reading, etc.), 21st century learning, and social-emotional learning. We strive to provide flexible, customizable solutions and services that inspire all students to become lifelong learners and partner with educators to improve results in the classroom.

# Meet the **AUTHORS**

## NCTE Exhibit, Prince George's Hall B

## **Exhibiting Firm:** Algonquin Young Readers Booth Number: 325

**CHRIS LYNCH** 

Saturday, November 22, 3:00-4:00 p.m. Book Title: *Hit Count* 

#### JAMES MCMULLAN

Sunday, November 23, 11:00 a.m.-Noon Book Title: *Leaving China: An Artist Paints His World War II Childhood* 

#### **GAE POLISNER**

Friday, November 21, 2:00-3:00 p.m. Book Title: *The Summer of Letting Go* 

**Exhibiting Firm:** Anderson's Bookshops Booth Number: 153

**ATIA ABAWI** Saturday, November 22, 2:00-3:00 p.m. Book Title: *The Secret Sky* 

#### TOM ANGELBERGER

Saturday, November 22, 9:00-10:00 a.m. Book Title: *Emperor Pickletine Rides the Bus* 

#### **KATHI APPELT**

Sunday, November 23, 10:00-11:00 a.m. Book Title: *Mogie: The Heart of the House* 

RACHEL BARR

Saturday, November 22, 2:30-3:30 p.m. Book Title: *Spine* 

**ILSA BICK** Saturday, November 22, 4:00-5:00 p.m. Book Title: *White Space* 

**CECE BELL** Saturday, November 22, 9:30-10:30 a.m. Book Title: *El Deafo* 

**TONYA BOLDEN** Saturday November 22, 4:30-5:00 p.m. Book Title: *Beautiful Moon* 

LARRY DANE BRIMNER Friday, November 21, 3:00-4:00 p.m. Book Title: Strike!: The Farm Workers' Fight for Their Rights

#### **JOSEPH BRUCHAC**

Friday, November 21, 2:30-3:30 p.m. Book Title: *Killer of Enemies* 

#### FRANK CAMMUSO

Saturday, November 22, 10:30-11:30 a.m. Book Title: *Salem Hyde* series

#### SELENA CASTROVILLA

Friday, November 21, 1:00-2:00 p.m. Book Title: *Revolutionary Friends: General George Washington and the Marquis de Lafayette* 

#### **ALLY CONDIE**

Saturday, November 22, 1:00-2:00 p.m. Book Title: *Atlantia* 

#### **CHRIS CRUTCHER**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *Period 8* 

#### **CHRISTOPHER PAUL CURTIS**

Friday, November 21, 4:30-5:00 p.m. Book Title: *The Madman of Piney Woods* 

#### **CORY DOCTOROW**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *In Real Life* 

#### **REBECCA KAI DOTLICH**

Saturday, November 22, 1:30-2:30 p.m. Book Title: *Grumbles from the Forest: Fairy-Tale Voices with a Twist* 

#### MARK CRONK FARRELL

Sunday, November 23, 11:00 a.m.-Noon Book Title: *Pure Grit* 

#### **CANDACE FLEMING**

Saturday, November 22, 11:00 a.m.-Noon Book Title: *The Family Romanov* 

#### NANCY BO FLOOD

Saturday, November 22, 4:30-5:00 p.m. Book Title: Cowboy Up!: Ride the Navajo Rodeo

#### **GAYLE FORMAN**

Saturday, November 22, 4:00-5:00 p.m. Book Title: *If I Stay* 

#### NATHAN HALE

Saturday, November 22, 9:30-10:30 a.m. Book Title: Nathan Hale's Hazardous Tales: Treaties, Trenches, Mud, and Blood **JENNY HAN** Sunday, November 23, 10:00-11:00 a.m. Book Title: *Ashes to Ashes* 

#### **KAREN HARRINGTON**

Friday, November 21, 2:30-3:30 p.m. Book Title: *Courage for Beginners* 

JOHN HENDRIX

Saturday, November 22, 4:30-5:00 p.m. Book Title: *Shooting Stars* 

#### **JENNIFER HOLM**

Saturday, November 22, 3:30-4:30 p.m. Book Title: *The Fourteenth Goldfish* 

**MATTHEW HOLM** 

Saturday, November 22, 3:30-4:30 p.m. Book Title: *Squished, Babymouse* series

#### **ELLEN HOPKINS**

Sunday, November 23, 9:00-10:00 a.m. Book Title: *Rumble* 

#### **ARTHUR HOWARD**

Friday, November 21, 2:30-3:30 p.m. Book Title: *Goatilocks and the Three Bears* 

**JAMES HOWE** Saturday, November 22, 4:00-5:00 p.m. Book Title: *Also Known as Elvis* 

**JENNY HUBBARD** Friday, November 21, 2:00-3:00 p.m. Book Title: And We Stay

**LYNDA MULLALY HUNT** Friday, November 21, 4:00-5:00 p.m. Book Title: *One for the Murphys* 

#### PAUL B. JANECZKO

Saturday, November 22, 11:00 a.m.-Noon Book Title: *Firefly July and Other Very Short Poems* 

#### **VARIAN JOHNSON**

Friday, November 21, 5:30-6:00 p.m. Book Title: *The Great Greene Heist* 

**JACQUELINE JULES** 

Friday, November 21, 1:30-2:30 p.m. Book Title: Freddie Ramos Stomps the Snow

**CYNTHIA KADOHATA** 

Saturday, November 22, 2:30-3:30 p.m. Book Title: *Half a World Away* 

#### JON KLASSEN

Saturday, November 22, Noon-1:00 p.m. Book Title: *Sam and Dave Dig a Hole* 

**BILL KONIGSBERG** 

Sunday, November 23, 9:30-10:00 a.m. Book Title: *Openly Straight* 

#### J. PATRICK LEWIS

Saturday, November 22, 4:30-5:00 p.m. Book Title: *National Geographic Kids Animal Stories* 

#### **CYNTHIA LORD**

Saturday, November 22, 11:00-11:30 a.m. Book Title: *Half a Chance* 

#### NATALIE DIAS LORENZI

Saturday, November 22, Noon-1:00 p.m. Book Title: *Flying the Dragon* 

#### **TRUDY LUDWIG**

Saturday, November 22, 12:30-1:30 p.m. Book Title: *The Invisible Boy* 

**CHRIS LYNCH** 

Sunday, November 23, 9:00-10:00 a.m. Book Title: *Gypsy Davey* 

#### **GEORGE ELLA LYON**

Saturday, November 22, 9:30-10:30 a.m. Book Title: *Voices from the March on Washington* 

#### **SHERI MCGUINN**

Friday, November 21, 5:00-6:00 p.m. Book Title: *Alice* 

#### **MEG MEDINA**

Sunday, November 23, 10:00-11:00 a.m. Book Title: Yaqui Delgado Wants to Kick Your Ass

#### **KATE MESSNER**

Friday, November 21, 5:00-5:30 p.m. Book Title: *Manhunt* 

#### **CHRISTOPHER MYERS**

Friday, November 21, 9:15-10:15 a.m. Book Title: *H.O.R.S.E* 

#### JENNIFER NIELSEN

Saturday, November 22, 11:30 a.m.-Noon Book Title: *The Shadow Throne* 

#### MATT DE LA PEÑA

Saturday, November 22, 4:00-5:00 p.m. Book Title: *The Living* 

#### **MITALI PERKINS**

Friday, November 21, 12:30-1:30 p.m. Book Title: *Bamboo People* 

#### **STEPHANIE PERKINS**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *Isla and the Happily Ever After* 

#### **ERICA PERL**

Friday, November 21, 2:30-3:30 p.m. Book Title: *Goatilocks and the Three Bears* 

#### ANDREA DAVIS PINKNEY

Sunday, November 23, 10:00-11:00 a.m. Book Title: *The Red Pencil*  **TREVOR PRYCE** Saturday, November 22, 10:30-11:30 a.m. Book Title: *Kulipari* series

#### **JEWELL PARKER RHODES**

Saturday, November 22, 10:30-11:30 a.m. Book Title: *Sugar* 

#### **CAROLINE TURG RICHMOND**

Friday, November 21, 3:00-3:30 p.m. Book Title: *The Only Thing to Fear* 

#### **MARIE RUTKOSKI**

Sunday, November 23, 11:30 a.m.-12:30 p.m. Book Title: *The Winner's Curse* 

#### PAM MUÑOZ RYAN

Saturday, November 22, 3:00-3:30 p.m. Book Title: *The Dreamer* 

#### **GRAHAM SALISBURY**

Sunday, November 23, 10:30-11:30 a.m. Book Title: *Hunt for the Bamboo Rat* 

#### AUGUSTA SCATTERGOOD

Friday, November 21, 4:00-4:30 p.m. Book Title: *Glory Be* 

#### **JON SCIESZKA**

Saturday, November 22, 12:30-1:30 p.m. Book Title: Frank Einstein and the Antimatter Motor

#### WENDY WAN-LONG SHANG

Friday, November 21, 3:30-4:00 p.m. Book Title: *The Great Wall of Lucy Wu* 

#### **STEVE SHEINKIN**

Sunday, November 23, 11:30 a.m.-12:30 p.m. Book Title: Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon

#### **SEYMOUR SIMON**

Saturday, November 22, 11:30 a.m.-12:30 p.m. Book Title: *Our Solar System* 

#### **PETER SIS**

Saturday, November 22, 1:00-2:00 p.m. Book Title: *The Pilot and the Little Prince* 

#### **ALAN LAWRENCE SITOMER**

Sunday, November 23, 9:30-10:30 a.m. Book Title: *Caged Warrior* 

#### **ANDREW SMITH**

Saturday, November 22, 2:00-3:00 p.m. Book Title: *100 Sideways Miles* 

#### LAUREL SNYDER

Saturday, November 22, 1:00-2:00 p.m. Book Title: *Seven Stories Up* 

#### **EILEEN SPINELLI**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *Another Day as Emily* 

#### **JERRY SPINELLI**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *Hokey Pokey* 

#### **HEIDI STEMPLE**

Saturday, November 22, 4:30-5:00 p.m. Book Title: *National Geographic Kids Animal Stories* 

#### WENDELIN VAN DRAANEN

Saturday, November 22, 1:30-2:30 p.m. Book Title: *Sammy Keyes* series

#### JON VOELKEL

Friday, November 21, Noon-1:00 p.m. Book Title: *The Jaguar Stones* 

#### PAMELA VOELKEL

Friday, November 21, Noon-1:00 p.m. Book Title: *The Jaguar Stones* 

#### **RICH WALLACE**

Sunday, November 23, 11:00 a.m.-Noon Book Title: *Babe* 

#### SANDRA NEIL WALLACE

Sunday, November 23, 11:00 a.m.-Noon Book Title: *Babe* 

#### JANE YOLEN

Saturday, November 22, 4:30-5:00 p.m. Book Title: *National Geographic Kids Animal Stories* 

**Exhibiting Firm:** Bloomsbury Children's Books Booth Number: 723

#### SARAH ALBEE

Friday, November 21, 4:00-5:00 p.m. Book Title: Bugged: How Insects Changed the World

#### **ANNIE BARROWS**

Saturday, November 22, 11:00 a.m.-Noon Book Title: *Magic in the Mix* 

#### **MEGAN FRAZER BLAKEMORE**

Saturday, November 22, 11:00 a.m.-Noon Book Title: The Spy Catchers of Maple Hill

#### **JENNIFER BROWN**

Saturday, November 22, 12:30-1:30 p.m. Book Title: *Life on Mars* 

#### **JILLIAN CANTOR**

Sunday, November 23, Noon-12:30 p.m. Book Title: *Searching for Sky* 

#### TRISH DOLLER

Friday, November 21, 2:00-3:00 p.m. Book Titles: Where the Stars Still Shine, The Devil You Know

#### SARAH J. MAAS

Friday, November 21, 2:00-3:00 p.m. Book Title: *Heir of Fire* 

#### **KATE MESSNER**

Saturday, November 22, 12:30-1:30 p.m. Book Titles: *Wake Up Missing, All the Answers* 

#### **Exhibiting Firm:** Candlewick Press Booth Numbers: 319-321

#### **MONICA EDINGER**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *Africa Is My Home* 

#### **DEAN HASPIEL**

Sunday, November 23, 9:00-9:45 a.m. Book Title: *Mo and Jo Fighting Together Forever* 

#### PAUL B. JANECZKO AND MELISSA SWEET

Friday, November 21, 5:15-6:00 p.m. Book Title: *Firefly July: A Year of Very Short Poems* and other titles

#### JON KLASSEN

Sunday, November 23, 10:00-11:00 a.m. Book Title: *This Is Not My Hat* 

#### JON KLASSEN AND MAC BARNETT

Saturday, November 22, 3:00-4:00 p.m. Book Title: *Sam and Dave Dig a Hole* and other titles

#### **MEG MEDINA**

Saturday, November 22, 4:15-5:00 p.m. Book Title: Yaqui Delgado Wants to Kick Your Ass

## **Exhibiting Firm:** Charlesbridge Booth Number: 226

JACQUELINE JULES

#### Saturday, November 22, 3:00-4:00 p.m.

Book Title: Unite or Die

#### NATALIE DIAS LORENZI

Saturday, November 22, 11:00 a.m.-Noon Book Title: *Flying the Dragon* 

#### **MITALI PERKINS**

Friday, November 21, 1:30-2:30 p.m. Book Titles: *Bamboo People, Rickshaw Girl* 

#### LEAH PILEGGI

Saturday, November 22, 2:00-3:00 p.m. Book Title: *Prisoner 88* 

#### **MELISSA STEWART**

Friday, November 21, 3:00-4:00 p.m. Book Titles: Feathers: Not Just for Flying, No Monkeys, No Chocolate **Exhibiting Firm:** Chronicle Books Booth Number: 629

#### MAC BARNETT

Saturday, November 22, 3:00-3:30 p.m. Book Title: *Telephone* 

#### **ANNIE BARROWS**

Saturday, November 22, 1:00-2:00 p.m. Book Title: *Ivy + Bean Take the Case* 

#### **CLARE DUNKLE**

Saturday, November 22, 2:00-3:00 p.m. Book Title: *Hope and Other Luxuries* 

#### **ELENA DUNKLE AND CLARE DUNKLE**

Saturday, November 22, 2:00-3:00 p.m. Book Title: *Elena Vanishing* 

#### **COLLEEN GLEASON**

Saturday, November 22, 4:00-5:00 p.m. Book Titles: The Spiritglass Charade: A Stoker & Holmes Novel, The Clockwork Scarab: A Stoker & Holmes Novel

#### **BETH KEPHART**

Friday, November 21, 3:00-4:00 p.m. Book Titles: *One Thing Stolen, Going Over* 

#### J. PATRICK LEWIS

Saturday, November 22, 10:00-11:00 a.m. Book Titles: Harlem Hellfighters, When Thunder Comes

#### **MICHAELA MACCOL**

Friday, November 21, 2:00-3:00 p.m. Book Titles: *The Revelation of Louisa May, Always Emily* 

#### KATE MESSNER

Saturday, November 22, 3:30-4:00 p.m. Book Titles: Sea Monster and Bossy Fish, Over and Under the Snow

#### K. E. ORMSBEE

Friday, November 21, 4:00-5:00 p.m. Book Title: *The Water and the Wild* 

#### **MELISSA SWEET**

Saturday, November 22, 9:00-9:30 a.m. Book Title: *Little Red Writing* 

**Exhibiting Firm:** Creston Books/Publishers Group West Booth Number: 214

#### **MARISSA MOSS**

Saturday, November 22, 3:00-5:00 p.m. Book Title: *Mira's Diary: Bombs Over London*  **Exhibiting Firm:** Disney-Hyperion Booth Numbers: 719-721

#### **JENNIFER LYNN BARNES**

Friday, November 21, 3:00-4:00 p.m. Book Title: *Killer Instinct (galley)* 

#### **ALLY CARTER**

Saturday, November 22, 4:00-5:00 p.m. Book Title: *United We Spy* 

#### **CINDA WILLIAMS CHIMA**

Saturday, November 22, 1:00-2:00 p.m. Book Title: *The Soccer Heir* 

#### **MELISSA DE LA CRUZ**

Sunday, November 23, 9:00-10:00 a.m. Book Title: *Isle of the Lost* (galley)

#### JENNIFER DONNELLY

Sunday, November 23, 10:30-11:30 a.m. Book Title: *Rogue Wave* 

#### L. M. ELLIOTT

Friday, November 21, 12:30-1:30 p.m. Book Title: Across A War-Tossed Sea

#### **DEBBIE LEVY**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *We Shall Overcome* 

#### **ADAM REX**

Friday, November 21, 2:00-3:00 p.m. Book Title: *Smek for President!* (galley)

#### **NEAL SHUSTERMAN**

Saturday, November 22, 2:30-3:00 p.m. Book Title: *Edison's Alley* (galley)

#### **ALAN LAWRENCE SITOMER**

Saturday, November 22, 11:00 a.m.-Noon Book Title: *Noble Warrior* (galley)

**Exhibiting Firm:** Eerdmans Books for Young Readers Booth Number: 221

#### JEN BRYANT AND MELISSA SWEET

Friday, November 21, 3:15-4:00 p.m. Book Title: *The Right Word* 

#### **CYNTHIA GRADY**

Friday, November 21, 1:30-2:30 p.m. Book Title: *I Lay My Stitches Down*  **Exhibiting Firm:** Groundwood Books Booth Number: 212

#### **RUKHSANA KHAN**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *Wanting Mor* 

#### PAT MORA

Friday, November 21, 2:00-3:00 p.m. Book Title: *Brave, Chico Canta! Bravo!* 

**Exhibiting Firm:** Gareth Hinds / TheComic.com Booth Number: 225

#### **GARETH HINDS**

Saturday, November 22, 10:45-11:30 a.m. Book Titles: *Romeo & Juliet, Gifts from the Gods* 

**Exhibiting Firm:** Hachette Book Group Booth Numbers: 828- 830

#### **MELISSA DE LA CRUZ**

Sunday, November 23, 10:00-11:00 a.m. Book Title: *The Vampires of Manhattan* 

**Exhibiting Firm:** HarperCollins Children's Books Booth Numbers: 424-428

#### **KWAME ALEXANDER**

Sunday, November 23, 10:30-11:00 a.m. Book Title: *He Said, She Said* 

#### **JEFF BARON**

Saturday, November 22, 2:00-2:30 p.m. Book Titles: Sean Rosen is Not For Sale, I Represent Sean Rosen

#### **KELLY BINGHAM AND PAUL ZELINSKY**

Saturday, November 22, 3:00-4:00 p.m. Book Titles: *Circle, Square, Moose, Z is for Moose* 

#### **LESLIE CONNOR**

Saturday, November 22, 2:30-3:00 p.m. Book Titles: The Things You Kiss Goodbye, Waiting for Normal

#### **CHRIS CRUTCHER**

Saturday, November 22, 9:00-10:00 a.m. Book Titles: *Period 8, Angry Management* 

#### **ARTHUR DORROS**

Saturday, November 22, 10:30-11:00 a.m Book Titles: *Abuelo, Mama and Me* 

#### **KEVIN EMERSON**

Friday, November 21, 3:00-3:30 p.m. Book Titles: *Exile, The Fellowship for Alien Detection* 

#### **ILENE GREGORIO**

Saturday, November 22, 1:00-1:30 p.m. Book Title: *None of the Above* 

#### **KELLY LIGHT**

Friday, November 21, 1:00-1:30 p.m. Book Title: *Louise Loves Art* 

#### MICHELLE MARKEL AND MELISSA SWEET

Saturday, November 22, 11:00 a.m.-Noon Book Title: *Brave Girl* 

#### **MELISSA MARR**

Friday, November 21, 2:00-3:00 p.m. Book Titles: *Made For You, Graveminder* 

#### **NAOMI SHIHAB NYE**

Sunday, November 23, 9:00-10:00 a.m. Book Titles:The Turtle of Oman, There Is No Long Distance Now

#### **ELLEN OH**

Saturday, November 22, 1:30-2:00 p.m. Book Titles: *Warrior, Prophecy* 

#### **NEAL SHUSTERMAN**

Saturday, November 22, Noon-1:00 p.m. Book Titles: *Challenger Deep, Bruiser* 

#### J. A. WHITE

Friday, November 21, 4:00-4:30 p.m. Book Titles: The Thickety: The Whispering Trees, The Thickety: A Path Begins

#### **Exhibiting Firm:** Kids Can Press Booth Number: 628

#### **DAVID J. SMITH**

Saturday, November 22, 10:30-11:30 a.m. Book Titles: If: A Mind-Bending New Way of Looking at Big Ideas and Numbers, If the World Were a Village

**Exhibiting Firm:** KO Kids/Publishers Group West Booth Number: 214

#### **KATHRYN OTOSHI**

Friday, November 21, 3:00-5:00 p.m. and Saturday, November 22, 10:00 a.m.-Noon Book Titles: *Two, One, Two, Zero* 

#### **Exhibiting Firm:** Lerner Publishing Group Booth Numbers: 313-315-317

#### **KELLY MILNER HALLS**

Friday, November 21, 12:30-1:30 p.m. Book Titles: *Ghostly Evidence, Alien Investigation* 

#### **IRENE LATHAM**

Saturday, November 22, Noon-1:00 p.m. Book Title: Dear Wandering Wildebeest: And Other Poems from the Water Hole

#### LAURA PURDIE SALAS

Saturday, November 22, Noon-1:00 p.m. Book Titles: *Water Can Be..., A Leaf Can Be...* 

**Exhibiting Firm:** Little, Brown Books for Young Readers Booth Number: 829

#### JENNIFER BROWN

Friday, November 21, 3:00-4:00 p.m. Book Titles: *Torn Away, Thousand Words* 

#### **KAREN HARRINGTON**

Saturday, November 22, 9:00-10:00 a.m. Book Titles: *Courage for Beginners, Sure Signs of Crazy* 

#### JON KLASSEN

Saturday, November 22, 10:00-11:00 a.m. Book Title: *The Dark* 

#### M.A. MARR

Friday, November 21, 1:00-2:00 p.m. Book Titles: *Odin's Ravens, Loki's Wolves* 

#### **BETHANIE DEENEY MURGIA**

Friday, November 21, Noon-1:00 p.m. Book Title: Violet and Victor Write the Best-Ever Bookworm Book

#### ANDREA DAVIS PINKNEY

Saturday, November 22, 2:00-3:00 p.m. Book Titles: The Red Pencil, Martin & Mahalia

#### **JEWELL PARKER RHODES**

Saturday, November 22, 3:00-4:00 p.m Book Titles: *Sugar, The Ninth Ward* 

#### **JENNIFER RUSH**

Friday, November 21, 2:00-3:00 p.m. Book Titles: *Erased, Altered* 

#### FIONA WOOD

Sunday, November 23, 9:00-10:00 a.m. Book Title: *Wildlife* 

#### **Exhibiting Firm:** Macmillan Children's Publishing Group Booth Number: 713

#### **JASON CHIN**

Saturday, November 22, 2:30-3:30 p.m. Book Title: *Gravity* 

#### **BRYAN COLLIER**

Sunday, November 23, 11:00-11:30 a.m. Book Title: *My Country 'Tis of Thee* 

#### AVA DELLAIRA

Friday, November 21, 4:00-5:00 p.m. Book Title: *Love Letters to the Dead* 

#### CORY DOCTOROW

Saturday, November 22, 3:30-4:30 p.m. Book Title: *In Real Life* 

#### **DEBORAH HEILIGMAN**

Saturday, November 22, 10:00-11:00 a.m. Book Titles: The Boy Who Loved Math, Charles and Emma

#### **KEKLA MAGOON**

Sunday, November 23, 10:00-11:00 a.m. Book Title: *How It Went Down* 

#### **ANN M. MARTIN**

Saturday, November 22, 11:00.a.m.-Noon Book Title: *Rain Reign* 

#### **CLAIRE RUDOLPH MURPHY**

Sunday, November 23, 11:00-11:30 a.m. Book Title: *My Country 'Tis of Thee* 

#### **GEORGE O'CONNOR**

Sunday, November 23, 9:00-10:00 a.m. Book Title: *Ares* 

#### **MARIE RUTKOSKI**

Sunday, November 23, 10:00-11:00 a.m. Book Title: *The Winner's Curse* 

#### **STEVE SHEINKIN**

Sunday, November 23, 9:00-10:00 a.m. Book Title: *The Port Chicago 50* 

#### **PETER SIS**

Saturday, November 22, 11:30 a.m.-12:30 p.m. Book Title: *The Pilot and the Little Prince* 

**Exhibiting Firm:** Richard C. Owen Publishers, Inc.

Booth Number: 537

#### **KEN GOODMAN**

Friday, November 21, 11:00 a.m.-Noon and Saturday, November 22, 11:00 a.m.-Noon Book Title: A Declaration of Professional Conscience for Teachers

## YETTA GOODMAN, PRISCA MARTENS, AND ALAN FLURKEY

Saturday, November 22, 3:00-4:00 p.m. Book Title: The Essential RMA: A Window into Readers' Thinking

#### JANET WONG

Friday, November 21, 4:30-5:30 p.m. Book Titles: The Poetry Friday Anthology for Science, The Poetry Friday Anthology **Exhibiting Firm:** Peachtree Publishers Booth Numbers: 707-709

#### **LESLIE BULION**

Friday, November 21, 5:15-5:45 p.m. Book Titles: At The Sea Floor Café, The Universe of Fair

## LESLIE BULION, SUSAN STOCKDALE, AND MELISSA SWEET

Saturday, November 22, 1:45-2:45 p.m.

#### **CARMEN AGRA DEEDY**

Friday, November 21, 3:00-4:00 p.m. Book Titles: The Cheshire Cheese Cat, 14 Cows for America

#### LESTER LAMINACK AND HENRY COLE

Friday, November 21, 12:15-1:15 p.m. Book Title: *Three Hens and a Peacock* 

#### **CYNTHIA LEVINSON**

Friday, November 21, 1:30-2:30 p.m. Book Title: *We've Got a Job* 

#### **CLAIRE RUDOLF MURPHY**

Sunday, November 23, 9:30-10:15 a.m. Book Title: *Marching with Aunt Susan* 

#### **KASHMIRA SHETH**

Saturday, November 22, 11:00-11:45 a.m. and Noon-12:30 p.m. Book Titles: *Tiger in My Soup, Monsoon Afternoon* 

#### **MELISSA STEWART**

Friday, November 21, 4:30-5:00 p.m. Book Titles: *Beneath the Sun, A Place for Turtles* 

#### SUSAN STOCKDALE

Saturday, November 22, 3:00-3:30 p.m. Book Titles: *Stripes of All Types, Bring On the Birds* 

**Exhibiting Firm:** Penguin Random House Booth Numbers: 618-620

#### **RON BERLER**

Saturday, November 22, 1:00-2:00 p.m. Book Title: *Raising the Curve* 

#### **MICHAEL SOKOLOVE**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *Drama High* 

#### **KENAN TREBINCEVIC**

Saturday, November 22, 3:00-4:00 p.m. Book Title: *The Bosnia List*  **Exhibiting Firm:** Penguin Young Readers Group Booth Numbers: 612-616

**ATIA ABAWI** Friday, November 21, 3:00-4:00 p.m. Book Title: *The Secret Sky* 

#### T. A. BARRON

Friday, November 21, Noon-1:00 p.m. Book Titles: *Atlantis Rising, Merlin t.5* 

#### **ALLY CONDIE**

Saturday, November 22, 11:00 a.m.-Noon Book Titles: *Atlantia, Promise* 

#### **GAYLE FORMAN**

Saturday, November 22, 2:00-3:00 p.m. Book Titles: *I Was Here, If I Stay* 

#### LYNDA MULLALY HUNT

Friday, November 21, 1:00-2:00 p.m. Book Titles: *Fish in a Tree, One for the Murphys* 

#### J. V. KADE

Saturday, November 22, 9:00-10:00 a.m. Book Title: *Bot Wars* 

#### **ELIZABETH PARTRIDGE**

Sunday, November 23, 9:00-10:00 a.m. Book Title: Restless Spirit: The Life and Work of Dorothea Lange

#### MATT DE LA PEÑA

Friday, November 21, 4:00-5:00 p.m. Book Title: *Last Stop on Market Street* 

#### **STEPHANIE PERKINS**

Friday, November 21, 2:00-3:00 p.m. Book Titles: Isla and the Happily Ever After, Lola and the Boy Next Door

#### **NEAL SHUSTERMAN**

Saturday, November 22, 4:00-5:00 p.m. Book Title: *Ship Out of Luck* 

#### **ANDREW SMITH**

Saturday, November 22, 10:00-11:00 a.m. Book Titles: *Grasshopper Jungle, Winger* 

#### JESSICA SPOTSWOOD

Friday, November 21, 4:00-5:00 p.m. Book Titles: Sisters' Fate (The Cahill Witch Chronicles), Star Cursed (The Cahill Witch Chronicles)

#### JACQUELINE WOODSON

Saturday, November 22, 3:00-4:00 p.m. Book Titles: *Brown Girl Dreaming, Each Kindness*  **Exhibiting Firm:** Perma-Bound Books Booth Numbers: 303-305

#### **JAMES DASHNER**

Saturday, November 22, Noon-1:00 p.m. Book Title: *Rule of Thoughts* 

#### **BRIAN FLOCA**

Sunday, November 23, 9:15-10:15 a.m. Book Title: *Locomotive* 

#### KATY KELLY

Friday, November 21, 2:00-3:00 p.m. Book Titles: *Melonhead, The We-Fix-It Company* 

#### MATT DE LA PEÑA

Saturday, November 22, 3:00-4:00 p.m. Book Title: *The Living* 

**Exhibiting Firm:** Random House Children's Books Booth Number: 613

#### **JEN BRYANT**

Friday, November 21, 2:00-3:00 p.m. Book Titles: A Splash of Red: The Life and Art of Horace Pippin, The Fortune of Carmen Navarro

#### **ROB BUYEA**

Saturday, November 22, Noon-1:00 p.m. Book Titles: *Because of Mr. Terupt, Mr. Terupt Falls Again* 

#### **CHRISTOPHER PAUL CURTIS**

Saturday, November 22, 4:15-5:00 p.m. Book Titles: *The Mighty Miss Malone; Bud, Not Buddy* 

#### **JAMES DASHNER**

Saturday, November 22, 11:00 a.m.-Noon Book Titles: *The Maze Runner, The Rule of Thoughts* 

#### **CANDACE FLEMING**

Saturday, November 22, 10:00-11:00 a.m. Book Titles: The Family Romanov: Murder, Rebellion, and the Fall of Imperial Russia, Amelia Lost: The Life and Disappearance of Amelia Earhart

#### **BRIAN FLOCA**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *Elizabeth*, *Queen of the Seas* 

#### **JENNIFER L. HOLM**

Saturday, November 22, 2:00-3:00 p.m. Book Titles: The Fourteenth Goldfish, Turtle in Paradise

#### **MATTHEW HOLM**

Saturday, November 22, 2:00-3:00 p.m. Book Titles: *Happy Birthday, Babymouse, Squish: Fear the Amoeba* 

#### JENNY HUBBARD

Friday, November 21, Noon-1:00 p.m. Book Titles: *And We Stay, Paper Covers Rock* 

#### **EMILY JENKINS**

Saturday, November 22, 1:00-2:00 p.m. Book Titles: *Lemonade in Winter, Toys Go Out* 

#### **DAVID LEVITHAN**

Saturday, November 22, 1:00-2:00 p.m. Book Titles: *Two Boys Kissing, Every Day* 

#### **E. LOCKHART**

Saturday, November 22, 1:00-2:00 p.m. Book Titles: We Were Liars, The Boyfriend List

#### **TRUDY LUDWIG**

Saturday, November 22, 4:00-5:00 p.m. Book Titles: *The Invisible Boy, My Secret Bully* 

#### PAT MORA

Friday, November 21, 1:00-2:00 p.m. Book Titles: I Pledge Allegiance, Tomas and the Library Lady

#### MATT DE LA PEÑA

Friday, November 21, 3:00-4:00 p.m. Book Titles: *The Living, MexicanWhiteBoy* 

#### **ERICA PERL**

Friday, November 21, 5:00-6:00 p.m. Book Titles: Aces Wild, When Life Gives You O.J.

#### **GRAHAM SALISBURY**

Friday, November 21, 4:00-5:00 p.m. Book Titles: Hunt for the Bamboo Rat, Under the Blood-Red Sun

#### LIESL SHURTLIFF

Friday, November 21, 1:00-2:00 p.m. Book Title: *Rump* 

#### LAUREL SNYDER

Friday, November 21, 5:00-6:00 p.m. Book Titles: Seven Stories Up, The Longest Night

#### **EILEEN SPINELLI**

Saturday, November 22, 9:00-10:00 a.m. Book Titles: Another Day as Emily, Cold Snap

#### **JERRY SPINELLI**

Saturday, November 22, 9:00-10:00 a.m. Book Titles: *Hokey Pokey, Stargirl* 

#### **MELISSA SWEET**

Friday, November 21, 2:00-3:00 p.m. Book Titles: A Splash of Red: The Life and Art of Horace Pippin, Mrs. Harkness and the Panda

#### WENDELIN VAN DRAANEN

Friday, November 21, 4:00-5:00 p.m. Book Titles: Sammy Keyes and the Kiss Goodbye, The Running Dream

#### **RICH WALLACE**

Saturday, November 22, 3:00-4:00 p.m. Book Titles: *Wicked Cruel, Sports Camp* 

#### SANDRA NEIL WALLACE

Saturday, November 22, 3:00-4:00 p.m. Book Titles: *Muckers, Little Joe* 

**Exhibiting Firm:** Scattered Green Galaxies Publishing Booth Number: 153

#### **RACHEL BARR**

Saturday, November 22, 2:30-3:30 p.m. Book Titles: *Spine, A Dystopian Novel for Generation Screen* 

## **Exhibiting Firm:** Scholastic, Inc. Booth Number: 812

#### JEFFREY BROWN

Sunday, November 23, 9:00-10:00 a.m. Book Title: *Star Wars: Jedi Academy, Return of the Padawan* 

#### **ALLY CARTER**

Saturday, November 22, 3:00-4:00 p.m. Book Title: *All Fall Down* 

#### **RUTH CULHAM**

Saturday, November 22, 11:30 a.m.-Noon Book Titles: The Writing Thief, Using Mentor Texts to Teach Writing with the Traits: Middle School

#### CHRISTOPHER PAUL CURTIS

Friday, November 21, 3:00-4:00 p.m. Book Title: *The Madman of Piney Woods* 

#### DAVID LEE FINKLE

Saturday, November 22, 1:00-1:30 p.m. Book Titles: Writing Extraordinary Essays! Every Middle Schooler Can, Teaching Students to Make Writing Visual and Vivid

#### **GEORGIA HEARD**

Saturday, November 22, 10:00-10:30 a.m. Book Title: Poetry Lessons to Meet the Common Core Standards

#### PAUL B. JANECZKO

Saturday, November 22, 10:00-10:30 a.m. Book Title: *Teaching Literary Elements Using Poetry* 

#### **VARIAN JOHNSON**

Friday, November 21, 4:00-5:00 p.m. Book Title: *The Great Greene Heist* 

#### **BILL KONIGSBERG**

Saturday, November 22, 3:00-4:00 p.m. Book Title: *Openly Straight* 

#### **KATHLEEN KRULL**

Saturday, November 22, 1:00-2:00 p.m. Book Title: *What's New? The Zoo* 

#### **CYNTHIA LORD**

Saturday, November 22, 10:00-11:00 a.m. Book Title: *Half a Chance* 

#### **KATE MESSNER**

Friday, November 21, 4:00-5:00 p.m. Book Title: *Ranger in Time #1* 

#### **JENNIFER NIELSEN**

Saturday, November 22, 4:00-5:00 p.m. Book Title: *Mark of the Thief* 

#### **CAROLINE TUNG RICHMOND**

Friday, November 21, 5:00-6:00 p.m. Book Title: *The Only Thing to Fear* 

#### LAURA ROBB

Friday, November 21, 3:00-3:30 p.m. and Saturday, November 22, 2:00-2:30 p.m. Book Titles: *Teaching Nonfiction Writing, Unlocking Complex Text* 

#### PAM MUÑOZ RYAN

Saturday, November 22, 2:00-3:00 p.m. Book Title: *Echo* 

#### AUGUSTA SCATTERGOOD

Friday, November 21, 3:00-4:00 p.m. Book Title: *The Way to Stay in Destiny* 

#### WENDY WAN-LONG SHANG

Friday, November 21, 5:00-6:00 p.m. Book Title: *The Great Wall of Lucy Wu* 

#### **PETER SIS**

Saturday, November 22, 2:00-3:00 p.m. Book Title: *The Dreamer* 

#### **RAINA TELGEMEIER**

Sunday, November 23, 9:00-10:00 a.m. Book Title: *Sisters* 

#### JEFF WILHELM AND MICHAEL W. SMITH

Friday, November 21, 12:30-1:00 p.m. Book Titles: *Reading Unbound, Fresh Takes on Teaching Literary Elements* 

## **Exhibiting Firm:** Simply Read Books Booth Number: 439

#### **KALLIE GEORGE**

Saturday, November 22, 2:00-3:30 p.m. Book Titles: *Flare, Spark* 

#### **Exhibiting Firm:** Sourcebooks Booth Number: 328

#### NANCY J. CAVANAUGH

Sunday, November 23, 9:30-10:30 a.m. Book Titles: *Always, Abigail, This Journal Belongs to Rachel* 

#### MIRANDA KENNEALLY

Friday, November 21, 3:00-4:00 p.m. Book Titles: Breathe, Annie, Breathe, Racing Savannah

#### **Exhibiting Firm:** Tor/Forge Books Booth Numbers: 716- 718

#### JENNA BLACK

Saturday, November 22, 11:00-11:45 a.m. Book Title: *Replica* 

#### DAVID LUBAR

Saturday, November 22, 3:00-3:45 p.m. Book Title: *Hyde and Shriek* 

#### **KRISTEN SIMMONS**

Saturday, November 22, 10:00-10:45 a.m. Book Title: *Article 5*