Saturday
November 23

Registration and Information
7:30 a.m.–5:00 p.m.
Hynes Convention Center/Halls C/D, Level Two

Exposition of Professional and Instructional Materials
9:00 a.m.–5:00 p.m.
Hynes Convention Center/Halls C/D, Level Two

Today’s Timetable: An Overview
7:00 a.m.–9:15 a.m.  Breakfast
8:00 a.m.–9:15 a.m.  F Sessions
8:00 a.m.–5:30 p.m.  Meetings of Committees
9:00 a.m.–5:00 p.m.  Exhibits Open
9:30 a.m.–10:45 a.m.  G Sessions
9:30 a.m.–12:15 p.m.  GH Session
9:30 a.m.–5:30 p.m.  Film Festival
11:00 a.m.–12:15 p.m.  Research Roundtables
11:00 a.m.–12:15 p.m.  Exhibits Touring Time
11:00 a.m.–12:15 p.m.  H Sessions
12:30 p.m.–2:30 p.m.  Luncheons
1:15 p.m.–2:30 p.m.  I Sessions
1:15 p.m.–4:00 p.m.  JJ Session
2:45 p.m.–4:00 p.m.  J Sessions
4:15 p.m.–5:30 p.m.  K Sessions
5:45 p.m.–7:00 p.m.  Special Interest Groups

NCTE’s 21st Century Literary Map Project
9:00 a.m.–5:00 p.m.
Hynes Convention Center/Halls C/D, Level Two

In 1957 NCTE encouraged its affiliates to produce literary maps and at that time 20 states did. Since then affiliates have continued to create literary maps, alone and with partners such as tourism boards, humanities councils, and library associations. Often affiliates also created supplemental materials to accompany the maps, materials ranging from postcards to booklists to anthologies.

The NCTE affiliate literary map display has been a feature of the NCTE Convention since the 1990s. Hundreds of convention-goers have spent time scanning the fabric walls now featuring 35+ maps. Others have enjoyed perusing the supplemental map materials displayed at the Affiliates Booth in the Exhibit Hall.

In 1993, the Library of Congress assembled a collection of literary maps displayed both at the main library and in libraries around the nation. Numerous NCTE affiliate maps were included in this exhibit and then reprinted in Language of the Land: The Library of Congress Book of Literary Maps.

In 2007, a new map project was begun—the NCTE 21st Century Literacies and the 21st Century Literary Map Project. The 20 new literary and literacy maps, created for this project with various materials—paper, pencil, ink, computer Internet, and printer—are the result of collaborative work with students as well as educators.

Name badges are required for admission to all sessions.
Chair: Jeffrey Kaplan, University of Central Florida, Orlando

Announcement of the ALAN Award recipient and installation of new officers will be followed at 8:00 a.m. by Concurrent Session F.01, a presentation by Walter Dean Myers, who is the critically acclaimed New York Times bestselling author of more than eighty books for children and young adults, including Sunrise Over Fallujah, Fallen Angels, Monster, Somewhere in the Darkness, Slam!, Jazz, and Harlem.
Children’s Literature Assembly Notable Books Committee Meeting
10:00 a.m.–Noon
Sheraton Boston/Beacon C, 3rd Floor
Chair: James Stiles, Plymouth State University, New Hampshire

Children’s Literature and Reading SIG Meeting
9:30–11:00 a.m.
Sheraton Boston/Clarendon Room, 3rd Floor
Chair: Barbara Ward, Washington State University, Richland

Meetings of Committees

NCTE committees meeting between the hours of 8:00 a.m. and 5:30 p.m. on Saturday are listed alphabetically immediately below and meet at various times as noted. Committees may have open and/or working sessions as indicated after meeting times. Interested individuals are invited to attend open meetings as participants and working sessions as auditors.

Achievement Awards in Writing Advisory Committee
8:00–9:00 a.m., working; 9:00–10:00 a.m., open
Sheraton Boston/Jefferson Room, 3rd Floor
Co-chairs: Jennifer Beach, West Springfield High School, Virginia
Tom Beach, St. Ignatius High School, Cleveland, Ohio

NCTE Award for Excellence in Poetry for Children Selection Committee
8:00–9:00 a.m., open; 9:00–10:00 a.m., closed
Sheraton Boston/Beacon C, 3rd Floor
Chair: Nancy Hadaway, The University of Texas, Arlington

Standing Committee on International Concerns
10:00 a.m.–Noon, open
Sheraton Boston/Boardroom, 3rd Floor
Chair: Angelica Fuentes, The University of Texas, Brownsville

Promising Young Writers Advisory Committee
10:00 a.m.–Noon, open
Sheraton Boston/Conference Room, 3rd Floor
Chair: Michael Sherry, Bloomsburg University of Pennsylvania, Bloomsburg

Research Forum
10:00 a.m.–Noon, open
Sheraton Boston/Jefferson Room, 3rd Floor
Co-chairs: Antero Garcia, Colorado State University, Fort Collins
Cindy O’Donnell-Allen, Colorado State University, Fort Collins

Lesbian, Gay, Bisexual, and Transgendered Issues in Academic Studies Advisory Committee
2:45–4:00 p.m.
Sheraton Boston/Jefferson Room, 3rd Floor
Chair: R. Joseph Rodriguez, The University of Texas, El Paso

Black Caucus Open Forum Meeting
11:00 a.m.–12:15 p.m.
Hynes Convention Center/Room 210, Level Two
Co-chairs: Elaine Richardson, The Ohio State University, Columbus
David E. Kirkland, Michigan State University, East Lansing

Latino Caucus Open Forum Meeting
11:00 a.m.–12:15 p.m.
Hynes Convention Center/Room 109, Level One
Renee Moreno, California State University, Northridge
Cristina Kirklighter, Texas A&M University, Corpus Christi

American Indian Caucus Open Forum Meeting
11:00 a.m.–12:15 p.m.
Sheraton Boston/Gardner Room, 3rd Floor
Co-chairs: Joyce Rain Anderson, Bridgewater State University, Massachusetts
Malea Powell, Michigan State University, East Lansing
Resa Cran Bizzao, Indiana University of Pennsylvania, Indiana

Two-Year College English Association Executive Committee Meeting
8:00 a.m.–5:00 p.m.
Sheraton Boston/Kent Room, 3rd Floor
Chair: Andy Anderson, Johnson County Community College, Overland Park, Kansas

Conference on English Leadership Executive Committee Meeting
8:00–10:00 a.m. and 1:30–5:30 p.m.
Sheraton Boston/Exeter Room, 3rd Floor
Chair: Wanda Porter, Kalehi, Hawaii
F Sessions
8:00–9:15 a.m.

F.01 ALAN BREAKFAST (M–S)
Hynes Convention Center/Room 311, Level Three
Sponsored by the Assembly on Literature for Adolescents—NCTE/ALAN, open to all
Join speaker Walter Dean Myers for the Assembly on Literature for Adolescents breakfast. Winners of the ALAN Award and the Hipple Award also will be honored.
Chair: Jeffrey Kaplan, University of Central Florida, Orlando
Presenters: Walter Dean Myers, author
Judy Blume, author; Random House, New York, New York

F.02 CLOSE READING 2.0: GENIUS MEDIA AND SOCIAL ANNOTATION IN THE CLASSROOM (G)
Hynes Convention Center/Room 203, Level Two
In the fall of 2012, a popular rap music website that enables users to read and write line-by-line explanations of lyrics received a $15 million dollar investment from a venture capital firm founded by the inventor of the web browser, Marc Andreessen. One of their first hires was a high school English teacher, Dr. Jeremy Dean, who had been using the site in his classroom, assigning students to collaboratively annotate great works of literature. In this session, the Rap Genius “Education Czar” will be joined by current English teachers to discuss their experiences using the “Genius” platform as a social network for close reading and their ideas about the future of both traditional and digital literacies. Note: this is a Common Core-inspired session that will pay special attention to the use of Genius in the fulfillment of the English and language arts standards for both reading and writing.
Presenters: Jeremy Dean, Rap Genius, Brooklyn, New York
Amina Baith, Wilmington Friends School, Wilmington, Delaware
Matthew Briggs, Commonwealth Academy, Alexandria, Virginia
Matthew Varnell, Berkmar High School, Lilburn, Georgia

F.03 OPENING SESSION, DAY OF EARLY CHILDHOOD: MULTICULTURAL TEACHING IN THE EARLY CHILDHOOD CLASSROOM: APPROACHES, STRATEGIES, AND TOOLS (PRESCHOOL–2ND GRADE) (E–TE)
Sheraton Boston/Berkeley Room, 3rd Floor
In this session, six teachers will provide approaches, strategies, and tools for teaching multiculturally in the early years. They will describe classrooms in which young children’s rich educational experiences empower them to understand themselves in relation to others, and in which culturally responsive teaching fosters educational equity while also meeting state and national standards.
Chair: Mariana Souto-Manning, Teachers College, Columbia University, New York, New York
Dahlia Bouari, PS 89, New York City Department of Education, New York, and Carol Felderman, American University, Washington, DC, “Technology: Media(ting) Multicultural Teaching”
Dana Frantz Bentley, Buckingham Browne and Nichols, Cambridge, Massachusetts, “Culture Circles with Multicultural Literature: Addressing Issues of Fairness”
Mary Cowhey, Jackson Street School, Northampton, Massachusetts, “Interviews: Encouraging Children to Ask Questions”
Janice Barnes, Carver-Lyon Elementary School, Columbia, South Carolina, “Community Resources and Home Literacies: Developing Funds of Knowledge”

F.04 EMBRACING DISCOMFORT: USING RACE, CULTURE, AND ETHNICITY TO BECOME A BETTER TEACHER (E–C)
Sheraton Boston/Gardner Room, 3rd Floor
Come join our roundtable discussions as three doctoral candidates (two teacher educators and a principal) and a professor share strategies that expanded and deepened their understanding of culturally relevant practices, and created spaces for building more responsive cultures of learning while impacting the lives of the students with whom they work.
Saturday Morning, 8:00–9:15 a.m.

F.05 THE LARAMIE PROJECT: ENCOURAGING READING, TEACHING, AND ACTING FOR SOCIAL JUSTICE THROUGH THE STORY OF MATTHEW SHEPARD (M–S)
Hynes Convention Center/Room 206, Level Two
Sponsored by the LGBT Issues in Academic Studies Advisory Committee, open to all

The Laramie Project is a play about the murder of gay youth Matthew Shepard. Judy Shepard, Matthew’s mother, as well as teachers and students who have performed the play, will discuss their experiences and reflect on the play’s ability to address social justice issues including homophobia and bullying in schools.

Presenters: Judy Shepard, Matthew Shepard Foundation, Denver, Colorado
Caitlin Ryan, East Carolina University, Greenville, North Carolina
Toby Emert, Agnes Scott College, Atlanta, Georgia
Tiffany Rehbein, East High School, Cheyenne, Wyoming
Seth Harms, Eastmoor Academy, Columbus, Ohio
John McLane, Hudson High School, Massachusetts
Caitlin Murphy, Hudson High School, Massachusetts

F.06 BRINGING LGBTQ CHILDREN’S LITERATURE OUT OF THE CLOSET IN THE ELEMENTARY CLASSROOM (E)
Sheraton Boston/Liberty Ballroom A, 2nd Floor

This panel will explore the difficulties and possibilities of incorporating LGBTQ-inclusive children’s literature in the elementary classroom. Two undergraduate students and their university advisor surveyed elementary teachers who live and teach in a religiously conservative community in the Midwest to learn what is possible in these complicated situations.

Presenters: Jaime Coon, Central Michigan University, Mount Pleasant, “Out of the Closet”
Amanda Shepard, Central Michigan University, Mount Pleasant, “The Literature”
Amy Ford, Central Michigan University, Mount Pleasant, “Classroom Conflicts”
Barbara Coon, Hamilton, Michigan, “Into the Classroom”

F.07 PREPARING STUDENTS TO BE EFFECTIVE COMMUNICATORS IN THE FUTURE (WHILE MEETING COMMON CORE STANDARDS) (E–M–S–TE)
Hynes Convention Center/Room 306, Level Three

Presenters in this session will discuss what we know about understanding, analyzing, evaluating, and producing the written word, and the visual and technology skills needed for the 21st century. They will suggest techniques for enhancing the visual literacy skills of our students as they prepare to become both consumers and producers of language, including creating alternative forms of literature response, synthesizing and disseminating information with infographics, using technology for collaboration, and teaching how to reach an audience outside the classroom.

Presenters: Candace Roberts, Saint Leo University, Florida
Holly Atkins, Saint Leo University, Florida
Kimberly Higdon, Saint Leo University, Florida

F.08 WRITING TEACHER (RE)INVENTING LITERACY INSTRUCTION BY FOLLOWING THE NORTH STAR (G)
Sheraton Boston/Back Bay D, 2nd Floor

In this interactive and lively conversation, teacher consultants will share how they go off-the-grid and “do it all” in their standards-based classrooms, with the help of the North Star of Texas Writing Project, which transforms their work with authenticity, inquiry, dialogue, and modeling into re-invented classrooms for readers and writers.

#Bringyourownotebook.

Chair: Cynthia Alaniz, Coppell Independent School District, Texas, “Community”
F.09 TO BUILD A BRIDGE, INTELLECTUALLY RIGOROUS BUT EMOTIONALLY TRUE
ALSO: JAMES MOFFETT AWARD
RESEARCH PRESENTATION ON THE PROCESS AND IMPACT OF AN INQUIRY AND ACTION CURRICULUM (S–C)
Sheraton Boston/Beacon E, 3rd Floor
This presenter will describe a curricular framework which redesigns the senior term paper by engaging students in reading imaginative literature and nonfiction with a purpose of studying, and even solving, the world’s problems. Students also go “beyond the term paper” by taking direct action in the world and analyzing data on this action. The presenter will also discuss her longitudinal study of the impact of this curriculum on high school graduates.

Presenter: Dana Maloney, Tenafly High School, New Jersey

F.10 INDIFFERENCE TO GENOCIDE: COMMON CORE APPROACH, MULTIGENRE RESPONSE (M–S)
Hynes Convention Center/Room 108, Level One
What are the consequences of indifference? The presenters in this session will explore historical genocides through the lens of indifference, employing the framework of the Eight Stages of Genocide. Connections to the Common Core, general and specific resources, and assessments will be provided and discussed.

Presenters: Colleen Ruggieri, Ohio University, Athens, “Stalin’s Reign of Terror: Multigenre Responses to Sepetys’s Between Shades of Gray”
Melissa Pollet-Swidorski, West Irondequoit Central School District, New York, “Using Multimodal Informational Sources to Explore the Holocaust through the Lens of Indifference”
Jeffrey Parker, Norman Howard School, Rochester, New York, “Using Modern Music and Lyrics to Explore and Create Connections to Genocide”

F.11 IDEA NOTEBOOKS+INQUIRY+INVESTIGATION=(RE)EVALUATING (RE)SEARCH OPTIONS AND OUTCOMES (E)
Hynes Convention Center/Room 103, Level One
Mentor author Marissa Moss will share her process for developing authentic research writing projects, and co-presenters will provide examples of how such work influences student researchers and writers. Participants will explore student work and receive a list of minilessons and suggested mentor texts with which to engage, motivate, and inspire their own students.

Chair: David Schultz, Long Island University, Riverhead, New York
Tradebook Author: Marissa Moss, Source Books, New York, New York, “Idea Notebooks and Investigations”

F.12 IMPLEMENTING A YOUTH LENS TO MOVE BEYOND DOMINANT DISCOURSES OF ADOLESCENCE IN ENGLISH EDUCATION (M–S–TE)
Sheraton Boston/Back Bay B, 2nd Floor
In this interactive session, presenters will discuss how using a “youth lens” helps them to challenge dominant, limiting conceptions of adolescence which are prevalent in educational and public discourses. They will explain the lens and provide strategies for using it in English teacher education and secondary classrooms.

Chair: Mark A. Lewis, Loyola University Maryland, Baltimore

Presenters:
Nicola Martin, Baystate Academy Charter School, Springfield, Massachusetts, “Using a Youth Lens to Teach Salinger and Chbosky in AP English”
Robert Petrone, Montana State University, Bozeman, “Establishing a Youth Lens for English Education”
Sophia Sarigianides, Westfield State University, Massachusetts, “Utilizing a Youth Lens within English Teacher Education”
Mark A Lewis, Loyola University Maryland, Baltimore, “Re-thinking Youth within English Education”

Discussant: Mollie Blackburn, The Ohio State University, Columbus

F.13 WRITING REMIXED: MULTIMODAL COMPOSITIONS IN THE ELA CLASSROOM (S–TE)
Hynes Convention Center/Room 104, Level One
What does it mean to be a writer in the 21st century? In this classroom demonstration, teacher educators and practicing high school English teachers will engage participants in a variety of lessons that can be used to meaningfully incorporate blogs, digital stories, and other multimodal compositions into the classroom.

Presenters:
Amy Taylor, The University of Georgia, Athens
Lindy Johnson, The University of Georgia, Athens
Megan Lennox, The University of Georgia, Athens
Kenna Totty, The University of Georgia, Athens
Andrew Ginnard, University of Michigan, Ann Arbor
Arianne Frink, University of Michigan, Ann Arbor
Elizabeth Homan, University of Michigan, Ann Arbor
**F.14 NEW TOOLS OR NEW PRACTICES? (RE) INVENTING THE FUTURE OF ENGLISH CLASSROOM SPACES (G)**  
_Hynes Convention Center/Room 107, Level One_  
*Sponsored by the CEE Commission on New Literacies, open to all*

In this roundtable session, English teacher educators will address how the practices afforded by digital technologies can foster and enhance literate connections and literate communities. Through (re)inventing one’s perception of technology and new literacy use in the English language arts classroom, we can invent new classrooms for new futures.

**Chair:** Hannah Gerber, Sam Houston State University, Huntsville, Texas  
**Associate Chairs:** Thor Gibbins, University of Maryland, College Park  
Rae Schipke, Central Connecticut State University, New Britain

**Keynote Presenters:** Allen Webb, Western Michigan University, Kalamazoo, “Our Role in the Era of For-Profit School Reform”  
Carl Young, North Carolina State University, Raleigh, “Our ELA Digital Footprint: (Re)Inventing Professional Identity in the Digital Age”

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<th>Table Number</th>
<th>Roundtable Leaders and Topics</th>
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<tr>
<td>1</td>
<td>Judy Arzt, University of Saint Joseph, West Hartford, Connecticut, “Critical Inquiry and Collaboration: Training Teachers to Join the Blogosphere”</td>
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<td>Clarice Moran, North Carolina State University, Raleigh, “Developing Narrative Voice through Online Journaling Tools”</td>
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<td>3</td>
<td>Victor Malo-Juvera, University of North Carolina, Wilmington, “Video Games as Texts: Archetypal Analysis and Other Critical Lenses”</td>
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<td>Tom Liam Lynch, Pace University, Pleasantville, New York, “How Software Can and Cannot Help You Teach English”</td>
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<td>Maureen McDermott, Nova Southeastern University, Fort Lauderdale, Florida, “Communicating in the Virtual Classroom: Examining Discourse Strategies for Effective Blogging, Discussion Board Posts, Online Chats, and Random ‘Cyber’ Situations”</td>
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<td>6</td>
<td>Hannah Gerber, Sam Houston State University, Huntsville, Texas, “Collaborative Writing through Videogames and Literature”</td>
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| 7            | Thor Gibbins, University of Maryland, College Park, “Digital Alchemy: Transmuting Traditional Stories into Digital Media Projects for Peace and Justice” |
| 8            | Michelle Alcoser, University of Maryland, College Park, “Digital Literacy, Etiquette, and the Law: Navigating the Divide, Moving in between Traditional and Digital Instructional Spaces in a BYOD School” |
| 9            | Allen Webb, Western Michigan University, Kalamazoo, “Teaching English with iPads/Tablets” |
| 10           | Robert Rozema, Grand Valley State University, Allendale, Michigan, “Software Theory: How Our Systems Shape Teaching, Learning, and Identity” |
| 11           | Sandra Abrams, St. John’s University, New York, “Teaching with Videogames: Promises and Pitfalls” |
| 12           | Rae Schipke, Central Connecticut State University, New Britain, “Mobile Apps and Online Resources for English Teachers” |

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**F.15 THE IGNORED GEM OF A GENRE: ACCESSING THE PLEASURE OF ANALYSIS (S)**  
_Sheraton Boston/Fairfax B, 3rd Floor_  

Poetry is an incredible resource for building students’ analytical, critical, creative, and reflective thinking and writing. Presenters in this session will describe teaching strategies for approaching poetry through art, music, and students’ own writing.

**Presenters:** Kate McRae, Piedmont High School, California, and Catherine Carter and Michael Boatright, Western Carolina University, Cullowhee, “‘Start with the A’s’: Accessing the Pleasure of Analysis through Student Poetry”

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**F.16 NOW I UNDERSTAND WHAT YOU MEAN: CREATING A COMMON LANGUAGE FOR TEACHING LITERACY SKILLS IN THE 21ST CENTURY (M–S)**  
_Hynes Convention Center/Room 109, Level One_  

What are the benefits and challenges of developing a stable, system-wide vocabulary for discussing critical literacy across disciplines? These presenters will show why creating a common language and working toward the development of an explicit progression of argumentation skills leads to student independence and success as measured by the Common Core State Standards (CCSS) and other assessments.

**Presenters:** Eileen Murphy, ThinkCERCA, Chicago, Illinois  
Katherine McKnight, National Louis University, Chicago, Illinois
F.17  SPOKEN WORD POETRY IN BOSTON Rainbows (AND OTHER) CLASSROOMS AND COMMUNITIES (M–S)
Hynes Convention Center/Room 301, Level Three
This presenter will introduce teachers to the philosophy and practices of youth spoken word poetry by taking them through a writing workshop designed by MassLEAP poet-educators for use with Boston-area students. After modeling the workshop, the presenter will share resources for the teaching of youth spoken word.
Presenter: Susan Weinstein, Louisiana State University, Baton Rouge

F.18 RE(INVENTING) PERSUASION: REIMAGINING THE TRADITIONAL ASSIGNMENT TO CREATE VISUAL ARGUMENTS (M–S–C)
Hynes Convention Center/Room 210, Level Two
The rigor of CCSS invites teachers to rethink traditional writing assignments. These presenters evaluated their teaching of argument and how best to improve it for today's students, and then created opportunities for their students to visually depict argument.
Chair: Jill Adams, Metropolitan State University of Denver, Colorado
Presenters: Jessica Leifheit, Castle View High School, Castle Rock, Colorado
Amy Gutierrez Baker, West Jefferson Middle School, Colorado
Kathy Deakin, Metropolitan State University of Denver, Colorado
Gloria Eastman, Metropolitan State University of Denver, Colorado

F.19 REEVALUATING AND RE-INVENTING THE ROLE OF WRITING IN ONLINE COURSES (S–C)
Hynes Convention Center/Room 205, Level Two
Writing teachers have long hoped that moving writing instruction online would help emphasize writing's collaborative nature and make the writing process more visible to students. This panel will assess the progress in this area and examine how the online environment reshapes the writing process for teachers and students.
Chair: Elle Yarborough, Northern Essex Community College, Haverhill, Massachusetts
Presenters: Christopher Weaver, William Paterson University, Wayne, New Jersey, "How the Web Reshapes Writing and Speech and Why This Is Useful to Teachers"
Phoebe Jackson, William Paterson University, Wayne, New Jersey, "Making Meaning in the Online Literature Classroom"

F.20 INFOGRAPHICS: A WORLD OF ARGUMENT (S)
Sheraton Boston/Beacon H, 3rd Floor
In a Twitter, Facebook, and Instagram-based world, visual arguments are ubiquitous. Using arguments or infographics in the classroom is an exciting way to engage struggling readers and writers as well as upper-level AP and IB students. These presenters will focus on how to develop and implement a genre-based unit for writing workshop where infographics are used as mentor texts. They will share resources for finding mentor texts and tools for students to use when creating their own infographics.
Presenters: Tina Barber, Cherokee Trail High School, Aurora, Colorado
Molly Robbins, Cherokee Trail High School, Aurora, Colorado

F.21 (RE)INVENTING THE TEACHER-WRITER: TENSION, VOICE, CULTURE, STORIES (G)
Hynes Convention Center/Room 201, Level Two
This session is for those interested in supporting teacher-writers. The presenters will discuss their work with four teacher-writers, including K–12 teachers, administrators, and college faculty in writing groups, workshops, and retreats. Participants will have an opportunity to develop action steps to connect with their own work.
Chair: Troy Hicks, Central Michigan University, Mount Pleasant
Presenters: Leah Zuidema, Dordt College, Sioux Center, Iowa, "Growing a Culture of Teacher-Writers"
Jim Fredricksen, Boise State University, Idaho, "Teacher-Writers and the Stories They Tell"
Anne Whitney, Pennsylvania State University, University Park, "Speaking in Another Voice: When Administrators Write"
Respondents: Robert Yagelski, State University of New York, Albany
Leah Zuidema, Dordt College, Sioux Center, Iowa

F.22 THE FUTURE OF THE BOOK: CONNECTED,ADAPTABLE, FLEXIBLE, AND CUSTOMIZED (G)
Sheraton/Constitution Ballroom A, 2nd Floor
The Book is sacred to the English teacher. But the future offers myriad possibilities as print text migrates to more dynamic forms on laptops and mobile devices. These presenters will consider how the book is reinvented as more connected, adaptable, flexible, and customized electronic text, and how that changes the teaching of literacy.
Chair: Mary T. Christel, Indian Trails Public Library, Wheeling, Illinois
Laura Brown, Adlai E. Stevenson High School, Lincolnshire, Illinois, “Reinventing the Classroom for the Reinvented Text”
**Reactor/Respondent:** Denise Foster, Adlai E. Stevenson High School, Lincolnshire, Illinois

**F.23  ONCE UPON A TIME: ADAPTING AND WRITING ORIGINAL FAIRY TALES (E)**
Sheraton Boston/Beacon G, 3rd Floor

Not only do the Common Core Learning Standards put a spotlight onto the importance of folk and fairy tales in children’s education, new fairy tale adaptations are popping up everywhere, from the big screen to the local bookstore. This panel will show how teachers can design a writing unit that guides students to adapt and write original fairy tales, and demonstrate how students improve their knowledge of story structure, language, and the act of storytelling, with day-by-day lesson ideas, authentic student work, and effective teaching charts.

**Presenters:** Maggie Beattie Roberts, Teachers College Reading and Writing Project, New York, New York
Shana Frazin, Teachers College Reading and Writing Project, New York, New York

**F.24  IWHAT? TRANSFORMING THE ENGLISH CLASSROOM FOR THE 21ST CENTURY LEARNER (S)**
Sheraton Boston/Constitution Ballroom B, 2nd Floor

Are you faced with the prospect of teaching in a one-to-one program? These presenters will focus on overcoming the challenges of implementing a one-to-one program in the English classroom, and provide strategies and lesson plans that incorporate apps and web-based tools that will augment your current lessons and transform your classroom.

**Presenters:** Deborah Hudson, Sacred Heart Academy, Louisville, Kentucky, “Transforming Learning through the Flipped Classroom”
Constance Fench, Sacred Heart Academy, Louisville, Kentucky, “Building a One-to-One Program”
Jaclyn Puntillo, Sacred Heart Academy, Louisville, Kentucky, “Apps for the 21st Century English Classroom”

**F.25  THE ROLE OF FEEDBACK IN FIRST-YEAR AND BASIC WRITING CLASSES (C)**
Hynes Convention Center/Room 303, Level Three

Presenters in this interactive session will show how to provide writing instruction and feedback using online and other digital tools.

**Presenters:** Virginia Norris Exton and Alan Blackstock, Utah State University, Logan, “(Re)Inventing the Grading Contract for Diverse and Dispersed Writing Classes”
Denese Wolff-Hilliard, University of Phoenix, Arizona, “Using Digital and Audio Annotations to Reinvent Critical Feedback with Online Adult Developmental Writers”
Lykourgos Vasilieou and Elizabeth McCormick, LaGuardia Community College, City University of New York, New York, “Writer Feedback in the Multimodal Classroom”

**F.26  THE WONDROUS WORLD OF WORDS: STIMULATING EFFECTIVE VOCABULARY ACQUISITION THROUGH THE USE OF MEDIA LITERACY (M)**
Hynes Convention Center/Room 110, Level One

Three presenters will demonstrate minilessons that effectively incorporate media literacy (music and film) in teaching literary devices and vocabulary encountered in shared texts. Participants will be invited to discuss critical literacy strategies that address the needs of ESL learners.

**Presenters:** Donna Mahar, State University of New York, Empire State College, Saratoga Springs
Lisa Michaels, Guilderland, New York
Sondra Berschwinger, Delmar, New York

**F.27  PLAYFUL PRACTICE: CREATING A CULTURE OF INQUIRY IN THE ENGLISH CLASSROOM USING PROJECT-BASED LEARNING (S)**
Sheraton Boston/Grand Ballroom, 2nd Floor

Motivate your students to think critically, respond passionately, and inquire! Find out how to make the 21st century skills and Common Core standards work for you in creative and meaningful ways, through student inquiry and project-based learning. This presenter will show how to use project-based learning to engage students in researching and connecting the social context of texts such as Steinbeck’s *The Grapes of Wrath* to our own experiences living in the current economic crisis. Instructional materials, student samples, additional project plans using other sample texts, and bibliographies will be provided.

**Presenter:** Sarah Fleming, Syracuse University and Westhill High School, New York
F.28 BRIDGING TEXTS AND BRIDGING CULTURES: USING AFRO-LATINO TEXTS IN THE CLASSROOM (M–S)
Sheraton Boston/Beacon F, 3rd Floor
Sponsored by the Standing Committee on International Concerns, open to all

Authors Yvette Modestin and Lyn Di Iorio both celebrate Afro-Latino cultures in their writing, advocacy work, and teaching. In this session, Modestin will focus on building bridges of understanding between African American and Latino cultures, and Di Iorio will focus on Afro-Caribbean cultures. After these presentations, a practitioner will share how she used their works in the classroom.

Chair: Angelica Fuentes, Texas Southmost College, Brownsville
Presenters: Lyn Di Iorio, author, Arte Publico Press, Houston, Texas
Yvette Modestin, author, Arte Publico Press, Houston, Texas
Robin Pelletier, Margarita Muniz Academy, Jamaica Plain, Massachusetts
Ester Shapiro, University of Massachusetts, Boston

F.29 NOT ALL BAD GIRLS ARE BULLIES: USING LITERATURE TO NURTURE HEALTHY DEBATE AND TO INTRODUCE MULTIPLE PERSPECTIVES ABOUT WOMEN’S ROLE IN HISTORY (M–S–TE)
Hynes Convention Center/Room 202, Level Two

“Well-behaved women seldom make history,” is the frequently quoted statement by historian and feminist Laurel Thatcher Ulrich. In this session, authors Jane Yolen, Heidi Stemple, and Burleigh Muten, and author/educator/literacy specialist Katie Monnin will discuss the roles of these types of women—misbehaving girls, “bad” girls—in children’s and young adult literature, both fiction and nonfiction. What makes them “bad”? What role do authors and educators play in creating these characters for the children they serve? Presenters will also show how to engage children in history in general, especially in the digital age.

Chair: Katie Monnin, University of North Florida, Jacksonville
Tradebook Authors: Heidi Stemple, Charlesbridge Publishing, Watertown, Massachusetts
Jane Yolen, Charlesbridge Publishing, Watertown, Massachusetts
Burleigh Muten, Candlewick Press, Somerville, Massachusetts

F.30 GLOBALIZING THE ELA CURRICULUM WITH ASIAN AND ASIAN AMERICAN TEXTS (S)
Hynes Convention Center/Room 111, Level One

A globalized English curriculum helps students develop skills and the desire to tackle unfamiliar texts from diverse perspectives. Using Asian and Asian American examples of fiction and nonfiction, the presenters in this session will invite participants to learn about and practice global reading and thinking in alignment with Common Core standards for literacy.

Chair: Susan Zeiger, Primary Source, Watertown, Massachusetts
Presenters: Susan Zeiger, Primary Source, Watertown, Massachusetts
Jennifer Hanson, Primary Source, Watertown, Massachusetts
Michele Leong, Newton North High School, Massachusetts

F.31 FILM: A 21ST CENTURY COMMON CORE LITERACY (G)
Sheraton Boston/Room 204, 2nd Floor
Sponsored by the NCTE Media and Digital Literacies Collaborative, open to all

These presenters will show that film literacy is a necessary, key component of 21st century literacy. They will discuss lesson ideas and examples that situate film literacy squarely in the center of what it means to be an effective reader and writer within a screen-based society.

Presenters: William Kist, Kent State University, Ohio
Carl Casinghino, Suffield High School, Connecticut
Frank Baker, Media Literacy Clearinghouse, Columbia, South Carolina

F.32 PROMOTING A PROFESSIONAL CULTURE OF EQUITY: MENTORING
Rainbow EDUCATORS OF COLOR (TE)
Hynes Convention Center/Room 204, Level Two

Join an interactive conversation about mentoring educators of color. Members of the Black and Latino Caucuses will share their experiences mentoring and being mentored as classroom teachers and faculty of color. They will discuss how mentoring relationships have informed their work with culturally and linguistically diverse students. Participants will join the conversation, sharing their professional interests and concerns. This collaborative discussion will provide opportunities for support, networking, and mentoring beyond the 2013 NCTE Convention.

Co-chairs: Christina Kirklighter, Texas A&M University, College Station
David E. Kirkland, Michigan State University, East Lansing

Presenters: Tracey Flores, Challenger Middle School, Glendale, Arizona, “The Work Is Not Done: Being a Part of the Bigger Conversation”
Nichole Ashanti McFarlane, Fayetteville State University, North Carolina, “Building the Bridge You Wish You Had: Empowering Black Scholars to Tread New Ground”

Respondent: Paco Fiallos, Lincoln High School, Florida
F.33 BUILDING COMMUNITY PARTNERSHIPS THAT SUPPORT THE LITERACY DEVELOPMENT OF STRUGGLING READERS AND THE CONSTRUCTION OF TEACHER KNOWLEDGE (C–TE)
Hynes Convention Center/Room 102, Level One
Partnering with PreK–12 schools is a critical role for teacher education programs seeking to advance knowledge and skills of teacher candidates. Presenters in this session will share how they infused high-need strategies for struggling readers throughout the undergraduate program using on-campus and site-based clinical experiences. Time will be available for participant discussion.
Co-chairs: Mary-Kate Sableski, University of Dayton, Ohio
Jackie Arnold, University of Dayton, Ohio
Presenters: Treavor Bogard, University of Dayton, Ohio
Connie Bowman, University of Dayton, Ohio
Patricia Hart, University of Dayton, Ohio

F.34 DRAMA, POWER, PLAY: REINVENTING ENGAGEMENT IN THE FACEBOOK AGE (G)
Sheraton Boston/Back Bay A, 2nd Floor
Just as many games are won or lost in the opening minutes, a lesson can succeed or fail on the strength of the initial engagement of the students. In this session two New York City educators will share successful engagement strategies for literature and vocabulary instruction, including drama-based activities and multiple-modality instruction.
Presenters: Sasha Taublieb, New York University and New York City Department of Education, New York
Jason Zanitsch, High School for Public Service, Brooklyn, New York

F.35 PREPARING FUTURE TEACHERS: STRATEGIC INTEGRATION OF CCSS KNOWLEDGE INTO TEACHER EDUCATION PROGRAMS (TE)
Sheraton Boston/Republic Ballroom B, 2nd Floor
In this panel, three teacher educators from different teacher education programs will share the decisions made regarding their programs’ integration of CCSS into their curricula. Session attendees will be invited to discuss initiatives taken at their institutions to create a broader sense of teacher education’s response to the CCSS.
Presenters: Shelbie Witte, Florida State University, Tallahassee
Kelly Sassi, North Dakota State University, Fargo
Sharilyn Steadman, East Carolina University, Greenville, North Carolina

F.36 TEACHING READERS ONLINE (G)
Sheraton Boston/Beacon A, 3rd Floor
In this session, seasoned online educators will describe the methods, strategies, and unique aspects of teaching online, and address many of the myths that surround the world of virtual education. They will show how to meet the needs of students in this nontraditional learning environment and see them thrive outside the bricks and mortar classroom. Session participants will actively engage in the technology presented, while face to face and simultaneously in an online classroom, as they experience first-hand how effective virtual teaching is facilitated.
Presenters: Brock Shelley, Commonwealth Connections Academy, Harrisburg, Pennsylvania
Ashly Locklin, Commonwealth Connections Academy, Harrisburg, Pennsylvania
Stephanie Clark, Commonwealth Connections Academy, Harrisburg, Pennsylvania

F.38 REINVENTING THE ENGLISH CLASSROOM: THE NMSI MODEL (S)
Sheraton Boston/Republic Ballroom A, 2nd Floor
Teacher education and resources that promote rigor in the English classroom are necessary for student success. The National Math and Science Initiative prepares students to succeed in Pre-AP and AP classes in math, science, and English by encouraging equity and access for all. As a result, the organization has developed a successful program that grows the number of students in Pre-AP and AP English courses by implementing a rigorous program of classroom studies. In this session presenters will show structured tutorials and teacher-training strategies, and provide copies of materials and resources.
Presenters: Ruben Rodriguez, National Math and Science Initiative, Dallas, Texas
Aubrey Ludwig, National Math and Science Initiative, Dallas, Texas

F.39 (RE)INVENTING MIDDLE LEVEL ENGLISH IN CONTEMPORARY CITY SCHOOL CLASSROOMS (M)
Hynes Convention Center/Ballroom A, Level Three
What does effective level English instruction look like in city classrooms? It’s a tough job, but somebody’s got to do it! Join these interactive roundtable discussions and engage in the conversation as leaders share how they challenge stereotypes, “bro”mance the book, and support urban boys in telling their stories. Learn how they build literacy programs, address the needs of below-level readers on grade-level assessments, develop persuasive writers, and guide students as they self-assess and discuss their reading abilities.

Continued on following page
Chair: Connie Nagel, Iowa Council of Teachers of English, Bettendorf

Table Number Roundtable Leaders and Topics

1  Brian Edmiston, The Ohio State University, Columbus, Carmin Tabone, Educational Arts Team, Jersey City, New Jersey, and Gus Weltself, Indiana University, Bloomington, “Strategies for Persuasive Writing”

2  Robin Bright, University of Lethbridge, Alberta, Canada, “For the Love of Reading: A Middle School Literacy Program”


4  Mary Beth Schaefer, St. John’s University, New York, “Expert Readers: Middle School Students Assess and Discuss Their Own Reading Abilities”

5  Katreca Neale and Kevin Thompson, Oxon Hill Middle School, Maryland, “‘Bro’mancing the Book: Engaging African American Middle School Males in Novels”

6  Heather Marr, Boise High School/North Junior High School, Idaho, “Exploring/Exploding Stereotypes”

F.40  GALLERY OF EARLY CHILDHOOD EDUCATION ASSEMBLY POSTERS (E)  Hynes Convention Center/Room 313, Level Three

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

Poster Number Presenters and Titles

1  Maryia LaBree, University of Maine, Orono, “The Significance of Play in a Multiliteracy World”

2  Tolga Kargin, Indiana University, Bloomington, “Considering Multicultural Children’s Literature in Digital Reading Applications: Content Analysis of Reading Rainbow iPad Application”

F.41  COMMON CORE AND WRITING WORKSHOP: A DYNAMIC DUO (E)  Hynes Convention Center/Room 313, Level Three

How do you encourage teachers to sustain writing workshop in the era of CCSS? This panel will describe a five-year district–university professional development partnership. The presenters, including a network team trainer, an SED CCLS writing work group member, and a literacy professor, will share the methods and resources which they used monthly with K–4 teachers and students.

Presenters: Roberta Levitt, Long Island University Post, New York
Louisa Kramer-Vida, Long Island University, New York
Susan Kelly, Briarcliffe College, New York

F.42  WRITING TV NEWS (S)  Sheraton Boston/Fairfax A, 3rd Floor

In this session presenters will discuss the PBS Student Reporting Labs, a journalism initiative for high school students in which students who brainstorm, gather information, conduct interviews, and compose short TV news stories about their community develop both critical analysis and civic engagement skills.

Chair: Renee Hobbs, University of Rhode Island, Kingston

Presenters: Renee Hobbs, University of Rhode Island, Kingston, “Why Writing the News Matters”
Mary Moen, Chariho Regional High School, Wood River Junction, Rhode Island, “Reporting Preliminary Results”
Katie Donnelly, University of Rhode Island, Kingston, “Approach to Coding the Data”

F.43  ROOT TO BRANCH: FEEDING A TEACHING LIFE (G)  Sheraton Boston/Beacon B, 3rd Floor

The truism “we teach as we were taught, not as we were taught to teach” encourages a shift in focus for teacher education and professional development. What do teachers tell us about learning, from their teachers and from each other, as they sustain a teaching life?

Presenters: James Davis, Iowa Writing Project, Cedar Falls
Katie Wheeler, Laramie County School District #1, Wyoming
Brenna Griffin, Cedar Falls Community Schools, Iowa

Reactor/Respondents: Anne Weir, Waco Community Schools, Wayland, Iowa
Sheila Benson, University of Northern Iowa, Cedar Falls

F.44  INQUIRING MINDS WANT TO KNOW! TEACHER RESEARCH FOR TRANSFORMATIVE TEACHING IN GRADES K–12 (G)  Hynes Convention Center/Room 200, Level Two

Teachers reenvision the teaching of writing in urban schools by systematically and intentionally researching their teach-
ing, transforming their teaching practices, and sharing their findings. This panel will share insights, stories, and lessons from teacher research groups in two urban centers—one in the Southwest and one in the Pacific Northwest.

Chair: Jessica Early, Arizona State University, Phoenix

Presenters: Christina Saidy and Alice Hays, Arizona State University, Phoenix, “Using Teacher Research to Improve Writing in Urban Schools”
Ruth Shagoury, Lewis and Clark College, Portland, Oregon, “The League of Teacher Researchers: Sustaining Research and Writing through Community”
Katie Czerwinski, Ron Russell Middle School, Portland, Oregon, “Learning from Young Writers”

F.45 READING THE VISUAL AND VISUALIZING THE READING (E–M–S)
Hynes Convention Center/Room 209, Level Two
We teach a young generation adept at understanding, creating, and utilizing visual modes of all sorts—and we need to seek out ways in which to draw on those experiences in our teaching. In our exploration of visual literacy and its elusive meanings, “text” becomes a web of words, voice, images, and creative expression. We come to understand a text by playing with it, changing it, recreating it, and, in doing so, build and present new knowledge.

Chair: Thomas Newkirk, University of New Hampshire, Durham

Presenters: Tomansen Carey, University of New Hampshire, Durham
Louise Wroblewski, University of New Hampshire, Durham
Terry Moher, University of New Hampshire, Durham

F.46 FROM START TO FINISH: DESIGNING A Lit LITERARY NONFICTION UNIT (M)
Hynes Convention Center/Room 305, Level Three
This panel will show how a 7th grade literacy team, including their coach and media specialist, designed a literary nonfiction CCSS unit, which produced both traditional and technology-based products. This 5-week unit covered every Common Core standard. Participants will leave with all resources for this unit so they can implement it in their own classrooms.

Presenters: Teresa Bond, Benton Schools, Arkansas
Cassie Howard, Benton Schools, Arkansas
Jessica Herring, Benton Schools, Arkansas

F.47 FAKE READERS, DISTRACTED WRITERS, HIGHER EXPECTATIONS (M–S–C)
Hynes Convention Center/Room 308, Level Three
A gulf exists between the mandate that students read and write at high levels of proficiency and students’ motivation and ability to do so. In this session, presenters will offer suggestions for promoting real achievement in an age of fake reading, distracted writing, and machine-enhanced learning.

Presenters: Mindie Dieu, Central Washington University, Ellensburg
Lawrence Baines, University of Oklahoma, Norman
Anthony Kunkel, Saint Francis High School, Mountain View, California
Kimberly Stormer, Oklahoma Department of Education, Oklahoma City

F.48 GRIT LIT: THREE NOTED AUTHORS TALK ABOUT ENGAGING READERS AND TACKLING EDGY MATERIALS IN THEIR BOOKS (G)
Hynes Convention Center/Room 207, Level Two
Come join Matthew Quick, author of The Silver Linings Playbook, Matt de la Pena, author of Mexican White Boy, and Alan Lawrence Sitomer, author of Home Boys, as these acclaimed writers intimately discuss how they tackle edgy materials and engage reluctant readers with highly charged texts.

Chair: Alan Lawrence Sitomer, California Teacher of the Year Foundation, Los Angeles

Tradebook Authors: Matt de la Pena, Random House, New York, New York, “The Role of the Writer in YA Grit Lit”
Matthew Quick, Little Brown, New York, New York, “Craft and the Author”

F.49 RETHINKING PEDAGOGY TO SUPPORT CLOSE READING OF INFORMATIONAL TEXTS (G)
Hynes Convention Center/Room 310, Level Three
In this highly engaging, participatory session, presenters will describe several strategies that spark student interest and foster close reading and comprehension of nonfiction texts. They will show how to help students differentiate reading for information vs. reading literary works, in ELA and content-area classrooms.

Presenters: Karen Polsinelli, University of New York, Albany
Johanna Shogan, University of New York, Albany
F.50 MEETING THE NEEDS OF INDIVIDUAL READERS THROUGH SMALL GROUP INSTRUCTION (E)
Sheraton Boston/Liberty Ballroom C, 2nd Floor
These presenters will use a careful description of reading behaviors to show how to differentiate instruction for individual readers in both the primary and intermediate grades using different types of small group instruction, including guided reading, strategy lessons, inquiry-based studies, student-directed lessons, and more.
Presenters: Jen Reed, Northampton Public Schools, Massachusetts
Kerry Crosby, Literacy Consultant, Amherst, Massachusetts
Jenny Bender, Northampton Public Schools, Massachusetts

F.51 (RE)INVENTING SHAKESPEARE THROUGH PERFORMANCE-BASED READING AND WRITING (G)
Sheraton Boston/Back Bay C, 2nd Floor
Experience firsthand how Chicago Shakespeare Theater teams with English teachers in urban schools, using drama-infused strategies to help struggling readers and writers engage with difficult texts. In this hands-on session aligned to the Common Core, the presenters will show a variety of dynamic methods for making meaning and generating interpretive texts.
Presenters: Timothy Duggan, Northeastern Illinois University, Chicago
Marilyn Halperin, Chicago Shakespeare Theater, Illinois

F.52 RHETORICAL SITUATIONS: THE GAME (S)
Hynes Convention Center/Room 208, Level Two
In this session, the presenters will discuss the board game Rhetorical Situations, which enables students to apply rhetorical concepts to various real-world-inspired circumstances, and also gives them the power to shape the game itself, as they gradually move from being a player (who follows the rules) to a critic (who analyzes the rules) to a game maker (who writes the rules).
Chair: Paul Feigenbaum, Florida International University, Miami
Presenters: Lissy Torres, Michigan State University, East Lansing
Andrew Barrocas, Clemson University, South Carolina
Paul Feigenbaum, Florida International University, Miami

F.53 REDEFINING RESEARCH WITH ADOLESCENTS: ETHNOGRAPHY AND PARTICIPATORY ACTION RESEARCH IN THE HIGH SCHOOL CLASSROOM (M–S–TE)
Hynes Convention Center/Room 309, Level Three
Presenters in this session will share perspectives as teachers, school leaders, and youth who designed and implemented a sustained qualitative research curriculum in their public high school in New York City. In this interactive session, presenters will invite participants to explore the possibilities and tensions that emerged from youth who were apprenticing as qualitative researchers.
Presenters: Lisa Gioe, Millennium Brooklyn High School, New York
Emily Mottahedeh, Millennium Brooklyn High School, New York
Tiffany DeJaynes, Millennium Brooklyn High School, New York

F.54 FIRST DO NO HARM: EXAMINING ASSESSMENT PRACTICES FOR ELLS AND ENVISIONING A BETTER FUTURE (G)
Sheraton Boston/Liberty Ballroom B, 2nd Floor
Sponsored by the NCTE Language Collaborative, open to all
Research by Solórzano (2008) and others shows how high-stakes testing does harm to English learners, in part by constraining their teachers’ effectiveness. Presenters in this session will integrate classroom perspectives with research findings, and propose cautions and improvements for the uses of assessment with English learners in the context of the implementation of the Common Core.
Chair: Carol Evans, University of Arizona, Tucson
Catherine Compton-Lilly, University of Wisconsin, Madison, “A Critique of the Common Core: Addressing Diversity and Valuing Students’ Knowledge”
Sharon Klein, California State University, Northridge, “What Kinds of Englishes Will Be Assessed through Common Core-Inspired Assessments?”
Discussant: Ana Christina DaSilva Iddings, University of Arizona, Tucson
F.55 WRITING TO THE COMMUNITY: SHAPING OUR TEACHING FUTURE BY TELLING OUR STORIES (G)
Sheraton Boston/Independence Ballroom West, 2nd Floor

Teachers, let’s speak up and not let others define our work. Let’s tell the public and policy-makers what powerful 21st century classrooms look like. Peter Smagorinsky will start us thinking, and then in roundtables we will start now, drafting blogs, letters to newspapers and parent groups, and other media.

Co-chairs: Steven Zemelman, Illinois Writing Project, Evanston
Leila Christenbury, Virginia Commonwealth University, Richmond
Presenter: Peter Smagorinsky, The University of Georgia, Athens, “Teachers Writing as Public Advocates for Our Schools”

Table Number | Roundtable Leaders and Topics
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1 | Lauren Rubin, City University of New York, New York, “Getting Started with Our Writing—Publicizing a Project”
2 | Millie Davis, National Council of Teachers of English, Urbana, Illinois, “Getting Started with Our Writing—Framing Your Message”
3 | Penny Kittle, Kennett High School, North Conway, New Hampshire, “Getting Started with Our Writing—A Local Perspective”
4 | Steven Zemelman, Illinois Writing Project, Evanston, “Getting Started with Our Writing—Building One-to-One Connections”
5 | Andrea Zellner, Michigan State University, East Lansing, “Getting Started with Our Writing—the Power of the Web”
6 | Harry Ross, National-Louis University, Evanston, Illinois, “Getting Started with Our Writing—The Power of the Web”
7 | Melinda Rench, Northbrook Junior High School, Illinois, “Getting Started with Our Writing—Blogs and Tweets”
8 | Peter Smagorinsky, The University of Georgia, Athens, “Getting Started with Op Ed Writing”
9 | Kevin Hodgson, Western Massachusetts Writing Project, “Getting Started with Our Writing—Newspaper Partnerships”
10 | Cathy Fleischer, Eastern Michigan University, Ypsilanti, “Thinking Like a Community Organizer”

F.56 CHALLENGES IN OUR CLASSROOMS: A CONVERSATION FOR REAL-TIME STRATEGIES AND SOLUTIONS (S)
Sheraton Boston/Commonwealth Room, 3rd Floor

Presenters in this session will have a conversation with teachers who have great ideas, strategies, concerns, and questions about moving away from the convention, via email and SKYPE.

Presenters: Katie Greene, Milton High School, Georgia
Jocelyn Chadwick, Harvard University, Cambridge, Massachusetts

F.57 EMPOWERING STUDENTS TO (RE)INVENT THEIR FUTURES THROUGH SELF-ASSESSMENT, PORTFOLIO, REFLECTION, AND REVISION (S)
Sheraton Boston/Beacon D, 3rd Floor

In this interactive session, participants will discover multiple tools for inviting students into a process of authentic assessment. Teachers will rediscover the use of portfolios, rubrics, and reflection for empowering diverse student populations to meet the rigorous CCSS and College Readiness standards.

Presenters: Melanie Kleimola, East Aurora High School, Illinois, “Using Portfolios and Reflection as Tools for Test Preparation”
Laura Pfau, Harlem High School, Machesney Park, Illinois

F.58 PATHWAYS TO LITERACY ACROSS THE CONTENT AREAS: AN INQUIRY INTO ONLINE EDUCATION EXPERIENCES (TE)
Sheraton Boston/Dalton Room, 3rd Floor

Since 2010 these presenters have been piloting and developing NCTE’s Pathways for Advancing Adolescent Literacy in their Literacy across the Content Areas course at San Francisco State University. Pathways is an online teacher professional development program with content, communication, and course organization tools, which they introduced into the course during a tumultuous time in California’s education landscape, to address: content challenges (graduates were not feeling confident in their ability to teach literacy in their content area), economic challenges (tuition and fees were increasing; furloughs were being enacted; textbook costs were going up), and technological challenges (everyone began looking at online tools for cost reduction and increased access). The first year was largely about acclimating students to the tool without losing focus on the content. The next year allowed for more thoughtful design. When the tool was thoroughly integrated into the class, students were surveyed about their experience with the content, interactivity, and navigation of Pathways. Presenters will describe Pathways and how they used it in their Literacy across the Content Area class and
show how it helped them to determine what online elements enhance the study of literacy across the content areas in a teacher preparation course. They will also highlight what they learned about their instructional practice and about their students’ needs and interests.

**Chair:** Dale Allender, Director, NCTE West and University of California, Berkeley

**Presenters:** Patricia Irvine, San Francisco State University, California
Jamal Cooks, San Francisco State University, California
Dale Allender, Director, NCTE West and University of California, Berkeley

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**F.59 SHAKESPEARE SET FREE—ACT 1: HOW PRE-READING STRATEGIES AND ACTIVITIES THAT FOCUS ON LANGUAGE WILL EASE YOUR STUDENTS INTO SHAKESPEARE (S–TE)**
Hynes Convention Center/Room 101, Level One
Sponsored by the Folger Shakespeare Library, open to all

This session will briefly introduce the teaching philosophy of the Folger Shakespeare Library and demonstrate a variety of dynamic pre-reading activities. Although this panel is part of a five-session Teaching Shakespeare strand, each session stands alone and will be led by different members of the Folger staff and past participants of the Teaching Shakespeare Institute. Teachers are welcome to attend one, some, or all five sessions.

**Chair:** Michael LoMonico, Folger Shakespeare Library, Washington, DC

**Presenters:** Peggy O'Brien, Folger Shakespeare Library, Washington, DC
Lucretia Anderson, Folger Shakespeare Library, Washington, DC, “The Readiness Is All”
Heather Lester, The International High School at LaGuardia Community College, New York, New York

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**F.60 PICTURE BOOKS: CHARACTER DEVELOPMENT AND TEXT FEATURES (E–M)**
Hynes Convention Center/Room 304, Level Three

Discover the ways in which character development occurs through the interplay between pictures and texts in picture books for both younger and older readers. These presenters will consider the often overlooked elements that hold treasures of meaning in picture books, such as character and plot development, mood, and setting, which authors, illustrators, and book designers offer the perceptive reader.

**Co-chairs:** Miriam Martinez, The University of Texas, San Antonio
Janis Harmon, The University of Texas, San Antonio

**Presenters:** Lori Prior, University of the Incarnate Word, San Antonio, Texas, “Exploring the Peritext of Picture Books: How Often Overlooked Elements May Enrich the Reading”
Miriam Martinez and Janis Harmon, The University of Texas, San Antonio, “Exploring Character Development in Picture Books”

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**F.61 RE-IMAGINING CRITICAL LITERACIES: LANGUAGE PRACTICES FOR SOCIO-POLITICAL IMAGINATION AND PARTICIPATION (G)**
Hynes Convention Center/Room 300, Level Three

This panel will incorporate four papers in critical dialogue to explore the counter-work in critical literacies (CL) within school communities in Mexico, Canada, South Africa, and the United States. This session will complicate CL and push against the boundaries of what is deemed critical and literate within classrooms and communities.

**Chair:** Maria Jose Botelho, University of Massachusetts, Amherst

**Presenters:** Hilary Janks, University of the Witwatersrand, South Africa
Sunny Man Chu Lau, Bishop's University, Sherbrooke, Quebec, Canada
Stephen Sadlier, University of Washington, Seattle
Kathy McDonough, doctoral student, University of Massachusetts, Amherst
NCTE Film Festival: The Screening Room: Films at NCTE (G)
9:30 a.m.–5:30 p.m.
Hynes Convention Center, Room 300, Level Three
*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, Vanderbilt University, Nashville, Tennessee

**Consultants:** Frank W. Baker, Media Literacy Clearinghouse, Inc., Columbia, South Carolina
M. Elizabeth Kenney, Adlai E. Stevenson High School, Lincolnshire, Illinois

**Facilitators:** Frank W. Baker, Media Literacy Clearinghouse, Inc., Columbia, South Carolina
Laura Brown, Adlai E. Stevenson High School, Lincolnshire, Illinois
Jen Powers, Green Mountain College, Poultney, Vermont
Alan Teasley, Duke University, Durham, North Carolina

NCTE screens recent feature films and award-winning 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 NCTE Film Festival website: [sites.google.com/site/NCTEfilmfestival](http://sites.google.com/site/NCTEfilmfestival)

**Time/Title/Length/Distributor/Audience Level/Brief Description**

**The NCTE Media and Digital Literacies Collaborative is proud to kick off this year’s film screenings with The Great Gatsby: Midnight in Manhattan, a documentary about F. Scott Fitzgerald. This screening is sponsored by BBC Home Entertainment, which premiered this documentary on May 7, 2013.**

9:30–10:11 a.m.
*The Great Gatsby: Midnight in Manhattan (41 minutes)*
BBC Home Entertainment
Middle School–High School–College

The novel *The Great Gatsby* has only increased in popularity since it was initially published in 1925, with its author, F. Scott Fitzgerald, holding nearly as much of the public’s fascination. An emblem of the roaring ’20s, Fitzgerald’s personal story is as iconic as his writing. With narration from Tara Fitzgerald and featuring contributions by the author’s granddaughter Eleanor Lanahan, plus writers Hunter S. Thompson, George Plimpton, Jay McInerney, and more, this program presents a fascinating portrait of an enduring American icon. *The Great Gatsby: Midnight in Manhattan*, produced in celebration of the 75th Anniversary of *The Great Gatsby* for the BBC’s acclaimed art series Omnibus, explores the life and dark creative spirit of its writer, F. Scott Fitzgerald. It examines his disappointing college days at Princeton, his difficult relationship with fellow author Ernest Hemingway, and his turbulent last days in Hollywood. It dispels the age-old mythology surrounding Fitzgerald, largely created by himself, which tends to glamorize the Jazz-Age and his alcoholism. The DVD is available for purchase at this website: [http://press.bbcdvd.com/dvd.jsp?id=110890](http://press.bbcdvd.com/dvd.jsp?id=110890).
The second film is an exciting documentary about Langston Hughes and the Harlem Renaissance. Langston Hughes encouraged many poets, writers, and musicians throughout his life and as viewers watch this film they will learn about how he paved the way for many poets of today. This film intersects with the Rainbow Strand.

10:46–11:46 a.m.

*Hughes’s Dream Harlem* (60 minutes)

*California Newsreel*

*Elementary–Middle School–High School–College*

Langston Hughes was one of the most prominent figures of the Harlem Renaissance and is often referred to as Harlem’s poet laureate. This film shows how Hughes successfully fused jazz, blues, and common speech to celebrate the beauty of Black life. *Hughes’s Dream Harlem* presents a vision of the esteemed poet in present-day Harlem and makes an important case for Hughes’s impact on hip-hop and the spoken-word community. This multilayered documentary includes roundtable discussions of his contributions and a tour of Hughes’s Harlem hangouts. The distinguished actor and activist Ossie Davis offers the narration in his soulful baritone, while his wife and collaborator, the renowned Ruby Dee, reflects on Hughes’s life with such notable personalities as poet Sonia Sanchez and music industry icon Damon Dash. The artists testify to Langston Hughes’s continuing impact on their work and his steadfast racial pride and artistic independence. *Hughes’s Dream Harlem* will inspire students of all ages to discover his work while encouraging them to pursue their own writing. For additional information about this film, check this website: [http://newsreel.org/video/HUGHES-DREAM-HARLEM](http://newsreel.org/video/HUGHES-DREAM-HARLEM).

NCTE Director Spotlight: We are proud to present an award-winning new film by a talented young director named Eli Sasich who will inspire creative writers and filmmakers who aspire to tell their stories. *Henri* is an emotionally powerful short film starring Keir Dullea (*2001: A Space Odyssey*) and Margot Kidder (*Superman*), which explores human existence at the most fundamental level—what it means to be a conscious individual. Director Sasich started making films at a young age, some of which were for his classes at Judge Memorial Catholic High School in Salt Lake City, Utah under the guidance of Ms. Linda Simpson. NCTE is proud that this talented young director received inspiration for making films in his English classes. This is a must-see film for all teachers who focus on creative writing and filmmaking.

11:51 a.m.–12:02 p.m.

*Henri* (21 minutes)

*Blufire Studios*

*Elementary–Middle School–High School–College*

*Henri* is a science-fiction film that takes viewers hundreds of years into the future, when a derelict spacecraft, controlled and powered by a human brain, floats aimlessly in the outer reaches of space. *Henri*, the name of the ship’s power system, is an acronym that stands for Hybrid Electronic/Neuron Responsive Intelligence. Trapped in the cold, mechanical prison of the vessel, *Henri* gradually begins to experience disjointed images of his former life—images he cannot understand. Carrying the remains of a crew long dead, and becoming increasingly self-aware, *Henri* devises a plan to build himself a mechanical body from parts of the ship. Maybe then he will understand the images he is seeing—maybe then he will feel alive. *Henri* is a completely unique and visually stunning short film. Director Eli Sasich used puppets, animation, and live action as he created his film. For more information about this film, check this website: [http://www.henrithefilm.com/](http://www.henrithefilm.com/).

We are proud to showcase Bill Plympton’s remastered edition of Winsor McCay’s 1921 classic animated film, *The Flying House*. English teachers at all levels will enjoy showing this film to students as it demonstrates a unique and creative way to tell a story. The film features the story of a woman’s dream about how to escape foreclosure by heading to the skies with her husband as they use their house as a vehicle.

12:17–12:26 p.m.

*The Flying House* (9 minutes)

*Bill Plympton Studio*

*Elementary–Middle School–High School–College*

Winsor McCay is considered by many to be the “father of animation.” He is probably best known for his newspaper comic strip, *Little Nemo in Slumberland* (1905–1914 and 1924–1927) and the animated short film, *Gertie the Dino-
saur (1914). His work influenced countless generations of illustrators and animators including Walt Disney. In 1921, Winsor McCay created one of his greatest short films, The Flying House. Unfortunately for animation history, his boss William Randolph Hearst felt that the talented artist was neglecting his drawing duties at the paper, and demanded that he stop making films. So, sadly, The Flying House was McCay’s last film. Bill Plympton discovered The Flying House a few years ago while watching a collection of McCay’s works on an old videocassette tape. He was amazed by the humor, great storytelling, and of course, the superior draftsmanship. But, all that was hindered by too many intertitles, word balloons, and the lack of color, music, and sound. The biggest problem with the film was the terrible condition of the print. It had been neglected and badly handled for nearly 90 years. Plympton restored and updated the film for a new generation by cleaning and coloring each frame, recording actors Patricia Clarkson and Matthew Modine as voices for the two leading characters, and hiring a musician and sound editor to add a stirring new soundtrack to complement the beautifully restored picture. Viewers at today’s screening will see Plympton’s new creation of McCay’s delightful story in The Flying House. For more information, check this website: http://www.plymptoons.com/.

We are pleased to present two films that focus on media literacy and journalism. The first film captures the beauty and excitement of electric signs and their messages as it looks at city life from many perspectives. Director Alice Arnold’s film is especially terrific for teachers who want to include more advertising and media literacy lessons in their classes. Accompanying materials for teachers will be provided. The second film, Deadline Every Second, focuses on top photojournalists who cover war, political clashes, financial markets, natural disasters, sports, and human-interest stories.

12:31–1:29 p.m.
Electric Signs (58 minutes)
Icarus Films
Middle School–High School–College
New screen-based sign systems are putting TV-style advertising into the public domain in cities around the globe. These electronic signs are reshaping urban environments and redefining areas of public space by intensifying the commercialization of the public sphere. Screens are also ubiquitous in work spaces and in people’s daily life activities. These seamless, illuminated electronic surfaces are becoming the devices through which we frame our experiences. Electric Signs explores this new screen culture as it unfolds in the global city. The film’s narrator, a city observer modeled on the critic Walter Benjamin, takes viewers on a journey through a variety of urban landscapes, examining public spaces and making connections between light, perception, and the culture of attractions in today’s consumer society. The film is structured as a documentary essay in the spirit of city symphony films, and features footage in Hong Kong, Los Angeles, New York, and other cities around the world. Also featured are interviews with prominent lighting designers, advertising and marketing professionals, urban sociologists and visual culture experts, and community activists. For more information about this film check this website: http://icarusfilms.com/new2013/elecs.html.

12:34–1:32 p.m.
Deadline Every Second: On Assignment with 12 Associated Press photojournalists (58 minutes)
Ken Kobre Photography
Middle School–High School–College
Filmmakers Ken Kobre 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.
The NCTE Media and Digital Literacies Collaborative is pleased to present Wonder Women! The Untold Story of American Superheroines, an award-winning film which traces the fascinating evolution and legacy of Wonder Woman. From the birth of the comic book superheroine in the 1940s to the blockbusters of today, Wonder Women! looks at how popular representations of powerful women often reflect society’s anxieties about women’s liberation.

1:37–2:32 p.m.
Wonder Women! The Untold Story of American Superheroines (55 minutes)
New Day Films
Middle School–High School–College
Wonder Women! goes behind the scenes with Lynda Carter, Lindsay Wagner, comic writers and artists, and real-life superheroines such as Gloria Steinem, Kathleen Hanna, and others, who offer an enlightening and entertaining counterpoint to the male-dominated superhero genre. For more information about this film, check this website: http://wonderwomendoc.com.

The next featured film was an Academy Award® nominee in 2011 (Best Documentary Short Subject) that focuses on the life of Robynn Murray, an all-American high school cheerleader who became the poster girl for women in combat. Since returning from Iraq, she has fought an insidious foe: post-traumatic stress disorder.

2:37–3:15 p.m.
Poster Girl (38 minutes)
Portrayal Films
Middle School–High School–College
Director Sara Nesson follows Robynn over the course of two years as she embarks on a journey of self-discovery and redemption through art and poetry. In 2006, PTSD was not a household term and yet it was a problem for thousands of young men and women sent to war with no plan for their care after their return. Fast-forward to 2012 and 18 veterans are committing suicide every single day. How is it that everyone supports our troops but not our veterans when they come home? This film is a response to the cultural disconnect between veterans and civilians. Director Nesson wanted to bridge that gap by showing the struggle and healing journey of one person. In this film, viewers get to know Robynn Murray, whose voice is so powerful as she becomes a voice for the thousands of veterans struggling alone with post-traumatic stress disorder (PTSD). For more information about this film, check this website: http://www.postergirlthemovie.com/.

The NCTE Media and Digital Literacies Collaborative is proud to showcase two films that share insights and information about areas near Boston. The first film, Poetry of Resilience, by Academy-award nominated director Katja Esson, focuses on how poetry has changed the lives of several survivors of political atrocities. The second film, We Still Live Here, by Anne Makepeace, features the Wampanoag Tribes of Cape Cod. This film has been broadcast on PBS on Independent Lens as it explains how Jessie Little Doe Baird, a linguist, has brought back the native language to Martha’s Vineyard as Jessie taught her young daughter Mae to become the first native speaker of Wampanoag in a century. These films intersect with the Rainbow Strand.

3:20–4:00 p.m.
Poetry of Resilience (40 minutes)
Women Make Movies
Middle School–High School–College
In a small gathering in a Massachusetts town, 27 poets have come together for the first time to share their experiences as survivors of political atrocities. The poets’ tales vary, but they are united by the drive to bear witness to their past, and to continue the process of healing. Academy-award nominated director Katja Esson’s exquisitely made film highlights six of the poets, journeying with them to memorial sites in Poland, Rwanda, and Hiroshima, and hearing their life stories in both poetry and prose. We witness the contrast between the voyages back to the poets’ home countries with their experiences of immigration and exile. As we follow these survivors into their past and present lives we learn that they write for different reasons: to remember, to take revenge, to curse, to forgive, to honor, to commemorate, to transcend. The film’s strength comes from its collective voice: different political conflicts, cultures, genders, ages, races, but one shared human experience. For all, poetry was the gift that restored. For more information about this film, check this website: http://www.poetryofresilience.com/.
4:04–5:00 p.m.
We Still Live Here (56 minutes)
Bullfrog Films
Elementary–Middle School–High School–College
Celebrated every Thanksgiving as the Indians who saved the Pilgrims from starvation, and then were largely forgotten, the Wampanoag Tribes of Cape Cod and Martha’s Vineyard are now saying loud and clear, and in their Native tongue, As Nutayuneân, We Still Live Here. The Wampanoag’s ancestors ensured the survival of the English settlers known as Pilgrims, and lived to regret it. Now a cultural revival is taking place. Spurred on by their celebrated linguist, Jessie Little Doe Baird, recent winner of a MacArthur award, the Wampanoag are bringing their language home. Like many Native American stories, this one begins with a vision. Years ago, Jessie began having recurring dreams: familiar-looking people from another time speaking in an incomprehensible language. These visions sent her on an odyssey that would uncover hundreds of documents written in Wampanoag, lead her to a Masters in Linguistics at MIT, and result in an unprecedented feat of language reclamation by her people. Jessie’s daughter Mae is the first Native speaker of Wampanoag in a century. For more information about this film, check this website: http://www.makepeaceproductions.com/wampfilm.html.

For more information about the films screened today, please see the NCTE Film Festival website:
sites.google.com/site/NCTEfilmfestival
G Sessions
9:30–10:45 a.m.

G.01 SHAKESPEARE SET FREE—ACT 2: HOW GETTING STUDENTS ON THEIR FEET AND WORKING WITH SHAKESPEARE’S LANGUAGE IS EASIER THAN IT SOUNDS (E–M–S–TE)
Hynes Convention Center/Room 101, Level One
Sponsored by the Folger Shakespeare Library, open to all
Getting students up and on their feet is essential for engaging them with Shakespeare’s texts. These presenters will demonstrate activities for easing the transition from seat-based learning to performance-based learning. They will also take a close look at so-called modern versions of Shakespeare’s plays. Although this presentation is part of a five-session Teaching Shakespeare strand, each session stands alone and will be led by different members of the Folger staff and past participants of the Teaching Shakespeare Institute. Teachers are welcome to attend one, some, or all five sessions.
Chair: Michael LoMonico, Folger Shakespeare Library, Washington, DC
Presenters: Julia Perlowski, Pompano Beach High School, Florida, “Shakespeare in Other Words: A Case for Reading Shakespeare”
Kevin Costa, McDonogh School, Owings Mills, Maryland, “Plucking Out the Mystery of Shakespeare’s Language”
Holly Rodgers, Fairfax County Public Schools, Virginia, “Shakespeare for Everyone: Engaging All Students with Performance-Based Learning”

G.02 TAKING AN INQUIRY STANCE OF OPINION/ARGUMENT WRITING (E)
Hynes Convention Center/Room 301, Level Three
In an era of standards, it is important to consider how we focus our teaching. These presenters will explore what good writing is and how an inquiry approach to teaching enables teachers to interact with students as learners of writing.
Presenters: Ellen Campolieto, Chelsea Public Schools, Massachusetts
Dianne Cirelli, Chelsea Public Schools, Massachusetts, “Opinion/Argument Writing in Grade 3”
Denise Sokolowski, Chelsea Public Schools, Massachusetts, “Opinion/Argument Writing in Grade 1”
Michele Sodergren, Chelsea Public Schools, Massachusetts, “What Does This Mean for Teaching?”

G.03 THE FUTURE OF WRITING TEACHER EDUCATION (RE)EXAMINED AND (RE)IMAGINED: FROM RESEARCH TO PRACTICE (G)
Sheraton Boston/Republic Ballroom B, 2nd Floor
Sponsored by the CEE Commission on Writing Teacher Education, open to all
In this session, graduate and undergraduate students and established scholars from across the nation will lead discussions on their research and teaching practices. Attendees will engage in conversations that emphasize best practices and plan for the future of writing teacher education.
Co-chairs: Nicole Sieben, Adelphi University, Garden City, New York and Hofstra University, Hempstead, New York
Kristin Sovis, Western Michigan University, Kalamazoo
Associate Chair: Kristen Turner, Fordham University, New York, New York

Table Number Roundtable Leaders and Topics
1 Elsie Olan, University of Central Florida, Orlando, “(Re)Inventing the Future of English: Reflective Practices That Revisit and Reshape Teachers’ Writing Instruction”
2 Christina Ortmeier-Hooper, University of New Hampshire, Durham, “Preparing ELA Teachers to Work with ELL Writers: Strategies, Perspectives, and Current Research”
3 Christy Brockhausen, Fordham University, New York, New York, “Reinventing Real Curriculum: Digital Literacies Truly Integrated”
4 Melinda McBee Orzulak, Bradley University, Peoria, Illinois, “Academic Language in Writing Teacher Education: Responding to National Assessments of Teacher Candidates”
6 Nicole Olcese, Michelle Knotts, and Anne Whitney, Pennsylvania State University, University Park, “Teaching Together, Writing Together: Collaborations in Writing Teacher Education”
Many students and teachers detest the drudgery that literacy instruction has become in the 21st century, which is an era of accountability, national standards, and high-stakes tests that degrade teachers, students, and authentic education. This roundtable will explore the need to claim the future of literacy instruction by de-grading and de-testing it.

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

**Presenter:** Alfie Kohn, Belmont, Massachusetts, “The Roots of Grades-and-Tests”

**Table Number | Roundtable Leaders and Topics**
---|---
1 | Joe Bower, Red Deer, Alberta, Canada, “Assessment Is Not a Spreadsheet”
2 | Julie Gorlewski, State University of New York, New Paltz
3 | Lawrence Baines, University of Oklahoma, Norman, “Mean Scores in a Mean World”
4 | Maja Wilson, University of Maine, Orono, and Jim Webber, University of Nevada, Reno, “‘Parents Just Want to See the Grade!’ Or, Do They?”
5 | Renita Schmidt, University of Iowa, Iowa City, “In Times of Mandates the Crayfish Still Matter”

**G.05 NCTE AUTHOR STRAND: THIS TIME IT’S PERSONAL (M–S–C)**

Hynes Convention Center/Room 204, Level Two

This presenter will discuss personal writing in schools, especially the fact that although creative nonfiction is the fastest growing literary field, it has not received much attention in education. He will argue that personal writing helps students to understand their own identities as well as the larger world outside themselves.

**Presenter:** John S. O’Connor, New Trier High School, Winnetka, Illinois

**Reactor/Respondent:** Daniel Lawler, New Trier High School, Winnetka, Illinois

**G.06 MULTIPLE APPROACHES TO CHALLENGING BULLYING (M–S–TE)**

Sheraton Boston/Liberty Ballroom A, 2nd Floor

In this session, presenters will describe multimodal approaches for helping middle school students to deal with bullying and harassment in their lives, and use drama to unpack the complex problems involved in LGBT bullying.

Continued on following page
Additional books, videos, and multimodal resources for confronting bullying will be included.

**Presenters:** Shannon Blady, Alamo Heights Independent School District, San Antonio, Texas, “Middle School Students Explore the Complexities of Bullying through Multimodal Projects”


**G.07 VIGOROUS CLASSROOMS, VIGOROUS SCHOOLS: BRINGING LIFE TO THE RIGOROUS EXPECTATIONS OF THE COMMON CORE ENGLISH/LANGUAGE ARTS STANDARDS (E)**

**Hynes Convention Center/Room 309, Level Three**

In this session, an elementary teacher, a university professor, and a retired teacher/school administrator will present their views of how vigor can be infused into the implementation of the Common Core State Standards for the English Language Arts.

**Presenters:** Joanne Yatvin, Portland, Oregon, retired

Peter Thacker, University of Portland, Oregon

Sharla Sanford, Reynolds School District, Portland, Oregon

**G.08 USING HISTORIC MAPS TO TEACH CRITICAL READING: THINKING AND ARGUMENTATIVE WRITING (S)**

**Hynes Convention Center/Room 209, Level Two**

This presenter will describe an innovative approach to teaching critical thinking and argumentative writing in the high school English classroom using historic maps. She will demonstrate how historic maps can provide teachers and students with multiple possibilities for engagement and inquiry.

**Presenter:** Debra Block, Matters of Education, Brookline, Massachusetts

**Discussant:** Annie Davis, National Archives, Waltham, Massachusetts

**G.09 THE DYNAMIC POWER OF LITERACY EDUCATION: JANE ADDAMS AND ENDURING COMMITMENTS FOR THE ENGLISH CLASSROOM (G)**

**Sheraton Boston/Liberty Ballroom B, 2nd Floor**

Inspired by the progressive-era writings of Jane Addams, three 21st century urban educators will consider what is essential for modern literacy learning, in an interactive session that asks participants to explore the socially/ culturally-charged relationship between teachers teaching reading, writing, and thinking and students learning to read, write, and think.

**Chair:** Todd DeStigter, University of Illinois, Chicago

**Presenters:** Bridget O’Rourke, Elmhurst College, Illinois


David Schaafsm, University of Illinois, Chicago, “Teaching as Listening: Jane Addams, Narrative, and Democracy”

**G.10 COLLABORATIVE AND CRITICAL LITERACY: FIRST GRADERS TALK AND WRITE ABOUT BULLYING (E)**

**Sheraton Boston/Fairfax A, 3rd Floor**

In this interactive session, participants will learn about the role of collaborative and critical literacy in one first grade classroom. Specifically, the presenters will show how students explore the topic of bullying through the discussion of literature, their writing, and performance of a play to teach their peers about bullying.

**Presenters:** Crystal Glover, University of North Carolina, Charlotte

Karen Wood, University of North Carolina, Charlotte

Katie Stover, Furman University, Greenville, South Carolina

Brian T. Kissel, University of North Carolina, Charlotte

**G.12 HOW TO LISTEN; HOW TO SPEAK; HOW TO ARGUE (S)**

**Sheraton Boston/Beacon B, 3rd Floor**

Sponsored by the National Forensic League, open to all

With the advent of CCSS, all educators face the daunting task of teaching listening, speaking, and argumentation, skills cultivated in the speech communication discipline. In this session, urban educators—each with 20+ years of experience—will provide practical and accessible best practices for teaching these skills.

**Presenters:** Renee Motter, National Forensic League, Colorado Springs, Colorado

Pam McComas, National Forensic League, Topeka, Kansas

**G.13 A TECHNOLOGICAL APPROACH TO GLOBAL LITERACY: DIGITALLY EXPLORING WORLD ENGLISHES AND CULTURAL CONTEXTS IN AMERICAN AND INTERNATIONAL CLASSROOMS (S–TE)**

**Sheraton Boston/Beacon A, 3rd Floor**

In this session, three teachers whose schools serve students from three different socioeconomic backgrounds will explore how interactive digital and social media approaches can be implemented to not only enhance literacy, but develop worldly global connections. According to the “Partnership for 21st Century Skills,” students need “the ability to collaborate and make individual contributions on an unprecedented scale” (p21.org). These presenters will illustrate this global learning approach by taking participants on an intercultural journey from China, to Virginia, and...
finally to Kentucky, and demonstrate how technology can enhance comprehension of texts, local culture, and global societies.

**Chair:** Jennifer Bonafide, Langley High School, McLean, Virginia

**Presenters:** Elizabeth Cho Young, Shekou International School, China
Caitlin Murphy, Collins High School, Louisville, Kentucky

**G.14 BUILDING A BRIDGE: CONNECTING ENGLISH AND SOCIAL STUDIES THROUGH RESEARCH, DIALOGUE, DELIBERATION, AND WRITING (E-M)**

Hynes Convention Center/Room 103, Level One

In this session, presenters will describe inquiry activities in a variety of modes for use with writing students who are learning social studies content. They will illustrate sample activities that increase the power of purposeful discourse as students prepare to write highly elaborated compositions with logic and clarity—a skill which is consistent with Common Core standards for writing, speaking, and researching.

**Chair:** Elsie Olan, University of Central Florida, Orlando

**Presenters:** Thomas M. McCann, Northern Illinois University, DeKalb
Mary Greska, Edison School, Elmhurst, Illinois
Nancy Galas, Edison School, Elmhurst, Illinois
Rebecca D’Angelo, Edison School, Elmhurst, Illinois

**G.15 FEARLESS WRITING, FEARLESS TEACHING: BUILDING COMMUNITY AT NCTE (G)**

Hynes Convention Center/Room 307, Level Three.

Teachers who write model the thinking and tinkering of craft. In this writing workshop for teachers, the presenters will seek indelible images from life or from this brief time in Boston: unforgettable characters, bits of dialogue fixed in memory, turning points in life and teaching. Participants will join them to write and share together.

**Presenters:** Maja Wilson, University of Maine, Orono
Judy Rowe Michaels, Princeton Day School, New Jersey,
“Finding Your Tigers”
Tom Romano, Miami University, Oxford, Ohio, “Crafting a Voice through Re-Seeing and Fearless Tinkering”
Penny Kittle, Kennett High School, North Conway, New Hampshire, “Creating Buoyancy in Craft: Daily Writing Invitations”

**G.16 WRITING THE PAST AND FUTURE SELF: USING DESIGN APPLICATIONS AS PLATFORM FOR INQUIRY AND ACTION (G)**

Sheraton Boston/Beacon H, 2nd Floor

Digital media offers student writers new opportunities and new challenges as they follow their questions. In this interactive session, a department head, two teachers, and a student will present a project that brought together a 2nd grade class and a high school English/arts class to create digital comics on heroism.

**Presenters:** Sally Maxwell, Springside Chestnut Hill Academy, Philadelphia, Pennsylvania, “Teaching Writing for Changing Communication Technologies”

**G.17 (RE)INVENTIONIST AND (RE)ENVISIONIST STRATEGIES IN TEACHING PEDAGOGY FROM ELEMENTARY TO UNDERGRADUATE (G)**

Sheraton Boston/Back Bay D, 2nd Floor

The use of (re)inventionist and (re)envisionist strategies in teaching challenges conventional teaching practices in literacy development. These presenters will identify different perspectives in literacy education—from contemporary kid culture to the hip-hop DJ—that (re)invent and (re)envision teaching pedagogy with student voices at the heart of the educational conversation.

**Presenters:** Todd Craig, The College of Staten Island, The City University of New York, New York
Bilal Polson, Bay Shore, New York


Hynes Convention Center/Room 306, Level Three

For educators faced with the challenge of teaching 21st century learners about the Holocaust, the inclusion of testimony offers a powerful resource for enhancing literary study. In this session, a diverse panel of four educators and members of the Regional Education Corps for the United States Holocaust Memorial Museum will share lesson materials designed to enrich existing curriculum.

**Chair:** Tosha Tillotson, United States Holocaust Memorial Museum, Washington, DC

**Presenters:** Robert Hadley, North Clackamas Christian School, Oregon City, Oregon
Mark Gudgel, Lincoln Southwest High School, Nebraska
G.20 REINVENTING THE WRITING CONFERENCE (S)
Hynes Convention Center/Room 202, Level Two
Student writers need meaningful mid-process feedback, but today's classroom realities make this a challenge. Joe Brekke, Erin Miller; and Haley Moehlis will offer practical suggestions for effective feedback as they "reinvent" the writing conference. Brekke uses one-to-one conferences, Miller uses collaborative technologies, and Moehlis uses digital audio feedback for student writers.

Presenters: Joe Brekke, Ames High School, Iowa
           Erin M. Miller, Ames High School, Iowa
           Haley Moehlis, Des Moines Schools, Iowa

G.21 THE WAY WE COMPOSE NOW (C)
Hynes Convention Center/Room 207, Level Two
Although writers compose purposefully and materially, too often we focus on a single dimension of written language: images, audience, or medium. In this session, the presenters will highlight materially rich composing practices inside and outside of school: how composers' images describe composing, how writers enact the social, and how the composing of student bloggers has changed.

Presenters: Kathleen Blake Yancey, Florida State University, Tallahassee
           Jennifer O'Malley, Florida State University, Tallahassee
           Matt Davis, University of Massachusetts, Boston

G.22 EMBRACING UNCERTAINTY, DIFFERENCE, AND CONFLICT: (RE)INVENTING WRITING AS A PRACTICAL AND PRODUCTIVE PART OF PUBLIC LIFE (M–S–TE)
Hynes Convention Center/Room 108, Level One
Focusing on two projects—a critical inquiry into youth language use in private and public spaces, and a photovoice project exploring youth experiences of the ways others perceive and respond to markers of difference—this panel will show how to teach writing in a way that supports intercultural inquiry and collaborative action.

Presenters: Jennifer Clifton, University of Missouri, Columbia
           Stephen Scott, Missouri University and Lutheran Church–Missouri Synod, Columbia
           Ashley Jones, University of Missouri, Columbia

G.23 ADDICTION, RECOVERY, COLLABORATION, AND EMPATHY IN COLLEGE WRITING CLASSROOMS (C)
Hynes Convention Center/Room 205, Level Two
In this era of networks, students need not only to be rhetorically flexible and digitally literate but also able to form relationships in real time and across cultural boundaries. These presenters will examine how the online communities in which students participate can provide lessons in collaborative research, feedback, and support.

Chair: Kia Jane Richmond, Northern Michigan University, Marquette

Presenters: Crissy Beemer, University of New Hampshire, Durham, "The Online Community as Model for Collaborative Research"
           Jennifer Cook, Rhode Island College, Providence, "Lo-Fi Research in a Wi-Fi World: Fostering Empathy through Inquiry in College Writing"
           Patty Wilde, University of New Hampshire, Durham, "Knowing Our Audience: Recovering Addicts and the Composition Classroom"

G.24 BEFORE THE WORLD HAD COLOR: USING VISUAL LITERACY TO TEACH THE READING, WRITING, AND RESEARCHING OF HISTORY (M)
Hynes Convention Center/Room 109, Level One
"A picture is worth 1,000 words." In a world which is increasingly dominated by visual images, students benefit from being able to interpret the story behind a photograph or illustration. What is "really" being told? What can we infer from certain images? Why this picture, instead of another?

Presenters: Patsi Trollinger, Centre College, Danville, Kentucky
           Tracy Barrett, Vanderbilt University, Nashville, Tennessee, retired
           Kristin Tubb, author, Arrington, Tennessee

G.25 ADVANCING THE POWER OF AUTHENTIC AMERICAN INDIAN LITERARY VOICES (S)
Sheraton Boston/Liberty Ballroom C, 2nd Floor
How can we provide students with authentic literary voices that resonate with their own lives? What are the challenges? In this workshop, the presenters will discuss how to overcome censorship issues, particularly with American Indian texts, and share online resources and strategies for engaging students that also address the CCSS.

Chair: Beverly Ann Chin, University of Montana, Missoula

Presenters: Molly Joyce, Hardin High School, Montana, "Reading Authentic Literary Voices with American Indian Students"
           Amy Collins, Billings Career Center, Montana, "Integrating Authentic American Indian Literature and History in a Rural Montana School"
           Dorothea M. Susag, Montana Office of Public Instruction, Indian Ed, Fairfield, Montana, "Infusing Authentic American Indian Literatures for All Students"
G.26 **TRANSFORMATIVE READING—NEW BOOKS TO ENGAGE TEENS AS THEY LOOK TOWARD THEIR FUTURES (M–S–C–TE)**  
Hynes Convention Center/Room 110, Level One  
These presenters will examine more than two dozen recently published titles in a variety of genres that will intrigue and engage middle school and high school students as they look toward their futures in a rapidly changing world. An annotated bibliography will be provided.  
*Chair*: Donald Gallo, editor, Solon, Ohio  
*Presenters*: Donald Gallo, editor, Solon, Ohio  
Mary Arnold, Maple Heights Library, Cleveland, Ohio  
cj Bott, ALAN President 2012, Solon, Ohio

G.27 **POETRY REMIXED: USING POETRY IN 21ST CENTURY WAYS (S)**  
Sheraton Boston/Beacon G, 3rd Floor  
In this session classroom and preservice teachers will demonstrate new approaches to poetry which they use in their classrooms to engage 21st century literacy learners. Lesson plans and instructional strategies will be provided as well as a list of relevant digital resources.  
*Chair*: Josie Cheney, West Ottawa Public Schools, Holland, Michigan  
*Presenters*: Kayleigh Forlow, Hope College, Holland, Michigan  
Sara Sanchez, Hope College, Holland, Michigan  
Megan Ahlquist, Hope College, Holland, Michigan  
Katie Kotowski, Hamilton Public Schools, Holland, Michigan  
*Reactor/Respondent*: Deborah Vriend Van Duinen, Hope College, Holland, Michigan

G.28 **USING THE ORBIS PICTUS AWARD BOOKS TO PROMOTE CHILDREN’S NONFICTION READING (G)**  
Sheraton Boston/Back Bay A, 2nd Floor  
*Sponsored by the Orbis Pictus Award Committee, open to all*  
Orbis Pictus titles contribute to students’ learning in reading and the content areas as well as provide engaging pleasure reading. In this session, the 2013 Orbis Pictus award books will be introduced and the features that make them appealing will be highlighted. Teachers can use these award books to address the new standards.  
*Chair*: Fran Wilson, Madeira City Schools, Cincinnati, Ohio  
*Presenters*: Fran Wilson, Madeira City Schools, Cincinnati, Ohio  
Deborah Thompson, The College of New Jersey, Ewing  
Sue Parsons, Oklahoma State University, Stillwater  
Joyce Herbeck, Montana State University, Bozeman  
Cyndi Giorgis, University of Nevada, Las Vegas  
Lisa Morris-Wilkey, Casa Grande Union High School, Arizona

G.29 **INTIMATE ETHNOGRAPHIES: RAINBOW (RE)EXAMINING RACIAL LITERACY SOCIALIZATION AND TRANSFORMING EDUCATIONAL PRACTICES IN TEACHER EDUCATION PROGRAMS FOR 21ST CENTURY ENGLISH TEACHERS (G)**  
Sheraton Boston/Beacon E, 3rd Floor  
Diverse teacher educators and researchers on this panel will draw on intimate ethnographies from their own lives, the lives of their children and grandchildren, and the lives of their students to illuminate how today’s generation of children and young adults are socialized through the racial literacies of the 21st century—both distinct from and similar to racial discourses of the past.  
*Presenters*: Erin T. Miller, University of South Carolina, Columbia  
George Johnson, South Carolina State University, Orangeburg  
Gloria Boutte, University of South Carolina, Columbia  
Kindel Turner-Nash, University of Missouri, Kansas City  
Lisa Reid, University of South Carolina, Columbia

G.30 **RE-INVENTING THE PREPARATION OF FUTURE ENGLISH LANGUAGE ARTS TEACHERS (M–S–C–TE)**  
Hynes Convention Center/Room 102, Level One  
This interactive session will engage participants in a frank discussion of what “preparedness” means to preservice ELA teachers during their field experiences and student teaching, and what this implies for preparing future ELA teachers. Presenters will initiate the conversation by sharing their research and experience with ELA teacher preparation.  
*Chair*: Carl Young, North Carolina State University, Raleigh  
*Presenters*: Naomi Kraut, North Carolina State University, Raleigh, “What It Means to Feel Prepared to Teach English Language Arts”  
Kayla Reed, Louisiana State University, Baton Rouge, “From a Student to a Teacher: Am I Ready to Cross the Border?”  
Leylja Emiraliyeva-Pitre, graduate student, Louisiana State University, Baton Rouge, “Connecting Theory to Practice during Field Experiences: Do the Tools Serve the Purpose?”  
*Reactor/Respondent*: Steven Bickmore, Louisiana State University, Baton Rouge

G.31 **MULTIMODAL METHODS: RECONSIDERING THE HOW, WHAT, AND WHY OF ENGLISH METHODS (TE)**  
Hynes Convention Center/Room 104, Level One  
This panel will consider the continuously changing multi-modality in secondary English methods courses. How can teacher educators rework classroom practices to engage...
preservice English teachers in authentic learning about multimodality? How are teacher educators rethinking the preparation of preservice English teachers to help them address multimodality in their future classrooms?

**Presenters:** Melanie Shoffner, Purdue University, West Lafayette, Indiana, “Methods and Modes: Leveraging Multimodality for the Teaching of Literature”
Benjamin Boche, Purdue University, West Lafayette, Indiana, “Multimodal Literacy Forms and Texts: From Theory to Practice”
Allison Carey, Marshall University, Huntington, West Virginia, “Multimodal Revision in the Writing Methods Classroom: Teaching Rhetorical Choice through Digital Media”

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**G.32 IDENTIFYING GREAT GRAPHIC NOVELS FOR CLASSROOM USE (G)**
Hynes Convention Center/Room 313, Level Three

Evaluating graphic novels can be a challenge for educators who lack familiarity with the genre’s visual and cultural characteristics. Presenters in this session will explore a range of evaluative strategies, including a tool to determine literary excellence, the cultural issues of Japanese Manga, and excellent nonfiction graphic texts.

**Chair:** Anne Pegram, Falls Church High School, Virginia

**Presenters:** Aimee Rogers, University of Minnesota, Minneapolis, “(Re)Seeing the World through Panels: Integrating Nonfiction Graphic Novels into the Curriculum”
Michael Pagliaro, St. Mary’s College of Maryland, St. Mary’s City, “1000 Words: What Makes a Good Graphic Novel?”

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**G.34 LITERATURE AND PEDAGOGIES THAT CHALLENGE THE INEQUITIES OF SOCIAL CLASS (G)**
Hynes Convention Center/Room 305, Level Three

Presenters in this session will show how to create opportunities for exploring and challenging social class inequities by creating new spaces within our classrooms that encourage conversations around children’s YA literature.

**Presenters:** Jennifer (Jaye) Thiel, The University of Georgia, Athens, “Where Are the Workers! Shifting, Reinventing, and Breaching Pedagogical Boundaries”
Mark Vagle, University of Minnesota, Minneapolis, “Using Children’s and YA Literature as a Tool for Social Class-Sensitive Pedagogy”

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**G.35 RE-CONCEIVING THE FLIPPED LESSON (G)**
Sheraton Boston/Republic Ballroom A, 2nd Floor

Educators are constantly seeking effective pedagogical approaches for engaging students in the study of ELA in authentic contexts. Students crave instruction that is relevant and contextualized. This presenter will argue that the “flipped lesson” is an excellent tool for engaging students, making connections, providing authentic contexts, and encouraging perspective taking at various stages in the instructional process, and suggest that flipping the same lesson multiple times will provide specialized instruction for remediation or enrichment.

**Presenter:** Melissa Awenowicz, Ohio Wesleyan University, Delaware

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**G.36 TEACHER INQUIRY: PRAXIS AND PRACTICAL PROFESSIONAL DEVELOPMENT (G)**
Hynes Convention Center/Room 107, Level One

This panel will discuss the implementation of Teacher Inquiry (TI) as professional development with teacher knowledge, experience, and needs at the center. Teachers from the university, community college, and secondary level will attest to TI’s efficacy and potential for encouraging meaningful professional development.

**Presenters:** Pierre Laroche, Dona Ana Community College, Las Cruces, New Mexico, “Teacher Inquiry as Collaboration”
Barbara Pearlman, Hot Springs High School, Truth or Consequences, New Mexico, and Patti Wojahn, New Mexico State University, Las Cruces, “Teacher Inquiry Goes to High School”
Christopher Burnham, New Mexico State University, Las Cruces, “Teacher Inquiry: A Frame for the Classroom”
Rebecca Powell, New Mexico State University, Las Cruces, “Teacher Inquiry at Work: A Model”

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**G.37 DIFFERENTIATING INSTRUCTION FOR MIDDLE GRADES AND SECONDARY ENGLISH LANGUAGE ARTS TEACHERS (M–S)**
Hynes Convention Center/Room 304, Level Three

These presenters, who are professors at the University level with a combined 15 years of classroom teaching experience in K–12 classrooms, will describe a workshop-style professional development project for grades 4–12 English language arts teachers on how to properly differentiate in their content area to achieve the Common Core standards.

**Presenters:** Barry Bogan, Kennesaw State University, Georgia
Joanne Simpson, Kennesaw State University, Georgia

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136 Saturday Morning, 9:30–10:45 a.m.
G.38 DISCIPLINARY LITERACY: SUPPORTING CONTENT TEACHERS WITH THE COMMON CORE LITERACY STANDARDS (M–S)
Sheraton Boston/Commonwealth Room, 3rd Floor
Make the Common Core Literacy Standards meaningful for every secondary teacher in your school or district! These presenters will describe a framework and materials which can be used to introduce the literacy standards to non-ELA teachers, and demonstrate their implementation with specific reading and writing strategies.
Chair: Daron Kennett, Davis School District, Utah
Presenters: Jessica Bowen, Syracuse Junior High School, Utah, and Michelle Smith and Kristin Van Brun, Viewmont High School, Bountiful, Utah, “Content Area Reading”
Kim Rathke, Davis School District, Utah, “Content Area Writing”
Chris Carter, Legacy Junior High School, Layton, Utah, “Content Literacy”
Daron Kennett, Davis School District, Utah, “Supporting Content Area Teachers with the Common Core Literacy Standards”

G.39 FROM ELA TEACHER TO LITERACY EXPERT: REIMAGINING OUR ROLES (M–S–TE)
Sheraton Boston/Beacon D, 3rd Floor
For two years, the Missouri Writing Project Network has received funding from the state department of education to provide professional development in cross-content literacy. In this session, the presenters will discuss different approaches to this work and provide specific ideas and materials for leading literacy efforts in your own building.
Presenters: Michele Irby, Prairie Lands Writing Project, St. Joseph, Missouri
Lynn Tushaus, Prairie Lands Writing Project, St. Joseph, Missouri
Valerie Stokes, St. Joseph, Missouri
Amy Lannin, University of Missouri, Columbia
Ted Fabiano, Olathe, Kansas
Katie Kline, University of Missouri, Kansas City
Diane Scollay, University of Missouri, St. Louis
Nancy Singer, University of Missouri, St. Louis
Keri Franklin, Missouri State University, Springfield
Amy Knowles, Missouri State University, Springfield
Angela Kohnen, Missouri State University, Springfield
Tasha Laman, University of South Carolina, Columbia, “I Got Angry Birds in My Story: Multilingual Writers at Work”

G.40 RE-INVENTING OUR WORK WITH FAMILIES (G)
Hynes Convention Center/Room 203, Level Two
Presenters in this session will focus on the connections between families and literacy and how schooling discourses shape identities of not only children but also family members, and explore the ways in which schools can develop supportive environments that enable parents, teachers, and children to create effective partnerships.
Chair: Andrew Blake, Delaware State University, Dover
Bobbie Kabuto, Queens College, City University of New York, Flushing, “Working with Families in Support of Biliteracy”

G.41 MULTILINGUAL CLASSROOMS: BUILDING ON THE RESOURCES OF MULTILINGUAL CHILDREN (E)
Sheraton Boston/Berkeley Room, 3rd Floor
In this session the presenters will shine a light on the possibilities and potential of adapting instruction within writing workshop to support English language learners. They will describe writing strategies from K–2 multilingual classrooms where teachers are implementing writing workshop with their multilingual students, and explore how teachers might better understand and leverage students’ linguistic repertoires as resources for teaching and learning.
Presenters: Leah Duran, Michiko Hikida, and Ramon Martinez, The University of Texas, Austin, “Learning from Trilingual Students: Lessons on Leveraging Students’ Linguistic Repertoires as Resources for Language Arts Instruction”

G.42 BEGINNING WITH THE STUDENT IN MIND: PREPARING STUDENTS FOR COMMON CORE SUCCESS (G)
Hynes Convention Center/Room 310, Level Three
Join these presenters as they explore how to prepare all students for success with Common Core State Standards by beginning with the student in mind. The conversation will include how to choose appropriate texts, how to engage students in reading complex text, how to identify effective instructional practices for close reading, and how to develop student vocabulary.
Presenters: Cheryle Ferlita, Duval County Schools, Florida, “Beginning with the Student in Mind: Engaging Students in Close Reading”
Pamela Craig, Florida Department of Education, Tallahassee, “Beginning with the Student in Mind: Strategic Planning for Student Success”

Saturday Morning, 9:30–10:45 a.m.
G.43  CLOSER READING: CLOSE READING TEXTS, CLOSE READING LIVES (G)
Hynes Convention Center/Room 303, Level Three

It is all too easy to read just for “the gist.” It is equally simple to muddle through daily interactions, catching only the broadest points and missing important nuances. In this session, presenters will offer practical methods for pain-free close reading that go beyond the page and into students’ daily lives.

Presenters: Kate Roberts, Teachers College, Columbia University, New York, New York
Christopher Lehman, Teachers College, Columbia University, New York, New York

G.45  INTERNATIONAL FORUMS: CHILDREN’S BOOKS FROM AROUND THE WORLD: WORKING WITH BURMESE REFUGEES (E–M–S)
Hynes Convention Center/Room 111, Level One

These presenters will examine the complex relationship among three teachers—an ESOL teacher, a classroom teacher, and a reading specialist—as they constructed a community of practice within a fifth grade classroom in order to improve the learning experiences of linguistically diverse students, particularly a group of Burmese refugees new to the community. They will also include strategies for using internationally published books with all students.

Chair: Mark A. Lewis, Loyola University of Maryland, Baltimore

Presenters: Katelyn Raby, Hardin Valley Academy, Knoxville, Tennessee, and Deborah Wooten, University of Tennessee, Knoxville, “Votes Are In: Students’ Responses to Outstanding International Award-Winning Books”
Deborah Ann Horan, Metropolitan State University of Denver, Colorado, and Afra Ahmed Hersi and Mark A. Lewis, Loyola University of Maryland, Baltimore, “Building a Community of Practice: Transforming English Language Arts Instruction for English Language Learners”

G.46  FREEDOM WRITERS-INSPIRED LITERACY PARTNERSHIPS: ORGANIZING TO SUPPORT STUDENT VOICE AND TEACHER LEARNING IN AN URBAN HIGH SCHOOL, URBAN YOUTH ACADEMY, AND URBAN TEACHER PREPARATION PROGRAM (S)
Hynes Convention Center/Room 201, Level Two

The presenters in this interactive session, including a teacher and students from an urban STEM high school, teacher educators, and a preservice teacher, will explore literacy initiatives inspired by Freedom Writers that organize and support student voices and teacher preparation at three urban education sites, and demonstrate the literacy practices which they have developed at their schools.

Chair: Karen Gibson, Prince George’s County Public Schools, Maryland

Presenters: Megan Kreaps, University of Cincinnati, Ohio
Chet Laine, University of Cincinnati, Ohio
Mark Kohan, University of Cincinnati, Ohio

G.47  NEGOTIATING TRANSLINGUALISM: EXAMINING THE DYNAMIC LITERACIES OF ENGLISH LANGUAGE LEARNERS ACROSS THE EDUCATIONAL PIPELINE (G)
Sheraton Boston/Beacon F, 3rd Floor

These presenters will examine the ecological affordances and constraints of literacy transfer for a Cuban newcomer student, explore how the language and literacies of ELL migrant farmworkers migrate with them and are supported by culturally sustaining pedagogy, and analyze the acquisition of academic literacy by international students.

Presenters: Cristen Vernon, Michigan State University, East Lansing, “Discovering Academic Literacy in a Freshman Preparatory Writing Course”
Lorena Gutierrez, Michigan State University, East Lansing, “‘Wachusay!’ Migrating through the Demands of Bilingualism across Fields of Difference”
Natasha Perez, Michigan State University, East Lansing, “Exploring Literacies in Translation”

G.48  REINVENTING OPPORTUNITY: THREE PERSPECTIVES ON BLACK MALES AND LITERACY EDUCATION (G)
Sheraton Boston/Back Bay B, 2nd Floor
Sponsored by the Black Caucus, open to all

This panel will include three dynamic presentations on Black males and literacy and offer new perspectives on the issues of in-school versus out-of-school literacy learning, race and masculinity, and success and failure, to enhance our understanding of this desperately misunderstood group of readers and writers.

Presenters: David E. Kirkland, Michigan State University, East Lansing
Latrise Johnson, The University of Alabama, Tuscaloosa
Sakeena Everett, Michigan State University, East Lansing

G.49  ESSENTIAL PRACTICES FOR DEVELOPING ACADEMIC LITERACY WITH ENGLISH LEARNERS LIVING BETWEEN WORLDS (E)
Hynes Convention Center/Ballroom A, Level Three

The presenters in this session will explain how English learners live between the world of home and community and the world of school. They will discuss the different factors affecting the academic literacy achievement of ELs.
and describe practices that are essential for helping them to succeed academically. For each practice, the presenters will share student work and teachers’ stories from diverse classrooms.

**Chair:** Sandra Wilde, Hunter College, City University of New York, New York  
**Presenters:** David E. Freeman, The University of Texas, Brownsville  
Yvonne S. Freeman, The University of Texas, Brownsville

**G.50 RE-INVENTING ENGLISH LANGUAGE INSTRUCTION THROUGH TEACHER RESEARCH (G)**  
**Hynes Convention Center/Room 308, Level Three**

This panel will discuss different forms of teacher research and how it has been used to transform English language learning in heterogeneous classrooms. Two teams of university researchers and teacher researchers will present findings from mainstream classrooms with English Learners (ELs). Through teacher research, practitioners prepare for the future of English language instruction.  
**Presenters:** Deborah Smith-Arnous, Boston Public Schools, Massachusetts  
Beverly Troiano, Elmhurst College, Illinois  
Gary Bechtold, Ottis Elementary School, Boston, Massachusetts  
Denise Patmon, University of Massachusetts, Boston  
Lillian Degand, University of Illinois, Chicago  
Beverly Allebach, Chicago Public Schools, Illinois  
Joseph Rumenapp, University of Illinois, Chicago  
Aria Razfar, University of Illinois, Chicago

**G.51 JUST LET ME TEACH: TALES OF INSANITY AND RESISTANCE WITHIN A CULTURE OF “GROWTH MODELS” OF TEACHER EVALUATION AND CORPORATE-DRIVEN ATTACKS ON PUBLIC SCHOOLS (G)**  
**Sheraton Boston/Dalton Room, 3rd Floor**

Test driven, “value added” teacher evaluation is changing the face of language arts teaching. In this session teachers will share stories of how New York’s APPR constrains teachers’ professional roles, constricts language learning and pedagogy, requires unwieldy documentation, burdens districts financially, and ultimately threatens equitable public education. Participants will be invited to share their stories too.  
**Chair:** Alan Flurkey, Hofstra University, Hempstead, New York  
**Presenters:** Ellen Semel, Islip Unified School District, New York  
“A Tales from a Superintendent”  
Lucille McAssey, Waverly Park School, New York, “Teacher Evaluation: A Principal’s Perspective”  
Debra Goodman, Hofstra University, Hempstead, New York, “Teachers’ Stories of Implementation of APPR Teacher Evaluation”

**G.52 BUILDING PROFESSIONAL LEARNING COMMUNITIES (G)**  
**Hynes Convention Center/Room 208, Level Two**

Professional Learning Communities are essential to any teacher, school, or district aiming to embrace the dynamic nature of English education in the 21st century. These presenters will provide the tools for implementing this powerful PD model. Participants are invited to bring wireless devices and resources to share during the session.  
**Presenters:** Katie McKenna, East Windsor Regional School District, New Jersey  
Carolyn Ross, East Windsor Regional School District, New Jersey  
Lizz Dunn, East Windsor Regional School District, New Jersey

**G.53 REINVENTING PRESERVICE ENGLISH TEACHER EDUCATION THROUGH DIGITAL AND CRITICAL TECHNOLOGICAL LITERACIES (C)**  
**Hynes Convention Center/Room 210, Level Two**

These presenters will describe curricular projects in which preservice teachers employed technology to develop their own abilities, and explore instructional implications for adolescent literacies.  
**Presenters:** Allison Skerrett, The University of Texas, Austin  
“Digital Literacies as a Tool for Reinventing Preservice English Teacher Education”  
Amber Warrington, doctoral student, The University of Texas, Austin  
Alina Pruitt, doctoral student, The University of Texas, Austin

**G.54 LGBT ISSUES, YOUNG ADULT LITERATURE, AND CENSORSHIP: OVERCOMING FEAR (E–M–S)**  
**Sheraton Boston/Fairfax B, 3rd Floor**

The presenters in this session will discuss the ways in which teachers can overcome their fear and integrate LGBTQA children’s and young adult literature into their classrooms. They will also discuss censorship and strategies for safeguarding against it in the classroom.  
**Presenters:** Alyssa Niccolini, Teachers College, Columbia University, New York, New York  
“Burning Questions and Igniting Subjects: Censorship and the Politics of Silence in Schools”  
Michelle Pag, University of Minnesota, Morris, “Integrating LGBTQ Young Adult Literature in the Classroom: Why It’s Important and How I Can Do It”  
Shin Ji Kang and Mary Beth Cancienne, James Madison University, Harrisonburg, Virginia, “Addressing LGBT Issues: What Teachers Can Do When Students Ask Questions”

Saturday Morning, 9:30–10:45 a.m.
G.55 Expanding the Discourses of Identity in Classrooms (G)
Hynes Convention Center/Room 302, Level Three

These presenters will argue that the discourses of identity in our classrooms should reflect the gender and sexual identities of all students and the synergy between language, identity, and power.

Presenters: Daniel Greif, Teacher’s College Columbia University, New York, New York, “The LGBTQIA Generation: Representing All Students through Gender and Sexual Politics”
Philomena Marinaccio, Florida Atlantic University, Boca Raton, “School and Community Literacy Practices: Compatibility, Conflict, and Critique”

G.56 The Laramie Project in the Secondary Classroom: Using Text and Performance to Invite Discussions of Social Justice Issues (S)
Hynes Convention Center/Room 206, Level Two

Sponsored by the LGBT Issues in Academic Studies Advisory Committee, open to all

In this session, six ELA teachers will perform selected scenes from the award-winning documentary-style play, The Laramie Project, which addresses the 1998 murder of gay college student Matthew Shepard. They will also discuss their participation in a production of the show and share ideas for using the play in classrooms to promote a discussion of social justice, equality, and human rights.

Chair: Toby Emert, Agnes Scott College, Atlanta, Georgia

Presenters: Ashley DeGracia, Gwinnett County Schools, Lawrenceville, Georgia
Ryan Beddinfield, Tucker High School, Georgia
Shelby Jones, Cambridge High School, Milton, Georgia
Nikki Smith, Duluth High School, Georgia
Jerry Rigdon, Heritage High School, Conyers, Georgia

G.57 Explorations in Poetry and Culturally Diverse Literature (E)
Sheraton Boston/Constitution Ballroom A, 2nd Floor

In this session the presenters will show how teachers can work with elementary students to explore the concept of social justice and community, and examine the use of literature to help students navigate social issues in their community.

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

Presenters: Jennifer McCreight, Hiram College, Ohio, “The Fox Sounds like Barack Obama When He Speakin’: A First Grade Learning Community Uses Literature to Move from Personal to Abstract Language Study”
Detra Price-Dennis, The University of Texas, Austin, “Envisioning Possibilities: Reading and Writing to Make a Difference in the World”

G.58 Connecting Literature to Photography and Science (E)
Sheraton Boston/Back Bay C, 2nd Floor

These presenters will show how to integrate reading, writing, and math literacies with science, technology, engineering, and math (STEM) literacies to build confidence and understanding about using reading, writing, and math as tools for understanding STEM literacies. This understanding is crucial for the future development of awareness of national and global issues.

Presenters: Karin Keith, East Tennessee State University, Johnson City, “No Time for Science: Integrating STEM Hands-On Activities with English Language Arts”

G.59 Addressing Multiple Diversities in Literacy Teaching (E)
Hynes Convention Center/Room 200, Level Two

How do teachers create a language arts curriculum that is relevant for culturally and linguistically diverse students? These presenters will show how culture and gender are portrayed in fiction, and how they used the incorporation of children’s literature, inquiry-based learning, and family involvement to engage multilingual and multicultural students in the telling of stories.

Sary Silhiany, Sriwijaya University, Palembang, South Sumatra, Indonesia, “Telling Stories: Students as Inquirers of Culture and Family Histories”
Jonda McNair, Clemson University, South Carolina, “Examining Representations of African American Girlhood in Transitional Chapter Books”

G.60 Middle Level Gallery of Posters (M)
Hynes Convention Center/Ballroom Foyer, Level Three

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

**Chair:** Allyson White, Loudoun County Public Schools, Purcellville, Virginia

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<th>Poster Number</th>
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<td>Robert Jordan, University of South Florida, Tampa, “Using Art to Teach Reading for Comprehension to Middle School Struggling Readers”</td>
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<td>2</td>
<td>Kathryn Caprino and Jocelyn Glrazier, University of North Carolina, Chapel Hill, “(Re)Inventing Preservice Teachers’ Understanding of Text in a Children’s/Young Adolescent Literature Class”</td>
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<td>4</td>
<td>Vicki Meigs-Kahlenberg and Sally Poletick, Pennsbury School District, Bucks County, Pennsylvania, “Beliefs: Building Bridges from the Past and Gateways to the Future”</td>
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<td>5</td>
<td>Danielle Forest, Old Dominion University, Norfolk, Virginia, “Class and Conflict in Newbery Award Winners”</td>
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<td>6</td>
<td>Michele Haiken, Rye Middle School, New York, “Beyond the Book Report and Expository Essay: Tech-Oriented Assignments and Projects for English Language Arts Classrooms”</td>
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<td>7</td>
<td>Eric Kursman, Virginia Walker, Brion Bell, and Allyson White, Loudon County Public Schools, Purcellville, Virginia, “Responding to a Community: A Local Reinvention of the Heterogeneous Middle School English Classroom”</td>
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<td>Janette Hughes, University of Ontario Institute of Technology, Oshawa, Canada, and Anne Burke, Memorial University, St. John’s, Canada, “Transformative Teaching: Using Apps with Literature Circles to Engage Social Justice in Middle School”</td>
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<td>Lori Henderson and Alison Critchfield, Midway College, Kentucky, “Content Vocabulary: See It—Use It—Own It”</td>
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<td>Patricia Baldes, Somers Schools and Rock Your World, New York, New York, “Rock Your World”</td>
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<td>11</td>
<td>Kasey Garrison, Charles Stuart University, New South Wales, Victoria, Australia, “‘The World Will Be as One’: Translated Literature’s Role in Our 21st Century World”</td>
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<td>12</td>
<td>Lisbeth Wells-Pratt, The University of Georgia, Athens, and Deborah Wells, Slippery Rock University, Pennsylvania, “‘Dangerous’ Ideas: Teaching Labor History within the Common Core Standards”</td>
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<td>13</td>
<td>Carolyn Obel-Omia, Rhode Island College, Providence, “‘Igniting the Fire: Motivating Middle Grade Writers’”</td>
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<td>Kristin Domm, Mount Saint Vincent University, Bronx, New York, “Empowering Writers through Language Inquiry”</td>
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<td>Julie Duncan, Mexico Public Schools, Missouri, and Stacey Ellison, Mexico 59 Schools, Missouri, “Teaching Poe in the 21st Century”</td>
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<td>16</td>
<td>John Stewart and Caitlin Chapuis, Arlington Public Schools, Virginia, “Beyond Tableau: Easy to Use Drama Strategies for the ELA Classroom”</td>
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<td>17</td>
<td>Stephanie Snyder, Athens, Ohio, “Disability’s Presence within the Young Adult Genre in Our Classrooms: Considerations, Recommendations, and the Selection Process”</td>
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<td>18</td>
<td>Nancy Kolodziej, Tennessee Technological University, Cookeville, “Using Literacy Learning Stations to Meet Adolescents’ Needs”</td>
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<td>19</td>
<td>Laura Mullen, Dover Sherborn Middle School, Massachusetts, “More than ‘Where’ and ‘When’”</td>
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<td>20</td>
<td>Samantha Addington, Irma Rangel Young Women’s Leadership School, Dallas, Texas, “Using Narrative across Content Areas”</td>
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<td>21</td>
<td>Meghan Thornton, Endeavor Charter School, Chapel Hill, North Carolina, “Literacy through Service Learning”</td>
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<td>22</td>
<td>Kathryn Pierce, Clayton Missouri School District, Caiti Quatmann, University of Missouri, St. Louis, and Angela Riley, Parkway Southwest Middle School, Manchester, Missouri, “Following the Thread of Tangled Writers: Strategies and Protocols for Understanding and Supporting Middle School Writers”</td>
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<td>23</td>
<td>Carter Latendresse, Catlin Gabel School, Portland, Oregon, “‘Why Garden in School?’”</td>
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25 Adrianne Billingham-Bock and Fran Colletti, Facing History and Ourselves, Brookline, Massachusetts, “Introduction to Facing History and Ourselves: Literature Guides, Common Core Strategies, and Professional Development”

26 Michael DiCicco, University of South Florida, Tampa, “Using Art to Teach Reading Comprehension to Middle School Struggling Readers”

27 Kendra China, University of Virginia, Charlottesville, “A Case for Poor Comprehenders”

28 Michelle Bahtic, Tampa Preparatory School, Florida, “Student Led Learning”

29 Laura Sabella, University of South Florida, Tampa, “When Autism Spectrum Disorders Meet the Secondary Language Arts Classroom: Supporting Increasing Populations of ASD Students”

30 Nadia Behizadeh, Georgia State University, Atlanta, “Why Am I Writing about Outer Space? Rebalancing Dysfunctional Dichotomies to Promote Culturally Relevant and Authentic Writing Instruction”

31 Donna Wake, University of Central Arkansas, Conway, “Digital Writing in the Early Grades”

142 Saturday Morning, 9:30–10:45 a.m.
GH Session
9:30 a.m.–12:15 p.m.

GH.01  SKILL AND WILL: STRATEGIES THAT IMPROVE CRITICAL READING ABILITY AND NURTURE A LOVE OF READING (G)
Sheraton Boston/Independence Ballroom
West, 2nd Floor
We know that focusing on improving reading skills without also fostering a love of reading potentially creates alliterates—those students who can read but choose not to do so. So how do we build motivation and also improve skill? And how do we do that when the text is tough, the skills are limited, or the motivation to read is low? Join us as we share strategies and methods that develop both skill and motivation.

Chair: Kylene Beers, educational consultant, The Woodlands, Texas

Presenters: Teri Lesesne, Sam Houston State University, Huntsville, Texas, “Books They WILL Want to Read”
Colby Sharp, Minges Brook Elementary School, Battle Creek, Michigan
Donalyn Miller, O.A. Peterson Elementary School, Fort Worth, Texas, “It Is All about the Books: Turning Reluctant Readers into Readers”
Robert E. Probst, Marathon, Florida, “When Students Ask the Questions: The Best Text-Dependent Questions”
Jon Scieszka, author, Penguin, New York, New York
H Sessions
11:00 a.m.–12:15 p.m.

H.01 MEET THE EDITORS ROUNDTABLE (G)
Hynes Convention Center/Room 209, Level Two

In this session, participants will 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: Jacqueline Bach, Louisiana State University, Baton Rouge, The ALAN Review
Steven Bickmore, Louisiana State University, Baton Rouge, The ALAN Review
Melanie Hundley, Vanderbilt University, Nashville, Tennessee, The ALAN Review
Kathleen Blake Yancey, Florida State University, Tallahassee, College Composition and Communication
Kelly Ritter, University of Illinois, Urbana-Champaign, College English
Leslie S. Rush, University of Wyoming, Laramie, coeditor, English Education
Lisa Scherff, Estero High School, Florida, coeditor, English Education
David Gorlewski, D’Youville College, Buffalo, New York, coeditor, English Journal
Julie Gorlewski, State University of New York, New Paltz, coeditor, English Journal
Courtney Green, State University of New York, New Paltz, editorial associate, English Journal
Nichole Saldana, State University of New York, New Paltz, editorial associate, English Journal
Oona Marie Abrams, Chatham High School, New Jersey, English Leadership Quarterly
Miriam Martinez, The University of Texas, San Antonio, coeditor, The Journal of Children’s Literature
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
Laura May, Georgia State University, Atlanta, coeditor, Language Arts
Teri Holbrook, 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
Maria Novotny, Michigan State University, East Lansing, assistant editor, Research in the Teaching of English
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.02 CELEBRATING JOYCE SIDMAN:
WINNER OF THE 2013 NCTE AWARD
FOR EXCELLENCE IN POETRY FOR
CHILDREN (G)
Hynes Convention Center/Room 104, Level One

Sponsored by the NCTE Award for Excellence in Poetry for Children Committee, open to all

This session will celebrate the NCTE Award for Excellence in Poetry for Children, and the 2013 winner of this award, Joyce Sidman. Members of this award committee will introduce the author and her work, and then Ms. Sidman will share her insights about her poetry and her writing.

Tradebook Author: Joyce Sidman, Houghton Mifflin, Boston, Massachusetts, “Voice, Heart, Memory: Tapping the Power of Poetry”

Presenters: Kathryn Button, Texas Tech University, Lubbock Terrell Young, Brigham Young University, Provo, Utah
Mary Lee Hahn, Dublin City Schools, Ohio
Lesley Colabucco, Millersville University of Pennsylvania, Millersville
Darcy Bradley, Eastern Washington University, Cheney
Nancy Hadaway, The University of Texas, Arlington
H.03  REINVENTING YESTERDAY’S STUDENT TEACHING EXPERIENCE: A PARTNERSHIP TOWARD POSSIBILITY (E–TE)
Hynes Convention Center/Room 102, Level One

Brigham Young University—Idaho partnered with Arizona’s Zaharis Elementary School to reinvent the preservice teaching experience. These presenters will describe how both institutions saw with new eyes as curricular, pedagogical, and mentoring questions were raised and answers sought, so participants at both institutions could envision possibilities for present and future literacy instruction in elementary and teacher education.

Chair: Kevin Stanger, Brigham Young University, Idaho

Presenters: Diann Christensen, Brigham Young University, Idaho, “Teacher Development Inside and Outside of the Classroom”

Reactor/Respondent: Dean Cloward, Brigham Young University, Idaho

H.04  KENNETH GOODMAN: EDUCATIONAL LEADER, SCHOLAR, COURAGEOUS ACTIVIST (G)
Hynes Convention Center/Room 103, Level One

Sponsored by the Center for the Expansion of Language and Thinking, open to all

Kenneth Goodman changed our understanding of reading from a word by word mechanistic act to a psycholinguistic process. Since the early 1960s his research and publications have informed educators around the world about a holistic curriculum. Join us as we highlight his scholarship, leadership, and social action.

Chair: Renita Schmidt, University of Iowa, Iowa City

Presenter: Bess Altwerger, Towson University, Maryland, “Ken: Advocate for Teachers, Students, and Democratic Education”

Reactor/Respondent: Kenneth Goodman, University of Arizona, Tucson

H.05  INNOVATIVE USES OF TECHNOLOGY WITH YOUNG READERS AND WRITERS (E)
Sheraton Boston/Fairfax A, 3rd Floor

Presenters in this session will show how to use technology with young readers and writers. Participants will explore hands-on examples of classroom-tested techniques for improving the writing of young children using multimodal strategies.

Chair: Parsa Choudhury, Morton College, Illinois

Presenters: Pamela Sullivan and Marianne Baker, James Madison University, Harrisonburg, Virginia, “Goodnight Moon, Goodnight iPad”

Shaunna Smith, Texas State University, San Marcos, and Lauren Burrow, University of Memphis, Tennessee, “Reinventing Early Childhood Writing with Multimodal Instructional Strategies”

Sally Brown, Georgia Southern University, Statesboro, “English Learners’ Retrospective Analysis of Fluency Using E-Readers”

H.06  SYMBOLIC PLAY, PRIVILEGED PLAY, AND YOUNG CHILDREN’S LITERATURE (E)
Sheraton Boston/Berkeley Room, 3rd Floor

Researchers have long claimed that play is a precursor to literacy. But play is not only a precursor—it is a companion to purposeful literacies. Presenters in this session will consider the sanctioning of language and literacy practices during play in elementary classrooms, and participants will reexamine the types of play privileged in children’s literacies, contemplate pedagogical spaces where all types of playful experience can occur, and discuss suggestions for breaking open classed assumptions and teaching practices.

Presenters: Jennifer (Jaye) Thiel, The University of Georgia, Athens, “Privileged Play: The Risky Business of Language in the Primary and Elementary Classroom”

Anne H. Dyson, University of Illinois, Urbana-Champaign, “(Re)Inventing Literacies: Symbolic Play and Children’s Learning”

H.07  RESEARCH ROUNDTABLES (G)
Hynes Convention Center/Ballroom A, Level Three

Research strand proposals were selected through a process of blind review by researchers conversant with the topics under study.

Table Number  Roundtable Leaders and Topics

1  Moira Dougherty, University of Maryland, College Park, “Teacher Narratives”

2  Laura Baecher, Hunter College, City University of New York, New York, Byeong-Young Cho and Lindsay Woodward, Iowa State University, Ames, and Keisha Kibler and Audra Slocum, West Virginia University, Morgantown “Teacher Ed”

3  Lisa Waner, Big Bear Lake, California, Jon-Philip Imbrenda, Temple University, Philadelphia, Pennsylvania, and Holly Graham, University of Massachusetts, Amherst, “Writing”

4  Melody Zoch, University of North Carolina, Greensboro, Erin McCloskey, Vassar

Continued on following page
College, New York, New York, Pamela Jewett, University of South Carolina, Columbia, and Deborah MacPhee, Illinois State University, Normal, “Literacy Coaches and Tutors”
5 Brooke Harris Garad and Donja Bridges, The Ohio State University, Columbus, “African American Communities of Practice”
6 Erik Skogsberg, Michigan State University, East Lansing, and Erin Stutelberg, University of Minnesota, Minneapolis, “Teacher Education, English Education”
7 Amanda Thein, Renita Schmidt, University of Iowa, Iowa City, and Anthony Johnston, University of California Berkeley, “Adolescent Readers”
9 Denny Taylor and Josefa Pace, Hofstra University, Hempstead, New York, Stephanie Schneider, State University of New York, Old Westbury, and Elizabeth Bishop, University of Pittsburgh, Pennsylvania, “Policy, Politics, and Social”
10 Florence Kabba, LaGuardia Community College, The City University of New York, New York, and Amy Pelissero, Georgia State University, Atlanta, “Literature, Adult Book Clubs”
11 Nikki Wright, Birmingham-Southern College, Alabama, “iRead, You Read, but Does It Matter How We Read? A Comparative Analysis of Student Responses to Traditional and Electronic Books”
12 Lindsey Moses, Arizona State University, Phoenix, “The Power of Anchor Texts to Create Transactional Space”
13 Gwyn Senokossoff, Florida International University, Miami, “Reevaluating the Way Reading Comprehension Is Taught: How Do We Support Children with Asperger’s Syndrome and High-Functioning Autism in Inclusive Classrooms?”
14 Annamary Consalvo, Fitchburg State University, Massachusetts, “Writing Conferences as Space for Talk”
15 Jon Wargo, Kristin McIlhagga, Michigan State University, East Lansing, and Laura Jimenez, Boston University, Massachusetts, “‘I Just Can’t Go There’: Examining Preservice Teacher Responses to LGBTQ Literature”
16 Joan Fingon and Sharon Ulanoff, California State University, Los Angeles, “Teacher Narratives”
17 Eyatta Fischer, The Ohio State University, Columbus, “African American Communities of Practice”

H.08 EIGHT GREAT [CENSORED] AMERICAN NOVELS (M–S–C–TE)
Hynes Convention Center/Room 302, Level Three
Sponsored by the Standing Committee Against Censorship, open to all
In this conversation, prominent young adult authors will consider the impact of censorship on adolescents. Table leaders will follow by engaging attendees in discussions related to teaching commonly censored American novels. Respondents will close by providing suggestions for continuing this conversation in local schools and communities.
Co-chairs: Alan Brown, Wake Forest University, Winston-Salem, North Carolina
Joan Kaywell, University of South Florida, Tampa
Bette Greene, author, Penguin and Open Road, New York, New York
Lauren Myracle, author, Abrams Books, New York, New York
Ellen Hopkins, author, Simon and Schuster, New York, New York

Table Number Roundtable Leaders and Topics
1 Joan Kaywell, University of South Florida, Tampa, “The Chocolate War by Robert Cormier”
2 Wendy Glenn, University of Connecticut, Storrs, and Kate Youngblood, Wake Forest University, Winston-Salem, North Carolina, “The Perks of Being a Wallflower by Stephen Chbosky”
3 Joseph Milner, Wake Forest University, Winston-Salem, North Carolina, “The Adventures of Huckleberry Finn by Mark Twain”

Saturday Morning, 11:00 a.m.–12:15 p.m.
Lisa Scherff, Estero High School, Florida, “Annie on My Mind” by Nancy Garden

Chris Crowe, Brigham Young University, Provo, Utah, “Running Loose” by Chris Crutcher

Carol Pope, North Carolina State University, Raleigh, and Tara Anderson, University of North Carolina, Chapel Hill, “The Absolutely True Diary of a Part-Time Indian” by Sherman Alexie

Valerie Kinloch, The Ohio State University, Columbus, “The Color Purple” by Alice Walker

Jeffrey Kaplan, University of Central Florida, Orlando, “Crank” by Ellen Hopkins

Steven Bickmore, Louisiana State University, Baton Rouge, “Catcher in the Rye” by J. D. Salinger

Carl Young, North Carolina State University, Raleigh, “The Giver” by Lois Lowry

Paula Taylor-Greathouse, Riverview High School, Sarasota, Florida, “Shine” by Lauren Myracle

Victoria M. Whitfield, Autauga County School System, Prattville, Alabama, “To Kill a Mockingbird” by Harper Lee

Jennifer Buehler, Saint Louis University, Missouri, “Summer of My German Soldier” by Bette Greene

Respondents: ReLeah Cossett Lent, consultant, Peachtree Publishers, Atlanta, Georgia
Millie Davis, National Council of Teachers of English, Urbana, Illinois

PBS’S SHAKESPEARE UNCOVERED IN THE CLASSROOM (S)
Hynes Convention Center/Room 101, Level One
In this hands-on workshop, the presenter will describe free online educational resources created for the PBS series Shakespeare Uncovered, which explores the world and works of William Shakespeare. She will provide an overview of the series, discuss related activities and the use of video, and offer strategies for integrating the content into the classroom.

Presenter: Sandy Goldberg, WNET/New York Public Media, New York, “Shakespeare Uncovered in the Classroom”

LEARNING TO LEAD, LEADING TO LEARN: TRANSFORMING LEADERSHIP AND LITERACIES IN A DIVERSE SOCIETY: A SESSION FOR DEPARTMENT CHAIRS, LEAD TEACHERS, AND LITERACY COORDINATORS (G)
Sheraton Boston/Commonwealth Room, 3rd Floor
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 the Common Core State Standards? How do leaders approach student assessment and teacher evaluations? This session will feature a keynote speaker and roundtable discussions on topics of importance to school leaders. Choose your topic and these informative, highly interactive and practical conversations will engage you in the real work of teachers and school leaders.

Keynote Speaker: Sarah Brown Wessling, Johnston High School, Iowa

Table Number Roundtable Leaders and Topics
1 Elizabeth Spencer, Brookfield High School, Connecticut, “Mentors Matter: CEL’s Emerging Leader Fellowship”
2 Heather Rocco, Chatham High School, New Jersey, “Using Social Media for Professional Development”
3 Karen Delbridge, Laramie County School District #1, Wyoming, “Leading Assessments around CCSS”
4 Rick Chambers, consultant, Pearson Education, Toronto, Ontario, Canada, “Helping Teachers Realize Their Potential: Exploring Individual and Group Behaviors in Departments and Schools”
6 Patrick Monahan, education consultant, Interlochen, Michigan, “What to Do before the Censor Comes”

Continued on following page
8  Scott Eggerding, Lyons Township High School, La Grange, Illinois, “Leading through Listening: Learning from Complaints”

9  Edie Weinthal, Pascack Valley Regional High School District, Montvale, New Jersey, “Teacher Evaluation”

10 Tom Scott, University of Wisconsin, Milwaukee, “Having Difficult Conversations”

11 Anna J. Small Roseboro, consultant, Grand Rapids, Michigan, “Maximizing Meetings and Maintaining Morale”

12 Janice Schwarze, Downers Grove South High School, Illinois, “Content Area Literacy Coaching: An Integrated Approach to Common Core”

H.11  AUTHOR STRAND: THE AUTISTIC BRAIN: TEACHING ACROSS THE SPECTRUM (G)

Hynes Convention Center/Room 304, Level Three

Temple Grandin is an expert on autism, a best-selling author, and a scientist who has inspired millions of readers and fans worldwide. Her life and work have given voice to the experience of autism, changing perceptions and challenging assumptions. In this talk she will bring her singular perspective to a thrilling journey through the autism revolution.

Presenter: Temple Grandin, Colorado State University, Fort Collins

NCTE Spokespersons Training
11:00 a.m.–12:15 p.m.
Hynes Convention Center/Room 107, Level One

Join Millie Davis, NCTE Senior Developer, Affiliated Groups and Public Outreach, for an interactive session on tips for getting NCTE’s message out to the media and policymakers.

Saturday Morning, 11:00 a.m.–12:15 p.m.
Meetings of the Nominating Committees

11:00 a.m.–Noon, Closed Session; Noon–12:45 p.m., Open Session
Sheraton Boston/Back Bay D, 2nd Floor

Play a role in NCTE’s future by nominating yourself or a colleague for consideration as a candidate in the 2014 elections. Members of the nominating committees listed below will accept nominations and answer questions during the Open Session times.

Nominations are needed for the following offices:

- Vice President (from the Middle Section)
- Secondary Representative-at-Large
- Research Foundation Trustees
- Nominating Committee
- Section Steering and Nominating Committees
- CEE Executive and Nominating Committees
- TYCA Secretary

**NCTE Nominating Committee**  
*Chair:* Robert Petrone, Montana State University, Bozeman

**NCTE Elementary Section Nominating Committee**  
*Chair:* Thomas Marshall, Stony Lane Elementary School, Paramus, New Jersey

**NCTE Middle Level Section Nominating Committee**  
*Chair:* Justin Stygles, Rowe Elementary School, Maine

**NCTE Secondary Section Nominating Committee**  
*Chair:* Bonnee Breeze, Overbrook High School, Philadelphia, Pennsylvania

**NCTE College Section Nominating Committee**  
*Chair:* Amy J. Wan, Queens College, City University of New York, Flushing

**CEE (Conference on English Education) Nominating Committee**  
*Chair:* Susan L. Groenke, University of Tennessee, Knoxville

**TYCA (Two-Year College English Association) Nominating Committee**  
*Chair:* Carolyn Calhoon-Dillahunt, Yakima Valley Community College, Washington
Open Forum Meetings

Black Caucus Open Forum Meeting
11:00 a.m.–12:15 p.m.
Hynes Convention Center/Room 210, Level Two

Latino Caucus Open Forum Meeting
11:00 a.m.–12:15 p.m.
Hynes Convention Center/Room 109, Level One

American Indian Caucus Open Forum Meeting
11:00 a.m.–12:15 p.m.
Sheraton Boston/Gardner Room, 3rd Floor

Film Festival
11:51 a.m.–5:30 p.m.
Hynes Convention Center/Room 300, Level Three
Saturday Luncheons
12:30–2:30 p.m.

**Books for Children Luncheon**
Hynes Convention Center/
Room 312, Level Three

Steve Jenkins

**Presiding:** Nora Gonzalez, Fort Sam Houston Elementary School, San Antonio, Texas, and Elisa Waingort, Academia Cotopaxi, Quito, Ecuador

**Introducing and Presenting Orbis Pictus Award:** Fran Wilson, Madeira City Schools, Cincinnati, Ohio

**Orbis Pictus Award Winner:** “Monsieur Marceau: Actor without Words” by Leda Schubert, illustrator, Gerard Dubois, Roaring Brook Press

**Introducing and Presenting Poetry Award:** Nancy Hadaway, The University of Texas, Arlington

**Poetry Award Winner:** Joyce Sidman, author, Houghton Mifflin, Boston, Massachusetts

**Introducing Speaker:** Theodore Kesler, Queens College, The City University of New York, Flushing

**Speaking:** Steve Jenkins has written and illustrated many award-winning children’s books, including the 2003 Caldecott Honor recipient, What Do You Do With a Tail Like This? His latest book, My First Day, explores the first day in the lives of animals. His books combine science and the natural world with stunning paper collage illustrations. He is graphic designer, illustrator, and author of more than thirty books, and has collaborated on several books with his wife, Robin Page, and his father.

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**Secondary Section Luncheon**
Hynes Convention Center/
Ballroom C, Level Three

Ishmael Beah

**Presiding:** Jocelyn Chadwick, Harvard University, Cambridge, Massachusetts

**Introducing Speaker:** Amy Magnafichi-Lucas, Illinois State University, Normal

**Speaking:** Ishmael Beah, born in 1980 in Sierra Leone, West Africa, is the New York Times bestselling author of A Long Way Gone: Memoirs of a Boy Soldier and the forthcoming novel Radiance of Tomorrow. A Long Way Gone has been published in over thirty languages and was nominated for a Quill Award in 2007. Time magazine named the book as one of the top ten nonfiction books of 2007, ranking it as number three. Beah’s work has appeared in The New York Times Magazine, Vespertine Press, LIT, Parabola, and numerous academic journals. He is a UNICEF Ambassador and Advocate for Children Affected by War, a member of the Human Rights Watch Children’s Rights Advisory Committee, an advisory board member at the Center for the Study of Youth and Political Violence at the University of Tennessee, Knoxville, a visiting scholar at the Center for International Conflict Resolution at Columbia University, a visiting Senior Research Fellow at the Center for the Study of Genocide, Conflict Resolution, and Human Rights at Rutgers University, a co-founder of the Network of Young People Affected by War (NYPAW), and president of the Ishmael Beah Foundation. He has spoken before the United Nations, the Council on Foreign Relations, and many panels on the effects of war on children. He is a graduate of Oberlin College with a B.A. in Political Science and resides in New York City.
Presiding: Patricia Dunn, Stony Brook University, New York
Introducing Speaker: Chris Anson, North Carolina State University, Raleigh
Speaking: Steven Pinker is an experimental psychologist and one of the world’s foremost writers on language, mind, and human nature. Currently Harvard College Professor and Johnstone Family Professor of Psychology at Harvard University, Pinker has also taught at Stanford and MIT. His research on visual cognition and the psychology of language has won prizes from the National Academy of Sciences, the Royal Institution of Great Britain, the Cognitive Neuroscience Society, and the American Psychological Association. He has also received seven honorary doctorates, several teaching awards at MIT and Harvard, and numerous prizes for his books The Language Instinct, How the Mind Works, and The Blank Slate. He is Chair of the Usage Panel of the American Heritage Dictionary, and often writes for The New York Times, Time, and The New Republic. He has been named Humanist of the Year, Prospect magazine’s “The World’s Top 100 Public Intellectuals,” Foreign Policy’s “100 Global Thinkers,” and Time magazine’s “The 100 Most Influential People in the World Today.”

Those without meal tickets who wish to hear the luncheon speakers will find limited seating at the rear of the room. Speakers are likely to begin their remarks 40–60 minutes after the beginning of the meal, so auditors need not be present at the beginning of the function.
Saturday Afternoon, 1:15–2:30 p.m.

I Sessions

1:15–2:30 p.m.

I.01 STUDENTS’ METACOGNITIVE REGULATION AND THE COMMON CORE (S)
Sheraton Boston/Back Bay C, 2nd Floor
In this session, the presenters will discuss the value of teaching metacognitive regulation when helping students to rise to the rigor of the Common Core. They will describe their own learning and their classroom experiences as they taught the skills necessary for reading complex texts and performing tasks that require higher-order thinking.

Presenters: Charles Gould, Iowa Council of Teachers of English, Omaha, Nebraska
Erica Schnepel, Iowa Council of Teachers of English, Carson
Charissa Haney, Iowa Council of Teachers of English, Omaha, Nebraska
Sandra Leaders, Iowa Council of Teachers of English, Minden

Drawing on core ideas in composition theory, the presenters in this interactive session will describe an approach to curriculum design that places engaging writing activities at the center and balances high- and low-stakes tasks and expressive, transactional, and poetic modes in a planning process that fulfills and goes beyond the Common Core standards.

Presenters: Jane Baer-Leighton, University of Massachusetts, Amherst
Bruce Penniman, University of Massachusetts, Amherst

I.02 DEMOCRACY IN THE AGE OF COLLEGE—AND CAREER—READINESS: DUSTING OFF THE ENGLISH COALITION CONFERENCE AFTER 25 YEARS (TE)
Hynes Convention Center/Room 104, Level One
This panel will argue for renewed attention to the ideals of the English Coalition Conference in light of today’s divisive culture of accountability.

Presenters: Nicole Galante, State University of New York, Stony Brook
David Hyman, Lehman College, City University of New York, Bronx
Peter Khost, Stony Brook University, New York

At these roundtables, commission members and participants will explore theoretical and practical applications of expanded views of literacy, including how to infuse the arts into literacy instruction in K–University classrooms.

Co-chairs: Peggy Rice, Ball State University, Muncie, Indiana
Pauline Schmidt, West Chester University, Pennsylvania

Table Number | Roundtable Leaders and Topics
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1 | Barbara Laurain, South Windsor High School, Connecticut, “Using Visual Constructs to Facilitate Movement from Concrete to Abstract Thinking”
2 | Beth Berghoff, Indiana University–Purdue University, Indianapolis, “Arts-Based Beginnings Lead to More Intentional Learning”
3 | Louise Shaw, Central Connecticut State University, New Britain, and Donna Verbeck, Roanoke Avenue Elementary School, New York, “Igniting Student Wonder through Art and Writing: A Third Grade Teacher’s Exploration”
4 | Michelle Zoss and Sarah Klein, Georgia State University, Atlanta, “(Re)Imagining Spaces for Social Networking and Learning”
5 | Chris Leland and Anne Ociepka, Indiana University–Purdue University, Indianapolis, “How Do You Draw Freedom? Children Create Symbols to Represent Concepts”

Continued on following page
6 Katherine Macro, University at Buffalo, New York, “Teaching 'the drama': Perceptions of Student Learning and Teacher Growth”

7 Joanna Anglin, The University of Georgia, Athens, “Character Analysis through Music”

8 Sara Brock, Schreiber High School, Port Washington, New York, “Sharpening the Daggers: Cutting Out Macbeth”

9 Maggie Chase, Boise State University, Idaho, “Drafting Art and Artful Drafting”

10 Sarah Zimmerman and Jennifer Lindsey, Ball State University, Muncie, Indiana, Jessica Carnes, Eastern Elementary School, Muncie, Indiana, and Emily McNiff, Cowan Elementary School, Muncie, Indiana, “Using Transmediation to (Re)Vision the Past”

11 Kay Cowan, University of Tennessee, Chattanooga, “The Arts and Comprehension of Text”

12 Peggy Rice, Ball State University, Muncie, Indiana, and Pauline Schmidt, West Chester University, Pennsylvania, “(Re)Imagining Literacy”

13 Kim Beal and Diane Bottomley, Ball State University, Muncie, Indiana, “Show Me the Money: Visual Literacy in an Integrated Economics Unit”

I.06 DIGITAL STORYTELLING AS A MEDIATOR FOR ALL STUDENTS’ EXPRESSION (G)
Hynes Convention Center/Room 203, Level Two

These presenters will describe digital storytelling using several effective examples for different age groups. They will review projects developed by university students and middle grade students and discuss the ways in which educators can use students’ individual responses to literature in the creation of digital stories.

Presenters: Bette Kirschstein, Pace University, Pleasantville, New York, “Multidisciplinary Perspectives for Digital Storytelling”
Francine Falk-Ross, Pace University, Pleasantville, New York, “Sharing and Teaching Literature Themes”

I.07 FROM FICTION TO REALITY: USING 21ST CENTURY TECHNOLOGY TO ACHIEVE COMMON CORE GOALS, EQUITY, AND ACCESS IN THE STUDY OF PRE-20TH CENTURY LITERATURE (G)
Hynes Convention Center/Room 207, Level Two

Presenters in this session will show how students in Decatur, Arkansas and Greenville, South Carolina created an Internet Learning Community using Edmodo to study Common Core texts, and developed their own in-school activities and inter-school exchanges using blogs, small- and large-group discussions, and assignment submission, to prepare for academic writing.

Chair: Rachel Stokes, Greenville Senior High School, South Carolina

Presenters: Rachel Stokes, Greenville Senior High School, South Carolina
James Garner, Decatur High School, Arkansas

I.08 REWIRING DYSTOPIAN TEXTS FOR FUTURE LEARNERS (S)
Hynes Convention Center/Room 302, Level Three

Using Common Core standards, these presenters will offer strategies for vertically aligning classic and modern dystopian works by incorporating the rigor of critical research in a technologically engaging reading and writing classroom. Participants will leave with ideas for use in their own classrooms.

Presenters: Shelley Moran, Blue Valley North High School, Overland Park, Kansas
Terri Snethen, Blue Valley North High School, Overland Park, Kansas
Shelly Weir, Blue Valley North High School, Overland Park, Kansas
Rebecca Dalton, Blue Valley North High School, Overland Park, Kansas
I.09 NARRATIVE AND NONFICTION: ARE THEY REALLY THAT DIFFERENT? (E–M)
Hynes Convention Center/Room 103, Level One
In this session, presenters will demonstrate practical strategies for developing inquiry-based social studies projects that address social studies standards and the Common Core State Standards for informational reading, writing, speaking, and listening. Classroom examples for grades 1–8 will be provided and participants will be invited to join the conversation.
Presenters: Jenny Murray, Duke School, Durham, North Carolina
Kathy Bartelmay, Duke School, Durham, North Carolina

I.10 BLURRING BOUNDARIES OF THE COLLEGE ENGLISH CLASSROOM: AFFIRMING LEARNING THROUGH INTERCULTURAL PRACTICE (S–C–TE)
Hynes Convention Center/Room 313, Level Three
These presenters will show how students from several regions of the world interacted in and out of the classroom and online to connect their learning of language and culture to their own social and cultural interests.
Presenters: Nadia Abid, Higher Institute of Applied St in Human Science of Sbeïta, Tunisia
Iraj Omidvar, Southern Polytechnic State University, Marietta, Georgia
Jeff Orr, Southern Polytechnic State University, Marietta, Georgia

I.11 (RE)INVENTING CULTURAL IDENTITY: CREATING AUTHENTIC LITERACY SPACES IN AN URBAN MIDDLE SCHOOL (E–M–TE)
Sheraton Boston/Beacon E, 3rd Floor
In this session the presenters will describe a writing workshop framework for culturally and linguistically diverse students in an urban middle school in the Southwest. They will show how refugee students, beginning language learners, and after-school family writing groups used artwork and personal narrative to write their stories and reinvent their world.
Chair: Meredith DeCosta, Grand Canyon University and Arizona State University, Phoenix
Presenters: Meredith DeCosta, Grand Canyon University and Arizona State University, Phoenix
Tracey Flores, Challenger Middle School, Glendale, Arizona
Margaret Opatz, Challenger Middle School, Glendale, Arizona

I.12 CONNECTING COMPREHENSION AND TECHNOLOGY: ADAPT AND EXTEND TOOLKIT PRACTICES (E–M)
Hynes Convention Center/Room 309, Level Three
The modern literacy classroom seeks to combine rich comprehension instruction with 21st century tools in order to engage students in active reading, communication, and learning. These presenters will show how to enhance literacy instruction using technology, while offering thoughtful, creative, and enriching learning experiences.
Co-chairs: Anne Goudvis, Public Education and Business Coalition, Denver, Colorado
Stephanie Harvey, Stephanie Harvey Consulting, Denver, Colorado
Katie Muhtarís, Burley Elementary School, Chicago, Illinois, “Transforming Thinking in the Middle Grades”
Stephanie Harvey, Stephanie Harvey Consulting, Denver, Colorado, “Connecting Comprehending and Technology”

I.13 (RE)INVENTING THE INTEGRATION OF ELA AND HISTORY: USING GENRES TO TEACH READING AND WRITING IN THE MIDDLE SCHOOL INTEGRATED COURSE (M)
Hynes Convention Center/Room 307, Level Three
The most common model for integrating history and ELA is based on content, for example by reading *Johnny Tremain* while studying the American Revolution. However, these presenters will argue that a focus on genre instead of content provides a better basis for this integration of history with the teaching of reading and writing.
Chair: Janice Wirsing, Trinity Lutheran School, Bloomington, Illinois
Presenters: Sarah Willis, Josiah Quincy Upper School, Quincy, Massachusetts
Melanie Smith, Josiah Quincy Upper School, Quincy, Massachusetts
Janis Flint-Ferguson, Gordon College, Wenham, Massachusetts
Jim Meyer, Josiah Quincy Upper School, Quincy, Massachusetts
Reactor/Respondent: Carey Applegate, University of Wisconsin, Eau Claire
I.14  HAVE YOU WONDERED TODAY?
USING WONDEROPOLIS IN THE
K–12 CLASSROOM (M)
Hynes Convention Center/Room 109, Level One
Sponsored by The National Center for Family Literacy, open to all

Presenters in this session will describe the WONDERPOLIS website of the National Center for Family Literacy, and show how this CCSS-ready, friendly, and valuable 21st century approach to literacy encouraged their students to engage in deeper reading and writing practices using web-based and multimedia enhanced nonfiction text.

Co-chairs: Gretchen Taylor, Sells Middle School, Dublin, Ohio
Maria Caplin, Bailey Elementary School, Dublin, Ohio
Consultant: Emily Kirkpatrick, National Center for Family Literacy, Louisville, Kentucky
Presenter: Paul Hankins, Floyds Knobs, Indiana

I.15  BEYOND THE NOVELTY: CONSIDERING THE “LITERARY EXPERIENCE” IN
DIGITAL AND MULTIMODAL CHILDREN’S AND YOUNG ADULT LITERATURE
(M–S–TE)
Sheraton Boston/Commonwealth Room, 3rd Floor

These presenters will focus on books for children and adolescents that include digital media in their storytelling—video, games, apps—and consider whether criteria should be developed for such works in order to evaluate the quality of the literary experiences they provide.

Chair: Melanie Hundley, Vanderbilt University, Nashville, Tennessee

Presenters: Teri Holbrook, Georgia State University, Atlanta, and Melanie Hundley and Blaine Smith, Vanderbilt University, Nashville, Tennessee, “Beyond the Novelty: Considering the ‘Literary Experience’ in Digital and Multimodal Children’s and Young Adult Literature”
Discussant: Laura May, Georgia State University, Atlanta

I.17  MOVING STUDENTS FROM ONE AND DONE—REVISING WRITING, REVISING TEACHING (M–S)
Hynes Convention Center/Room 208, Level Two

All great writing—from poetry to research—passes through a process of rereading and revision. These presenters will argue that although the tools are changing (composing on phones, tablets, and with pencils), the goal is still to lead students to analytical reading and flexibility with composition by modeling and scaffolding the craft of revision.

Chair: Suzanne Skipper, Seminole County Public Schools, Florida

I.18  REINVENTING THE PERSONAL NARRATIVE: MODEL IT, CRAFT IT,
PUBLISH IT (E–M–S)
Hynes Convention Center/Room 107, Level One

The future of English calls for transformative projects that impact the community beyond the classroom. Members of this panel will suggest that personal narrative of student-written and -edited memoirs published for the community should be infused with relevance in order to accomplish this goal. They will provide techniques for modeling writing with mentor texts, revising with rigor, and publishing using print-on-demand tools.

Presenters: Alexa Garvoille, Durham Public Schools, North Carolina
Annie Rehm, Grafton High School, Williamsburg, Virginia
Aaron McQuillan, Grafton High School, Williamsburg, Virginia

I.19  STORIES FROM THE FIELD: ON TALKING, LISTENING, AND LOOKING AT THE WORK OF WRITERS (E)
Hynes Convention Center/Room 108, Level One

The presenters in this session will consider three components of teaching writing to young children that have remained essential over time: talking, listening, and looking at student work. They will use mini case studies to show how these components are central to teaching writing, influenced by the classroom environment, and at the heart of meaningful professional development.

Chair: Martha Horn, Rhode Island College, Providence

Presenters: Martha Horn, Rhode Island College, Providence, “The Nature of Talking, Listening, and Looking at Student Work in Kindergarten and First Grade”
Natasha White, Charles Fortes School, Providence, Rhode Island, “The Impact of the Classroom Environment on the Quality of Talking, Listening, and Student Work”
Julie Slater, Charles Fortes Elementary School, Providence, Rhode Island, “What Is Possible When Professional Development in Writing Keeps the Child at the Focus”
I.20 CREATIVE AND CAREER WRITING: (RE)INVENTING OUR APPROACH TO TARGETED WRITING (M–S)
Hynes Convention Center/Room 206, Level Two
In this session the presenters will provide insight, resources, and instructional strategies for teaching creative and career writing. 
**Presenters:** Bruce Spang, Falmouth, Maine, “Poetry Alive”
Sharon Lindell, Half Hollow Hills School District, Dix Hills, New York, “(Re)Inventing High School College Writing: Targeting the Non-College Bound”

I.21 FIRST-YEAR COLLEGE WRITERS: LITERATE PRACTICES AND IDENTITIES IN TRANSITION (C)
Hynes Convention Center/Room 303, Level Three
These presenters will discuss the first-year college writing class, including the use of technology from nonacademic settings, the development of an identity as a writer in at-risk students, the teaching for transfer through the development of a general disposition about writing, and rhetorical stances constructed through metacognition. 
**Presenters:** Helen Sitler and Gloria Park, Indiana University of Pennsylvania, Indiana, “Basic Writers’ Literate Lives: Becoming Writers in the Academy”
Jo-Anne Kerr, Indiana University of Pennsylvania, Indiana, “Teaching for Transfer: What I Learned in ENGL101”

I.22 HIGH SCHOOL WRITING CENTERS: MORE IMPORTANT NOW THAN EVER (S)
Hynes Convention Center/Room 306, Level Three
Members of this panel will discuss the joys, frustrations, and logistics of opening a high school writing center in a public high school. They will describe the blueprints necessary to implement it, general guidelines for its successful management, and its benefits (intervention programs, helping at-risk students, and assisting English teachers in managing exploding class sizes). 
**Presenters:** Lora Novak, Westlake High School, Westlake Village, California
Mary Beth Simmons, Villanova University, Pennsylvania

I.23 RETHINKING THE FIVE-PARAGRAPH FORMULA FOR LITERARY ESSAYS (M–S–TE)
Hynes Convention Center/Room 310, Level Three
Despite the research challenging the use of a five-paragraph formula, this approach to literary essays persists. In this session, a teacher educator and a high school teacher will present the research and provide strategies for supporting students in writing essays that demonstrate thinking not formula. 
**Presenters:** Kristi Latimer, Tigard High School, Oregon
Kimberly Campbell, Lewis and Clark Graduate School, Portland, Oregon

I.24 REPORTS FROM CYBERSPACE (G)
Sheraton Boston/Fairfax A, 3rd Floor
Here are three of our profession’s “cyberspace superheroes” who are doing things in the classroom that haven’t even been invented yet! Find out what is possible and promising when the newest technologies—including wikis, podcasts, digital stories, and social networks—are used to develop the newest literacies. 
**Presenters:** Troy Hicks, Central Michigan University, Mount Pleasant
Sara Kajder, Shady Side Middle School Academy, Fox Chapel, Pennsylvania
Jeffrey N. Golub, teacher/author/consultant, Seattle, Washington

I.25 (RE)INVENTING TEACHER IDENTITY IN THE AGE OF COMMON CORE: HOW PRESERVICE AND PRACTICING TEACHERS NEGOTIATE THE TENSION BETWEEN IDENTITY AND MANDATE (S–C–TE)
Hynes Convention Center/Room 102, Level One
In this conversation, teacher education faculty members will explore the ways in which practicing and preservice teachers develop and (re)construct their professional identities in the age of Common Core implementation. Particular attention will be paid to the role played by colleagues and administration in either facilitating or impeding this process. 
**Presenters:** Holly Hungerford-Kresser, The University of Texas, Arlington
Jeanie Reynolds, University of North Carolina, Greensboro
Amy Vetter, University of North Carolina, Greensboro
Robert Montgomery, Kennesaw State University, Georgia
I.26  WHO’S IN CHARGE?! NEGOTIATING SPACES FOR COLLABORATION DURING STUDENT TEACHING EXPERIENCES (TE)  
Hynes Convention Center/Room 201, Level Two

These presenters will provide written and video scenarios of dilemmas that have occurred in student teaching placements and discuss principles of practice that promote deliberate negotiations and collaborations which honor all stakeholders’ perspectives while nurturing productive student teaching environments.

Kathleen McGowan, Teachers College, Columbia University, New York, New York, “From Student Teacher to Teacher”  
Nicole Cusick, Hunter High School, New York, New York, “Imagining and (RE)Seeing Roles Differently”  
Ruth Vinz, Teachers College, Columbia University, New York, New York, “Negotiating Spaces for Collaboration”

I.27  TEACHING QUEER YOUNG ADULT LITERATURE IN THE ENGLISH CLASSROOM: CASE STUDIES FOR DISCUSSION (TE)  
Hynes Convention Center/Room 202, Level Two

In this session English teacher educators will offer rationales for including queer YA literature in preservice courses and in workshops, graduate classes, and PD sessions for inservice teachers. They will use case studies of teaching practice and invite the audience to discuss their experiences and concerns about teaching queer texts.

Chair: Toby Emert, Agnes Scott College, Atlanta, Georgia  
Presenters: Katherine Mason, Wichita State University, Kansas  
Laraine Wallowitz, Adelphi University, Garden City, New York  
Respondent: R. Joseph Rodriguez, The University of Texas, El Paso

I.28  TEACHING PRESERVICE TEACHERS TO TEACH LITERATURE: CRITICAL LITERACY, INQUIRY-ORIENTED PEDAGOGY, AND YOUNG ADULT LITERATURE (C)  
Sheraton Boston/Back Bay B, 2nd Floor

In this session English teacher educators will share their diverse experiences preparing preservice teachers to teach literature to adolescents. They will describe critical literacy units using both young adult and canonical literature, projects that employ an inquiry-oriented pedagogy, and a co-teaching model in which two seemingly antagonistic pedagogical approaches to literature instruction are successfully combined.

Presenters: Joellen Maples, St. John Fisher College, Rochester, New York, “(Re)Inventing English Education: Teaching Preservice Literacy Teachers How to Move from Critical Literacy Theory to Critical Literacy Practice”  
Leslie Rush and Tammy Mielke, University of Wyoming, Laramie, “(Re)Inventing Young Adult Literature for Preservice Teachers: Literary Theory Meets Pedagogy”  
Nelson Graff, San Francisco State University, California, “Student Teachers Teaching Literature: How and for What?”

I.29  MYTHOLOGY ILLUMINATED IN GOTHAM’S LIGHT: WHEN CLASSIC MYTHOLOGY, SUPERHEROES, AND PUPPETRY UNITE (E–M–S)  
Hynes Convention Center/Room 110, Level One

Whether friend or fiend, mythology is part of the present literary compendium. In reimagining the role of mythology as it applies to the depth of Common Core rigor, these presenters will connect mythological characters with the characteristics of global superheroes, and provide examples of dramatic student-created interpretations.

Presenters: Yvonne Maisel, Watauga Public Schools, North Carolina  
Paula Barnes Cardinale, Wake County Public School System, North Carolina

I.30  SHAKESPEARE SET FREE—ACT 3: HOW TABLETS, SMARTBOARDS, AND WEB 2.0 TOOLS CAN GET YOUR STUDENTS CLOSER TO SHAKESPEARE’S TEXTS (S)  
Hynes Convention Center/Room 101, Level One

Sponsored by the Folger Shakespeare Library, open to all

These presenters will show how tablets, interactive (smart) boards, and Web 2.0 technology can seamlessly integrate performance with audio and video technology in a production-based approach to teaching Shakespeare. Although this session is part of a five-session Teaching Shakespeare strand, each session stands alone and will be led by different members of the Folger staff and past participants of the Teaching Shakespeare Institute. Teachers are welcome to attend one, some, or all five sessions.

Chair: Michael LoMonico, Folger Shakespeare Library, Washington, DC

Presenters: Cicily Coney, Dr. Phillips High School, Florida, “Tweeting in the Renaissance”  
William Parsons, North Broward Preparatory School, Florida, “Mash Up the Shakespeare!”  
Deborah Gascon, Dutch Fork High School, South Carolina, “Bringing the Past to the Present: Using Technology for Close Reading”
I.31 **STANDING UP FOR POETRY: RECITATION IN THE CLASSROOM (S)**
Hynes Convention Center/Room 205, Level Two

Are you still limited to the read, analyze, write an essay method of teaching poetry? These presenters will show how to gain the knowledge, skills, and confidence to go beyond that routine and introduce poetry recitation into your classroom. Discover the powerful benefits of recitation, explore the ways in which to incorporate it into your curriculum while meeting Common Core State Standards, and learn how to assess student presentations.

**Chair:** Katharine Moran, The English-Speaking Union, New York, New York

**Presenters:**
- Stephen Young, Poetry Foundation, Chicago, Illinois, “Student Assessment of Poetry Recitation”

I.32 **MAGIC IN THE MIDDLE: IGNITING A LIFETIME OF READING ENGAGEMENT—ADVANCING FROM LEARNING TO READ TO PROFICIENT, ENGAGED READING (E–M–TE)**
Sheraton Boston/Liberty Ballroom C, 2nd Floor

In this session, award-winning authors and illustrators will discuss the ways in which they use language and visuals to craft engaging books for middle level readers. They will discuss their research, styles, writing, and visual techniques, and share valuable insights for developing background knowledge and creating engaged, proficient, lifelong readers and learners.

**Chair:** Donna Knoell, educational consultant/author, Shawnee Mission, Kansas

**Tradebook Authors:**
- Kirby Larson, Scholastic, Inc., New York, New York, “The Impact of Strong Characters and Emotional Resonance to Inspire Young Readers for a Lifetime Habit of Reading”

I.33 **TRANSFORMATIVE TEACHING OF INFORMATIONAL TEXTS IN THE PRIMARY GRADES: HOW THE COMMON CORE STATE STANDARDS SUPPORT AUTHENTIC READING, WRITING, AND LEARNING (E)**
Sheraton Boston/Constitution Ballroom A, 2nd Floor

The Common Core State Standards (CCSS) provide an opportunity to evaluate and reshape teaching practices. Teaching students, not mandates, urges intentional and thoughtful planning, including ascertaining student needs and active and strategic teaching beyond surface coverage. These presenters will argue that these practices assist and support students in successfully meeting learning objectives.

**Presenters:**
- Jessica Dunton, SeDoMoCha Elementary School, Dover, Maine, and Jane Wellman Little, University of Maine, Orono, “Lively Learning Integrating High Quality Informational Books into the Common Core”
- Kim Oldenburgh, Asa Adams Elementary School, West Enfield, Maine, “Unpacking Informational Text Standards to Teach with Intention”
- Janice Kristo, University of Maine, Orono, “High Quality Informational Texts for Teaching in an Era of Standards”

I.34 **THE INTERSECTION OF LITERACY, SPORT, CULTURE, AND SOCIETY (M–S)**
Hynes Convention Center/Room 111, Level One

Join us in this conversation as keynote speakers, roundtable leaders, and session respondents explore the possibilities for using sports to promote adolescent literacy and cultural awareness while (re)inventing the future of English education through the connection of students’ curricular and extra-curricular interests.

**Co-chairs:**
- Alan Brown, Wake Forest University, Winston-Salem, North Carolina
- Lisa Scherff, Estero High School, Florida

**Tradebook Authors:**
- Bill Konigsberg, Scholastic, Inc., New York, New York

**Table Number Roundtable Leaders and Topics:**


Continued on following page
I.35 **TEACHING ABOUT FOOD IN ENGLISH LANGUAGE ARTS (M–S)**
Sheraton Boston/Beacon A, 3rd Floor
Eating healthy, balanced diets, avoiding anorexia and obesity, and working in the fast food industry are crucial issues for teens. These presenters will talk about using literature, informational text, and writing to address the topic of food and food justice—and meet Common Core Standards.

**Presenters:** Allen Webb, Western Michigan University, Kalamazoo, “Literature and Food: A Global, Social Justice Approach”
Gretchen Voskuil, Aquinas College, Grand Rapids, Michigan, “Hungering for Change: Reducing Food Waste with the Secondary English Classroom”
Becky deOliviera, Andrews University, Berrien Springs, Michigan, “A Writing Course on Food and the Food Movement”

I.37 **MEMOIR: A YOUNG WRITER’S BASIC MATERIAL (M)**
Hynes Convention Center/Room 105, Level One
These presenters will make a case for memoir as the genre that helps middle schoolers consider identity, distill experience, and learn from it. They will also describe a genre study that helps young writers focus, structure, craft, and assess stories about their lives.

**Chair:** Mary Ellen Giacobbe, Atkinson, New Hampshire

**Presenters:** Nancie Atwell, Center for Teaching and Learning, Edgecomb, Maine, “Memoirs: How To”
Anne Atwell-McLeod, Friends Community School, College Park, Maryland, “Why Memoirs?”

**Reactor/Respondent:** Ted DeMille, Center for Teaching and Learning, Edgecomb, Maine

I.38 **INCORPORATING INFORMATIONAL TEXT INTO THE TEACHING OF TO KILL A MOCKINGBIRD (M–S–TE)**
Hynes Convention Center/Room 301, Level Three
The new Common Core Standards mean substantial changes for language arts teachers, particularly in terms of the increased emphasis on informational text. Using *To Kill a Mockingbird* as their model, these presenters will show how serious and substantial attention to informational text can enhance students’ work with literature.

**Presenters:** Susan Chenelle, University Academy Charter High School, Newark, New Jersey
Audrey Fisch, New Jersey City University, Jersey City
I.39 (RE)IMAGINING THE FUTURE FOR CHILDREN IN POVERTY: NO MORE EXCUSES! (E)
Sheraton Boston/Liberty Ballroom A, 2nd Floor

Embraced by compassion and surrounded by rich experiences in literature, children living in poverty can (re)imagine their future. A principal, an instructional coach, and a classroom teacher will share how they tap into the resilience and creativity of children in crisis through leadership, staff development, practical classroom structures, and imaginative units of study.

Presenters: Bobbi Hite, Evergreen School District, Portland, Oregon
Melanie Quinn, Evergreen School District, Portland, Oregon
Elizabeth Lawson, Evergreen School District, Portland, Oregon

I.40 “LET THE WORDS RAIN DOWN”: INNOVATIVE APPROACHES TO VOCABULARY INSTRUCTION (E–M–TE)
Sheraton Boston/Back Bay D, 2nd Floor

Break away from traditional vocabulary instruction and adopt research-based, classroom-ready approaches. These roundtables will provide hands-on activities that engage even the most reluctant grades K–8 learners. Learn how to close the vocabulary achievement gap! Join this interactive session that crosses grade levels and shows how to ignite student interest in learning new words.

Chair: Mary Jo Fresch, The Ohio State University, Columbus
Tradebook Author: David Harrison, Drury University, Springfield, Missouri, “Poetic Language”

Table Number Roundtable Leaders and Topics
1 Linda Parsons, The Ohio State University, Columbus, “Awash in Words: Developing Word Consciousness through Read-Aloud”
2 Robert Drewry, The Ohio State University, Columbus, “Alternative Student Responses for Deepening and Enriching Vocabulary Knowledge”
3 bp (Bettie Parsons) Barger, The Ohio State University, Columbus, “Weaving a Web of Words: Using Multimedia Programs to Discover Word Connections”
4 Lisa Patrick, The Ohio State University, Columbus, “Found Poetry: A Creative Tool for Unearthing Wondrous Words”
5 Mary Jo Fresch, The Ohio State University, Columbus, “The Word Whisperer: Telling Secrets about Word Histories”

I.41 ADOLESCENT LITERATURE AND THE COMMON CORE: EXPLORING TEXT COMPLEXITY OF HIGHLY TEACHABLE YA LIT (M–S)
Hynes Convention Center/Room 304, Level Three

In this session, the presenter will show how young adult literature—including graphic novels—can be used to meet text complexity Common Core standards. He will explain the measures of text complexity and give the reasons why YA literature should be included in the curriculum.

Presenter: Brian Kelley, Fordham University, New York, New York

I.42 SERVICE LEARNING FOR SOCIAL JUSTICE IN ENGLISH EDUCATION (S–TE)
Hynes Convention Center/Room 209, Level Two

Sponsored by the CEE Commission on Social Justice, open to all

In this session, the presenters will discuss service-learning research in a variety of contexts and explore critical elements of service-learning projects which feature collaborative relationships among students, faculty, teachers, and community members across school and community spaces.

Chair: Jamal Cooks, San Francisco State University, California
Presenters: Emily Nemeth, The Ohio State University, Columbus, “Exploring Critical Service Learning in a Ninth Grade English Classroom: Collaborative Curricula and Theories of Learning”
Tara Johnson, Purdue University, West Lafayette, Indiana
Deborah Bieler, University of Delaware, Newark, “Critical Service Learning in English Education: What It Is and Why It Matters”
Beth Schurman, Olivet Nazarene University, Kankakee, Illinois, “Using Service Learning to Create Critical Spaces in Teacher Education”
Tara Star Johnson, Purdue University, West Lafayette, Indiana

Saturday Afternoon, 1:15–2:30 p.m. 161
I.43  NO ONE CARES WHAT YOU THINK OR FEEL: TALKING BACK TO THE COMMON CORE STANDARDS (G)
Sheraton Boston/Independence Ballroom East, 2nd Floor
The unchallenged assertion that “no one cares what you think or feel” in real-world literacy underscores both the standards’ key message and the method of their development/dissemination. This conversation will encourage participants to “talk back” to the CCSS. All attendees will have an opportunity to write, draw, or film their personal responses.
Chair: Kim McCollum-Clark, Millersville University of Pennsylvania, Millersville
Mark Letcher, Purdue University–Calumet, Hammond, Indiana
Kim McCollum-Clark, Millersville University of Pennsylvania, Millersville, “Does the World Care?”
Cindy Minnich, Upper Dauphin Area High School, Elizabethville, Pennsylvania
Paul Hankins, Floyds Knobs, Indiana
Teri Lesesne, Sam Houston State University, Huntsville, Texas

I.44  THE POWER OF THE SPEAKER: READING POETRY ACROSS ENGLISH AND SOCIAL STUDIES TO CONSIDER THE CRAFT AND COMPLEXITY OF PERSPECTIVE (M)
Sheraton Boston/Beacon F, 3rd Floor
In this interactive session, panel members will describe protocols for close reading of poetry with an emphasis on perspective, and discuss strategies for incorporating poetry in social studies as a way to complicate perspectives about historical time periods. Participants will see student work and receive handouts, including links to specific poems.
Presenters: Christina DiZebba, Hudson River Middle School, New York, New York
Audra Robb, Teachers College Reading and Writing Project, New York, New York
Elisabeth Hamilton, East Side Middle School, Manhattan, New York

I.45  INNOVATIVE APPROACHES TO LITERACY TEACHING (E)
Sheraton Boston/Constitution Ballroom B, 2nd Floor
This presenter will share innovative approaches to using nonfiction texts in teaching young children how to improve reading and social skills.

I.46  MAKING MEANING VS. TAKING MEANING: TEACHING STUDENTS TO DO COMPLEX THINKING IN COMPLEX TEXTS “INDEPENDENTLY AND PROFICIENTLY” (E–M)
Hynes Convention Center/Room 305, Level Three
Can we teach students how to do complex thinking about complex texts without falling back on old teacher-centered practices? The presenters in this session will provide examples from a variety of classrooms which show how to put students back in the center of our classrooms and still meet the Common Core reading standards.
Chair: Dorothy Barnhouse, literacy consultant, Brooklyn, New York
Presenters: Jamie Silberstein, PS 261, Brooklyn, New York, “Making Complex Thinking Visible in Whole Class Reading”
Sevgi Unay, Brooklyn School of Inquiry, New York, “Teaching Reading as Inquiry”
Dorothy Barnhouse, literacy consultant, Brooklyn, New York, “Situating Students to Be Problem-Solvers in Independent Texts”

I.47  RE-INVENTION, NOT RETRENCHMENT: MODELS OF STUDENT-CENTERED CLOSE READING THAT MEET THE COMMON CORE (M–S–TE)
Hynes Convention Center/Room 308, Level Three
How do teachers continue to value personal response while simultaneously teaching “close reading” as it is articulated in the Common Core? In this session, the presenters will show how to do both using methods applicable to a variety of textual genres, including poetry, literary nonfiction, and historical documents.
Chair: Allison Greer, Ridge High School, Basking Ridge, New Jersey
Presenters: Emily Meixner, The College of New Jersey, Ewing, “Getting Close to Nonfiction”
Wilbur Sowder, The College of New Jersey, Ewing, “Poetry at the Core”
I.48 POETRY AS POWERFUL LANGUAGE: READING IT, WRITING IT, SPEAKING IT, LIVING IT (G)
Sheraton Boston/Beacon G, 3rd Floor
This panel will explore what is essential about poetry, not as an add-on but as a vehicle for powerful language learning in an increasingly packed curriculum; how we can help students find the seeds of poetry—as readers and writers—while improving their interpretive and communication skills; and how the reading, writing, and speaking out loud of poetry can help students succeed in school and beyond.
Presenters: Nancy Johnson, Western Washington University, Bellingham, "Powerful Poetry: Reading It"
Michael Salinger, author, Mentor, Ohio, "Powerful Poetry: Speaking It"
Sara Holbrook, author, Boyds Mills Press, Honesdale, Pennsylvania, "Powerful Poetry: Writing It"

I.49 STUDENT PERFORMANCE ASSESSMENT FOR EVIDENCE-BASED COMMUNICATION IN THE 21ST CENTURY (M–S)
Sheraton Boston/Beacon D, 3rd Floor
Performance assessment that is linked to rigorous curriculum and instruction provides evidence that students are mastering complex skills and can transfer them to new situations. Using collaborative protocols, these presenters will show how to assess performance in a way that supports the teaching and learning of effective, evidence-based communication in written, spoken, and multimedia formats.
Chair: Christina Brown, Center for Collaborative Education, Boston, Massachusetts
Presenters: Christina Brown, Center for Collaborative Education, Boston, Massachusetts
Jeanne Sturges, Souhegan High School, Amherst, New Hampshire
Laurie Gagnon, Center for Collaborative Education, Boston, Massachusetts

I.50 DE ARTISTA A ARTISTA, WRITER TO WRITER: LEARNING FROM THE MULTIMODAL AND MULTILINGUAL COMPOSITIONS OF YOUNG LATINO PICTURE BOOK MAKERS (E–C–TE)
Sheraton Boston/Beacon B, 3rd Floor
In this conversation, presenters will offer strategies for engaging students in a study of the images and print in Latino children’s literature to support their literacies and identities as bilingual/bicultural. They will include instructional techniques for diverse, bilingual third and fourth graders and show students’ compositions.
Presenters: Nancy Valdez-Gainer, Austin Independent School District, Texas
Angie Zapata, University of Missouri, Columbia

I.51 (RE)INVENTING INSTRUCTIONAL STRATEGIES FOR ELL: ACT, CHANGE, EMPOWER (M–S)
Sheraton Boston/Liberty Ballroom B, 2nd Floor
In this interactive session, the presenters will explore strategies that engage English language learners in secondary English classrooms based on the Common Core standards. They will examine how these activities are designed to improve writing, grammar, and vocabulary development in ELLs and native speakers, and how educators can connect ELLs’ lives and experiences to the learning that occurs in mainstream English classrooms.
Presenters: Lisa Richardson, University of Arizona, Tucson, "A Close Read of Julius Caesar: English Language Learners Engage Complex Text"
Angela Hansen, Northern Arizona University, Flagstaff, and Anete Vasquez, Kennesaw State University, Georgia, “The Future for English Language Learners: Teaching to the Common Core Standards”
Michael Robbgrieco, Temple University, Philadelphia, Pennsylvania, “Newcomers on First: ELL Beginners Meet Abbot and Costello”

I.52 AN UNCOMMON CORE: DIGITAL LITERACY WORKAROUNDS FOR BLACK STUDENTS AND TEACHERS (G)
Sheraton Boston/Clarendon Room, 3rd Floor
Sponsored by the NCTE/CCCC Black Caucus, open to all
This panel will explore Black teacher perspectives on the implementation of Common Core standards in relation to digital literacies across upper grades of secondary language arts through college-level writing.
Presenters: A.D. Carson, Clemson University, South Carolina, "On iPads and uPads: The Digital Divide and High School Classroom English"
Nicole Ashanti McFarlane, Fayetteville State University, North Carolina, “Will Google Bomb for a Job! Teaching Information Literacy for Business Writing in HBCU Contexts”
I.53 NEGOTIATING RACE TALK DILEMMAS IN ENGLISH CLASSROOMS: TOWARD CULTURALLY RESPONSIVE AND COURAGEOUS CONVERSATIONS (S)
Sheraton Boston/Dalton Room, 3rd Floor

Whether English teachers are prepared for it or not, race is a frequent topic in many English classrooms. Facilitating responsible, productive conversations about race is notoriously difficult, but these presenters will describe types of race talk dilemmas that can—and often do—arise in English classrooms and explore strategies and techniques for engaging in culturally responsive and courageous conversations about race.

Chair: Kelly Sassi, North Dakota State University, Fargo

Presenters: Carlin Borsheim-Black, Central Michigan University, Mount Pleasant
Maureen Benson, Pacific Educational Group, San Francisco, California, “Facilitating Courageous Conversations about Race in English Classrooms”
Amy Ford, Central Michigan University, Mount Pleasant, “Race Talk Dilemmas in Teaching Language: (E)Race-ing Talk about Code-Switching in Cross-Racial Classroom Interaction”

Discussant: Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

I.54 PERSONAL VOICE IN THE FIRST-YEAR COMPOSITION CLASS (C)
Sheraton Boston/Republic Ballroom A, 2nd Floor

Presenters: Melissa Lutz, Salisbury University, Maryland, “What Place do Colloquial Languages Have in the Composition Classroom?”
Angela Shaw-Thornburg, Valerie Goodwin, and Carlan Kohn-Davis, South Carolina State University, Orangeburg, “From Experience to Academic Success: Reinventing Cultural Capital in the 21st Century”
Steven Lessner, Michigan State University, East Lansing, “‘Into the Paper/Like I Was Ink’: Learning from African American Males’ Invention and Arrangement Writing Strategies in First-Year Writing”
Pam Hollander, Worcester State University, Massachusetts, “Hybrid Hip-Hop–Scholarly Texts: Literacy Tools for High School through College”

I.55 WLU ROUNDTABLE (G)
Sheraton Boston/Gardner Room, 3rd Floor

Holistic literary practices are varied and unique for teachers who reflect on their students’ needs and interests. In this roundtable session, participants will be able to attend two different roundtables during the first hour and select a topic for the 15-minute wrap-up discussion at the end.

Table Number Roundtable Leaders and Topics
1 Sue Waters, Susan Dillingham, Kristi Nourie, and Barbara Summerson, St. Thomas Aquinas High School, Overland Park, Kansas, “Inciting Incidents: Using Characters to Build Character”
2 Delaney Holloway and Melissa Faetz, South Macon Elementary School, Franklin, North Carolina, “Awesome! Is That a Mommy Shark? Young Students’ Experiences with Informational Texts”
3 Alan Flurkey, Hofstra University, Hempstead, New York, “Comprehending Slow Reading: Using Miscue Analysis to Investigate Comprehension and Strategy Use in Slow and Inefficient Reading”
4 Michelle Fowler-Amato, The University of Texas, Austin, “Re-Thinking Language Instruction”
5 Yang Wang, University of Missouri, St. Louis, “Reading in Mandarin and English: A Case Study of RMI and RMA of College ELL Students”
6 Cheryl Lederle-Ensign and Danna Bell-Russel, Library of Congress, Washington, DC, “Primary Sources as Informational Text: Building Common Core Skills in Language Arts and Social Studies”
7 Katie Schrodt, Middle Tennessee State University, Murfreesboro, “(Re)Inventing the Research Paper with Multigenre Writing”
8 Cliff Mayotte, Voice of Witness, San Francisco, California, “Don’t Judge a Book by Its Cover: Exploring Identity through First-Person Narrative”
9 Michelle Falter, The University of Georgia, Athens, “(Re)Inventing the Way We Dialogue with Students through Improvisation”

164 Saturday Afternoon, 1:15–2:30 p.m.
**Poster Number** | **Presenters and Titles**
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1 | Alyssa Bruecken, University of Northern Iowa, Cedar Falls, “Student Reflective Practice: Building Empathy through Literacy”
2 | Darryn Diuguid, McKendree University, Lebanon, Illinois, “Engaging Preservice Teachers in Multicultural Literature Book Clubs”
3 | Mary Lourdes Silva, Ithaca College, New York, and Nicole Schon, South Coast Writing Project, Santa Barbara, California, “The iPad Study Group: Novice and Expert South Coast Writing Project (SCWriP) Fellows Connect”
4 | Susan Zeiger, Primary Source, Watertown, Massachusetts, “More than Haiku: ELA Lessons for East Asian Literature K–12”
5 | Ted Hall, Indiana University, Bloomington, “My Discourses ‘Shook’: Historical Texts, Critical Discourses and Urban Youth Culture”
6 | Theressa Anggraini, The Ohio State University, Columbus, “Hair and Children’s Literature in the United States”
7 | Daniel Weinstein, Great Neck South High School, New York, “Mind-Mapping for Terrific Teachers and Superb Students”
8 | Lori Goodson, Wamego High School, Kansas, and Todd Goodson, Kansas State University, Manhattan, “Saving Our Stories: Oral Histories of Veteran Teachers”
9 | Latasha Warner and Kimberly Jones, Auburn University, Alabama, “Judging the Evidence: Developing Criteria for Effective Argumentation”
10 | Robert Jordan and Michael DiCicco, University of South Florida, Tampa, “Shooting to Write: Using Photography to Teach Writing”
11 | Maria Perpetua Socorro Liwanag, State University of New York, Geneseo, “Learning to Be Teacher-Researchers through Inquiry-Centered Projects: Co-Constructing Identities as Critical Educators”
12 | Soin Shin, University of Florida, Gainesville, “Toward the 21st Century Multimodal Literacy Education”
13 | Donna Wakefield, National Louis University, Lisle, Illinois, “Disability in Children’s and YA Literature: An Internet Database”
14 | Richard Gorham, Lawrence Public Schools, Massachusetts, “Culture Works! School–Museum Collaborations”
15 | Megan Callow, University of Maryland, College Park, “Know Thyself: Identity Development as an Essential Ingredient in Teaching Writing”
16 | John Stewart, Arlington Public Schools, Virginia, “Saturday Morning Madness”
18 | Lisa Wilhelm and Sarah Barnes-Ryan, Amherst Middle School, New York, “Story Tours: ‘Live’ Assessment for the 21st Century Classroom”
I.57 TELLING A STORY: FROM ANECDOTE TO ACTION (G)
Sheraton Boston/Back Bay A, 2nd Floor
Teacher voices are a vital—but too often missing—component in the ongoing conversation about school reform. These presenters will invite participants to become part of that conversation as they learn how to develop their personal stories into a more public narrative, starting from anecdotes and building toward an action plan.
Chair: Patricia Lambert Stock, Michigan State University, East Lansing
Presenters: Lisa Tremain, University of California, Santa Barbara
Linda Adler-Kassner, University of California, Santa Barbara
Cathy Fleischer, Eastern Michigan University, Ypsilanti

I.58 REEL LITERACY: TEACHING FILM-AS-TEXT IN THE ENGLISH CLASSROOM (S)
Sheraton Boston/Beacon H, 3rd Floor
These presenters will lead a discussion and interpretation of three ten-minute scenes from “Stranger than Fiction” (Marc Forster, 2006), “The Bicycle Thieves” (Vittorio DeSica, 1948), and the documentary film “The Interrupters” (Steve James, 2011). They will focus on the teaching of visual literacy and the methods for pairing film with literature.
Daniel Lawler, New Trier High School, Winnetka, Illinois
**IJ Session**

1:15–4:00 p.m.

**IJ.01 NCLE ROUNDTABLE (G)**

Hynes Convention Center/Room 210, Level Two

NCTE is working with leading educational organizations to support literacy teams through the National Center for Literacy Education (NCLE). In this session participants will have the opportunity to engage in small group conversations with educators who are collaborating to improve literacy education, and to get suggestions and resources for moving their own teams’ learning forward.

**Chair:** Cathy Stutzman, Hunterdon Central Regional High School, New Jersey

**Table Number** **Roundtable Leaders and Topics**

1. Jody Swilky, Drake University, Des Moines, Iowa, and Petra Lange, Des Moines Public Schools, Iowa, “ExChange through Writing: Strengthening Writers through High School and College Collaboration”

2. Emily Bollinger and Melissa Bird, Des Moines Public Schools, Iowa, “(Re)Inventing Professional Development: In the Hands of the Teachers”


4. Kimberly Cuevas, Washoe County School District, Nevada, and Keith Roberts and Lindsey Wells, Hug High School, Reno, Nevada, “Re(Inventing) an English Department from the Outside In”

5. Stephanie Marks, Baltimore, Maryland, “STEM and Literature: Connections between Seemingly Disparate Disciplines”


9. Maureen Riley and Debra Schneider, Teacher-Based Reform (T-BAR) Program, California State University, Chico, “Argumentation in Writing: Social Studies Teachers Effectively Support the Literacies in the Common Core”

**Respondent:** Sarah Brown Wessling, Johnston High School, Iowa

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**Meeting**

**CCCC Officers Meeting**

2:30–5:00 p.m.

Sheraton Boston/Beacon C, 3rd Floor

**Chair:** Chris Anson, North Carolina State University, Raleigh
J.01 BUTTERFLIES IN BROOKLYN: A SCHOOL TRANSFORMS THROUGH COMMUNITY READING OF JULIA ALVAREZ’S IN THE TIME OF BUTTERFLIES (M–S)
Sheraton Boston/Beacon G, 3rd Floor
What happens when an entire school—all grades, all faculty, all staff—read the same book at the same time? What happens when every academic department in the school joins in on an ambitious interdisciplinary curriculum?
Brooklyn’s High School for Public Service did just that, and the presenters in this session will tell you what happened.
Chair: Garth Wolkoff, High School for Public Service, Brooklyn, New York
Presenters: Kristen Rush, High School for Public Service, Brooklyn, New York
Megan Tomlinson, High School for Public Service, Brooklyn, New York
Jason Zanitsch, High School for Public Service, Brooklyn, New York

J.02 STOP BULLYING NOW: SHARING STRATEGIES FOR CHANGE (G)
Sheraton Boston/Back Bay D, 2nd Floor
Sponsored by the LGBT Issues in Academic Studies Advisory Committee, open to all
These presenters will provide strategies for preventing bullying and creating positive changes in educational systems.
Roundtable leaders from K–college classrooms will share diverse literacy practices, engage participants in conversations about bullying education, and suggest effective conflict resolution strategies which can also be used for building problem-solving skills.
Chair: Nicole Sieben, Adelphi University, Garden City, New York and Hofstra University, Hempstead, New York

Table Number Roundtable Leaders and Topics

1 Alan Brown, Wake Forest University, Winston-Salem, North Carolina, Kelli Sowerbrower, Georgia State University, Atlanta, and Joshua C. Cohen, author, Penguin/Dutton, New York, New York, “Confronting Bullying and Hazing in the Sports Culture of School”

2 Kristin Sovis, Western Michigan University, Kalamazoo, “Addressing Hate Language in the Secondary ELA Classroom: Activities That Engage Students in Critical Thought, Writing, and Dialogue”
J.03 ENGINEERING SYSTEMS OF LEARNING FOR THE FIRST-GENERATION, LOW-INCOME, AND UNDERREPRESENTED STUDENTS IN URBAN SCHOOLS (C)
Sheraton Boston/Beacon F, 3rd Floor
Sponsored by the Black and Latino Caucuses, open to all

In this session, the presenters will discuss the challenges associated with teaching in urban schools. They will consider the theoretical frameworks behind literacy and suggest ways in which teachers can encourage students to define their own research agendas.

**Presenters:** Renee Moreno, California State University, Northridge, “Social Justice from Our Perspective”
Hoke Glover, Bowie State University, Maryland, “Reading 123: Expanding the Definition of Reading from the Textual Centered Approach”

J.06 ARE WE MISSING A LANGUAGE ART?
AN ARGUMENT FOR THE ADDITION OF ANOTHER LANGUAGE ART (G)
Hynes Convention Center/Room 202, Level Two

The presenters in this session will argue that the current five language arts skills (reading, writing, listening, speaking, and viewing) are incomplete, and suggest the need for an additional language art—visual composition—to better prepare students for the increasingly visual world. Suggestions for incorporating visual composition will be included.

**Presenters:** Robert Jordan, University of South Florida, Tampa
Michael DiCicco, University of South Florida, Tampa

J.07 THE WORDS I NEVER SAID: CENTERING ASSETS, POWERFUL LITERACY MODELS, AND YOUTH VOICE IN URBAN ENGLISH EDUCATION (G)
Hynes Convention Center/Room 207, Level Two

In this session, the presenters will share ideas and projects (including hip-hop debate, oral storytelling, and multimodal/critical media) which they view as examples of powerful literacies. They will describe the pedagogical and theoretical frameworks behind the projects and discuss their observations of urban youth across a variety of experiences, to aid teachers in reimagining literacy education.

**Chair:** Devonte Escoffery, Western Connecticut State University, Danbury

**Discussant:** Ernest Morrell, Teachers College, Columbia University, New York, New York

**Presenters:** Danielle Filipiak, Teachers College, Columbia University, New York, New York
Tara Thompson, Teachers College, Columbia University, New York, New York, “Multimodal Literacies and Self-Reflection in Developmental English”

J.08 THOUGHTS ON ICE: INTRODUCING THE HEAT OF DEBATE TO STUDENTS (S)
Hynes Convention Center/Room 302, Level Three

Three presenters will argue that debate is an effective classroom strategy for developing critical thinking skills, advancing social understanding, and becoming active citizens in the community. The debate process benefits all academic levels and diverse cultures and backgrounds, and supports authentic student communication.

**Presenters:** Josh Harbeck, Conant High School, Hoffman Estates, Illinois
Barb Chidley, Auburn High School, Rockford, Illinois
Sara Okey, Rockford East High School, Illinois

J.09 SOMETHING REAL: UNPACKING CRITICAL THEORY WITH STUDENTS (M–S–C–TE)
Hynes Convention Center/Room 110, Level One

In this session, presenters will describe the curriculum and authentic assessments that resulted from integrating critical theory into the traditional language arts curriculum at an urban school and a private school. Teachers with a range of experiences will share their student-centered curriculum—rooted in anti-bias work and a study of community culture.

**Presenters:** Alyssa Moon, Kalamazoo Central High School, Michigan, “Teaching Critical Theory in an Urban Setting”
Erika Hinga-Smith, Kalamazoo Central High School, Michigan, “Teaching Critical Theory with Special Populations”
Jennifer Heymoss, The Kazoo School, Kalamazoo, Michigan, “Teaching Critical Theory with Privileged Students”
Hynes Convention Center/Room 306, Level Three
Sponsored by the Media and Digital Literacies Collaborative, open to all

With the Internet providing access to vast amounts of digital information, plagiarism among students is reported to be rampant. These presenters will define plagiarism, review plagiarism scenarios, and discuss how plagiarism compares to copyright and how it can be detected and handled when it occurs.

Presenters: Ewa McGrail, Georgia State University, Atlanta
J. Patrick McGrail, Jacksonville State University, Alabama

J.12  WHO AM I? A NARRATIVE OF THE 21ST CENTURY (M)
Hynes Convention Center/Room 111, Level One

One of the quests of the middle school student is the search for self. These presenters will demonstrate a unit in which students reflect on their past, their present, and their future, and use writing, literature, technology, and multimedia to determine what makes them unique, and then create a narrative film to answer the question: “Who Am I?”

Presenters: Jennifer Hurley-Coughlin, Northwestern Middle School, Winsted, Connecticut
Lesley Sullivan, Northwestern Middle School, Winsted, Connecticut

J.13  MOVING BEYOND WORDS: A PINCHING, SWIPING, AND SCROLLING APPRECIATION OF LITERATURE AND THE ARTS IN THE 21ST CENTURY (E–M)
Hynes Convention Center/Room 310, Level Three

Given the innovative tools and media of the 21st century, it is a challenge to inspire students to connect deeply with traditional literacies. In this interactive session, award-winning children’s authors/educators will “move beyond words” to demonstrate how new technologies when combined with traditional literacies can inspire new appreciation of literature and the arts.

Presenters: Debra Harwood, Brock University, St. Catharines, Ontario, Canada
Kari-Lynn Winters, Brock University, St. Catharines, Ontario, Canada
Lori Sherritt-Fleming, Henderson Annex Elementary School, Vancouver, British Columbia, Canada

J.14  VOICES IN THE CLOUD: SOCIAL NETWORKING AND WRITING DOCUMENTARY POETRY INSPIRED BY U.S. POET LAUREATE NATASHA TRETHEWEY (M–S–TE)
Hynes Convention Center/Room 205, Level Two

Natasha Trethewey, the 19th United States Poet Laureate, recognized that both the language of poetry and the power of history shape her writing world. In this session, the presenters will demonstrate how students used SoundCloud, an audio-based social network, to find voice and audience—to shape and share their personal stories.

Presenters: Sue Ringler Pet, Iona College, New Rochelle, New York
Ian O’Byrne, University of New Haven, Connecticut
Leanne Drapeau, Hartford Public Schools, Connecticut
Greg McVerry, Southern Connecticut State University, New Haven

J.16  HELPING OUR STUDENTS WRITE FOR TODAY AND THE FUTURE (M–S)
Hynes Convention Center/Room 107, Level One

How can we engage students as writers and readers today? How can we help them to embrace literacy as a lifelong value? In this workshop, the presenters will model effective strategies that address both questions, and also discuss how these strategies address CCSS, content area literacy, and authentic performance tasks.

Chair: Shelly Shaffer, Arizona State University, Tempe

Presenters: Beverly Ann Chin, University of Montana, Missoula, “Helping Our Students Discover Their Voices in Writing”
James Blasingame, Arizona State University, Tempe, “Learning How to Write from Young Adult Nonfiction: Linking Informational Text Reading and Writing”
Laura Robb, Powhatan School, Boyce, Virginia, “Accelerating Reading Achievement”

Reactor/Respondent: Hilve Firek, Virginia Wesleyan College, Chesapeake

J.17  MEANINGFUL LITERACY LEARNING WITH SHORT TEXTS: AN INCH WIDE AND A MILE DEEP (G)
Hynes Convention Center/Room 108, Level One

In this session, presenters will discuss strategies for using short texts to support meaningful literacy learning, including oral first drafts, picture books beyond the primary grades, three-minute drafts, and passages from longer texts. Participants will be invited to create short texts themselves to share with their students using these strategies.
Presenters: Emilie Paille, Mercer University, Macon, Georgia, “Quick! Write! Three-Minute First Drafts”
Kara LeFevre Guy, Gwinnett County Public Schools, Georgia, “Picture Books for Learning Text Structures in Intermediate Grades”
Jane West, Mercer University, Macon, Georgia, “Little Gems: Choosing Short Mentor Texts for Writing”

J.18 TRANSFORMING THE WRITING COMMUNITY: INSTRUCTIONAL STRATEGIES FOR USING MENTOR TEXTS (S)
Hynes Convention Center/Room 208, Level Two

These presenters will discuss the use of mentor texts and writing shares to build student agency, and provide strategies for motivating students to take intentional risks in their writing and develop more sophisticated writing identities.

Alissa Heikkila, Seattle, Washington

J.19 (RE)DISCOVERING THE WRITING PROCESS THROUGH TECHNOLOGY: CREATING DYNAMIC WORKSHOPS AND LIFELONG WRITERS USING NEW MEDIA IN (AND BEYOND) THE CLASSROOM (G)
Hynes Convention Center/Room 203, Level Two

In this session, the presenters will discuss the incorporation of New Media into the secondary language arts classroom and how it can transform the writing process and the ways in which students create and consume story and text.

Chair: Sandra Raymond, Northern Arizona University, Flagstaff

Presenters: Colleen Carscallen, Coconino Community College, Flagstaff, Arizona, “Wikis, Tweets, and Forums, Oh My! Using New Media for Collaborative Prewriting”
Valerie Robin, Georgia State University, Atlanta, “Gamification and the Reinvention of the Composition Classroom”
Sandra Raymond, Northern Arizona University, Flagstaff, “(Re)Discovering the Writing Process in the 21st Century: Creating Virtual Writing Workshops and Lifelong Writers through New Media”

J.20 RIGOR WITHOUT THE RED INK: SAVING OUR TIME AND THEIR SELF-ESTEEM (S)
Hynes Convention Center/Room 304, Level Three

The standards have changed and the students have changed, but the vast content remains the same. In this session, two new English teachers will show how to condense the workload for teachers and students without compromising Common Core demands, and avoid the defeatist attitude of novice writers who are accustomed to “bleeding” papers of discouragement.

Presenters: Kimberly Coyle, Hendersonville High School, Tennessee
Gretchen Bernabel, Eleanor Kolitz Academy, San Antonio, Texas

J.21 COMPOSITION AND TECHNOLOGY IN FIRST-YEAR WRITING (S–C–TE)
Hynes Convention Center/Room 204, Level Two

Inserting technology into a first-year writing course comes with its own set of challenges and rewards. These presenters will provide strategies for increasing writing and technology skills within the larger context of literacy development.

Presenters: Titcha Ho, Queensborough Community College, Bayside, New York
Janelle Newman, Mercyhurst University, Erie, Pennsylvania

J.22 NEW APPROACHES TO TYPES OF WRITING: (RE)INVENTING OUR INSTRUCTIONAL STRATEGIES (M–S)
Hynes Convention Center/Room 309, Level Three

Presenters in this session will provide instructional strategies for introducing different types of writing.

Chair: Diane Bondurant, George Jenkins High School, Lakeland, Florida

Presenters: Colin Rennert-May, University of Chicago Laboratory Schools, Illinois, “Summary Justice: Writing Instruction and Summarizing”
Jessica Siegel, Brooklyn College, New York, “What Can English Teachers Learn from Journalists?”
J.23  SHAKESPEARE SET FREE—ACT 4: HOW TO USE FILM AND VIDEO IN AN ACTIVE WAY TO CONNECT YOUR STUDENTS AND SHAKESPEARE’S PLAYS (G)
Hynes Convention Center/Room 101, Level One
Sponsored by the Folger Shakespeare Library, open to all
We all use film when we teach Shakespeare. Presenters in this session will demonstrate how using YouTube, viewing multiple versions of the same scene, and creating video trailers with iPads can make film an active rather than a passive experience. Although this presentation is part of a five-session Teaching Shakespeare strand, each session stands alone and will be led by different members of the Folger staff and past participants of the Teaching Shakespeare Institute. Teachers are welcome to attend one, some, or all five sessions.
Chair: Michael LoMonico, Folger Shakespeare Library, Washington, DC
Presenters: Chris Lavold, Mauston High School, Wisconsin, “Cinema Shakespeare: Creating Engaging Analysis and Student Projects”
Rick Vanderwall, University of Northern Iowa, Cedar Falls, “Shakespeare, Performance, Technology, and the Literature Classroom”
Josh Cabat, Roslyn High School, New York, “Uplift Us to the View: Student-Created Film Projects in the Shakespeare Classroom (and Beyond)”

J.24  WRITING ACROSS THE FIVE-MINUTE UNIVERSE: IDENTITY AND PLACE-BASED GEOMETRY (S–C)
Hynes Convention Center/Room 109, Level One
These presenters will describe a six-year writing project that crossed many boundaries: disciplinary (Math and English), institutional (high school and college), cultural/geographic (urban Massachusetts, rural Iowa), technological (high and low tech), and curriculum core (core and local). When is such an effort “research”? When is it professional development? How can teachers document such efforts? 
Chair: Bonnie Sunstein, University of Iowa, Iowa City
Presenters: Bonnie Sunstein, University of Iowa, Iowa City, “An Identity Roadmap: Drawing Partnerships in Writing and Math”
Deidra F. Baker, Keota High School, Iowa, “Geometry Portraits: In and Out of the Five-Minute Universe”

J.25  (RE)INVENTING SOCIAL JUSTICE RESEARCH IN ENGLISH EDUCATION (M–S–TE)
Hynes Convention Center/Ballroom A, Level Three
These roundtables will offer various topics regarding contemporary issues that combine English education and teaching for social justice: YA lit, work-life balance, LGBTQ teachers, dispositions, bullying, and graffiti as literacy. Session time will be divided in half so audience members will have the opportunity to participate in at least two conversations.
Chair: Tara Johnson, Purdue University, West Lafayette, Indiana

Table Number  Roundtable Leaders and Topics
1 sj Miller, University of Missouri, Kansas City, “English Is ‘Not Just about Teaching Semi-Colons and Steinbeck’: Instantiating Dispositions for Socio-Spatial Justice in English Education”
2 James Gilligan, Purdue University, West Lafayette, Indiana, “The Impact of Out Teachers on LGBTQ Youth”
3 Tara Johnson, Purdue University, West Lafayette, Indiana, “Typing and Wiping: An Autoethnography of Work-Life Balance”
4 Amy Vetter, University of North Carolina, Greensboro, “Developing a Social Justice Perspective with Middle School Students”
5 Sean Barry, Delphi Community High School, Indiana, “Writing Out Loud: Understanding the Self through the Art of Graffiti”
6 Charlotte Pass, State University of New York, Cortland, “It’s the Law: Teachers’ Perceptions and Definitions of Bullying in a Time of Legal Ramifications”

J.26  LITERACIES WITHIN AND ACROSS DISCIPLINES: PREPARING TEACHER CANDIDATES TO (RE)INVENT SECONDARY CLASSROOMS (S–C–TE)
Hynes Convention Center/Room 102, Level One
For new teachers who grew up in the NCLB era, literacy was often defined by single answers to multiple-choice questions. Join an English teacher educator, a history teacher educator, and two of their graduates, to explore the ways in which they prepare teacher candidates to (re) invent understandings of literacy within and across disciplines.
Presenters: Katy Smith, Northeastern Illinois University, Chicago
René Luis Alvarez, Northeastern Illinois University, Chicago
J.27 SUPPORTING COURAGE IN AN AGE OF ACCOUNTABILITY: STUDENT TEACHERS’ DISPOSITIONS AS TRANSFORMATIVE INTELLECTUALS (TE)
Hynes Convention Center/Room 201, Level Two

These presenters will describe and analyze the Instructional Study assignment in a university-based seminar for full-time student teachers that was designed as a tool for inculcating the professional dispositions of inquiry. Co-instructors will share data from their participant observation research and two former student teacher participants will share their experiences with the seminar.

Presenters: Ryan Cleary, State University of New York, New Paltz, “Becoming a Teacher: ‘Extreme Confidence Followed by Rampant Doubt’”
Jacob Brill, State University of New York, New Paltz, “Becoming a Teacher: ‘I Think I Sometimes Annoy My Colleagues’”
Pamela Hickey, State University of New York, New Paltz, “Vulnerabilities, Mistakes, and Small Victories: Learning from the Instructional Study”
Mary Sawyer, State University of New York, New Paltz, “Genesis of the Instructional Study: Design and Process”

J.28 TOWARD CRITICAL LITERACIES AND WORLD MINDEDNESS: CRITICAL MULTICULTURAL ANALYSIS OF LOCAL AND INTERNATIONAL SOCIAL ACTIVISM THEMES IN CHILDREN’S LITERTURE (E–M–C–TE)
Hynes Convention Center/Room 103, Level One

This panel will explore critical literacies and critical multicultural analysis in an overview of theoretical frameworks and applications to local bilingual and international social-activism-themed children’s literature. Participants will analyze words and images in text collections appropriate for K–8 children and discuss classroom practice.

Chair: Sara Young, Worcester State University, Massachusetts
Presenters: Maria Jose Botelho, University of Massachusetts, Amherst, “Exploring Bilingual Children’s Literature and Local Activism through Critical Multicultural Analysis”
Sara Young, Worcester State University, Massachusetts, “Critical Literacies, World Mindedness and Critical Multicultural Analysis of Children’s Literature”
Tara Nappi, University of Massachusetts, Amherst, “Expanding Worldviews and Developing Critical Literacies: International Social Activism in Children’s Literature”

J.29 ENACTING POWERFUL ENGLISH TEACHING IN THE ERA OF STANDARDIZATION (S–TE)
Hynes Convention Center/Room 206, Level Two

This panel will explore the tensions and possibilities for enacting powerful English teaching in the current climate of national standards and increasingly linguistically and ethnically diverse schools. The presenters will discuss policy, practice, and student perspectives for teaching approaches that reflect the identities and experiences of youth in the U.S.

Chair: Timothy San Pedro, The Ohio State University, Columbus
Presenters: E. Sybil Durand, Arizona State University, Tempe
Danny C. Martinez, University of Illinois, Chicago
Sandra Quinones, Duquesne University, Pittsburgh, Pennsylvania

J.30 ENGAGING STUDENTS: IT MATTERS! (M–S–C)
Hynes Convention Center/Room 303, Level Three

Engaged students learn. Presenters in this session will explore a “pedagogy of engagement,” with particular attention to drama strategies. They will share a range of practical strategies that work with middle school through college students, from 7th graders creating tableaux with The Outsiders to on-your-feet activities that foster writing.

Chair: Ann Siegle Drege, State University of New York, Fredonia
Presenters: Kristen Niemi, State University of New York, Fredonia
Cathy Perry, Gowanda Middle School, New York
Ann Siegle Drege, State University of New York, Fredonia

J.31 HUMOR, CANDOR, AND TEEN ANGST IN YOUNG ADULT ROMANCE NOVELS: WHY IT’S OK FOR TEENS TO READ ROMANCE (S)
Hynes Convention Center/Room 305, Level Three

Romance, first loves, and relationships are topics that many teens read about to explore their budding sexuality in a safe, controlled situation. In this panel, popular teen romance authors Susanne Colasanti, Elizabeth Eulberg, Stephanie Perkins, and Lindsay Leavitt will share their experiences and reasons for writing love stories for teens.

Chair: Melanie Koss, Northern Illinois University, DeKalb
Tradebook Authors: Stephanie Perkins, Simon and Schuster, New York, New York, “Misunderstandings and Romantic Near Misses: Insecurity and Communication in the Young Adult Romance Novel”

Continued on following page

Susane Colasanti, Penguin Young Readers Group, New York, New York, “The Soul Mate Sage: The Concept of Fate in the Young Adult Romance Novel”

Elizabeth Eulberg, Scholastic, Inc., New York, New York, “The Importance of Being Yourself: Identity in the Young Adult Romance Novel”

J.32 “RE-INVENTING” THE LITERATURE CLASSROOM: LITERARY THEORY AS CURRICULUM REFORM (S–C)
Hynes Convention Center/Room 308, Level Three

In this session, presenters will demonstrate how literary theory can help create meaningful curricular change for an entire high school language arts program. Teachers in grades 9–12 worked together to design a new approach to teaching literature that retained the content of their own classes and also provided students with a coherent and challenging literary experience.

Chair: Deborah Appleman Carleton College, Northfield, Minnesota

Presenters: Amy Zuber Meehan, Singapore American School, Japan
Michael Clark, Singapore American School, Japan
Terry Leipold, Singapore American School, Japan
Ann Marie Russell, Singapore American School, Japan

Reactor/Respondent: Deborah Appleman, Carleton College, Northfield, Minnesota

J.34 SEEDS OF UNIVERSALITY: PAUL FLEISCHMAN’S LASTING CONTRIBUTION TO CHILDREN’S LITERATURE (G)
Hynes Convention Center/Room 313, Level Three

Sponsored by the United States Board on Books for Young People, open to all

USBBY nomintes candidates for the Hans Christian Andersen Award (HCAA) in keeping with its mission to promote understanding through children’s and young adult literature. In this cosponsored session, author Paul Fleischman, shortlisted for the “The Little Nobel Prize” in 2012, will reflect on his oeuvre, a body of work rooted in the universality of music and in the joy and playfulness of language. Ernest Bond, a member of the jury of HCAA, will provide an introduction. The session will open with a presentation of the 2013 Outstanding International Books for Children and Young Adults.

Presenters: Deborah Wooten, University of Tennessee, Knoxville
Paul Fleischman, author, Candlewick Press, Somerville, Massachusetts
Ernie Bond, Salisbury University, Maryland
Catherine Kurkjian, Central Connecticut State University, New Britain

J.35 TAKING A LEARNER’S STANCE: PRACTITIONERS ENGAGING WITH DIVERSE FAMILIES IN HOMES AND COMMUNITIES (E)
Sheraton Boston/Berkeley Room, 3rd Floor

Reconceptualized “home visits” are important tools for learning about children’s literacy lives in homes and communities. An administrator, teachers, and teacher educators working with diverse families in public school early childhood settings will describe how they work with and learn from families and create innovative, more equitable teaching and institutional practices.

Chair: Dinah Volk, Cleveland State University, Ohio

Presenters: Julia Lopez-Robertson, University of South Carolina, Columbia, “Que quieren visitarme en casa?/They Want to Visit Me at Home?: Visitas as a Way of Learning from Our Families”
Tammy Frierson, Richland Two, South Carolina, and Sabina Mosso-Taylor; Spears Creek Road Child Development, Elgin, South Carolina, “Home and Community Visits: An Administrator and a Teacher Share Perspectives”

Discussant: Susi Long, University of South Carolina, Columbia

J.36 RE-ENVISIONING RURAL TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT (TE)
Hynes Convention Center/Room 104, Level One

These presenters will discuss rurality as an issue of social justice and offer an alternate vision for supporting the pedagogical growth and professional development of rural teachers. This vision is based on a close examination of preservice teacher conceptions of rural teaching, rural English teacher narratives, and current research in professional development.

Presenters: Hali Kirby, Gardiner High School, Montana
Janet Alsup, Purdue University, West Lafayette, Indiana
Lisa Eckert, Northern Michigan University, Marquette

J.37 RETURNING TO THE PAST TO (RE)INVENT THE FUTURE: FOLK AND FAIRY TALES IN THE MIDDLE/SECONDARY CLASSROOM (G)
Sheraton Boston/Liberty Ballroom B, 2nd Floor

Using “Red Riding Hood,” “Snow White,” and “Cinderella” as models, these presenters will provide background knowledge and resources for incorporating folk and fairy tales
into classrooms. They will describe the history of tales, tools of inquiry for studying tales, modern adaptations, activities and assignments, and connections to the Common Core.

**Presenters:** Margaret Nerney, Kingfield Elementary School, Maine
Meg Doughty, Mountain Valley High School, Rumford, Maine
Marcia Nash, University of Maine, Farmington

**J.38** BUILDING (AND REBUILDING) A LEARNING COMMUNITY ABOUT THE HOLOCAUST: THE ONGOING CHALLENGE OF INTEGRATING DISCIPLINARY PERSPECTIVES (C)
Hynes Convention Center/Room 307, Level Three

Inspired by Ernest Morrell, these presenters will offer their own experience in Kaizen, or “continuous improvement”: for the last decade they have taught and continuously refined an interdisciplinary honor’s seminar on the Holocaust, seeking to integrate the diverse ways of knowing represented by history, literary criticism, and rhetoric. These faculty members will join with a former student of the course to narrate and examine the struggle and rewards of attempting such integration.

**Chair:** Ronald Weisberger, Bristol Community College, Fall River, Massachusetts

**Presenters:** Ronald Weisberger, Bristol Community College, Fall River, Massachusetts
Howard Tinberg, Bristol Community College, Fall River, Massachusetts

**J.39** (RE)INVENTING PROFESSIONAL DEVELOPMENT FOR PRESERVICE TEACHERS: THE IMPORTANCE OF STUDENT AFFILIATES AND THEIR RELATIONSHIP TO STATE AFFILIATES AS WELL AS THE NCTE (TE)
Hynes Convention Center/Room 105, Level One

Sponsored by the Standing Committee on Affiliates, open to all

Presenters in this session will discuss partnerships in which successful university student affiliates provided essential professional development to preservice teachers. Faculty who have developed these partnerships on their own campuses and students who have benefited from them will share the successes and challenges of this approach to professional development.

**Presenters:** Jean Boreen, Northern Arizona University, Flagstaff
Glenda Daulerio, Germantown Academy, Fort Washington, Pennsylvania
Thomas C. Crochunis, Shippensburg University, Pennsylvania

**J.40** (RE)INVENTING THE FUTURE OF ENGLISH: COMPOSING RESPONSES TO CONFRONT EVERYDAY AND EXTREME ACTS OF SCHOOL VIOLENCE (S–TE)
Sheraton Boston/Constitution Ballroom A, 2nd Floor

Presenters from three fields of study—composition, educational psychology, and literature—will examine the urgent need for students to engage in writing and dialogue about school violence—both everyday incidents and more extreme versions.

**Presenters:** Danny Feinblatt, “A Cluster Analysis of Wayne LaPierre and Mr. Obama’s Remarks on the Newtown School Shooting”
Rebecca Foley-Miller, Eagle Hill School, Hardwick, Massachusetts, “Educational Psychology and the Discourses of School Violence”
Matthew Kim, Eagle Hill School, Hardwick, Massachusetts, “A Rhetorical Genre Studies Perspective on School Violence”

**J.41** REDEFINING LITERACY: ARGUMENTS FOR A MORE EXPANSIVE VIEW (G)
Sheraton Boston/Beacon A, 3rd Floor

How do you define literacy? Members of this panel will offer new approaches for understanding literacy, students, and our future—for use in early childhood education, in an urban high school, and in a college-in-prison program.

**Chair:** Tomasen Carey, University of New Hampshire, Durham

**Presenters:** Scott Filkins, Champaign Unit 4 Schools, Illinois, “Literacy Assessment as an Act of Caring”
Renee Dinnerstein, independent consultant, Brooklyn, New York, “Beyond the Literacy Block: Learning from Reggio Emilia”
Patrick Berry, Syracuse University, New York, “What Can the Prison Teach Us about Literacy?”

**J.42** REINVENTING THE FUTURE OF ENGLISH THROUGH ARTS INTEGRATION (M–S)
Sheraton Boston/Beacon E, 3rd Floor

In a series of short interactive presentations that include video and student work samples, teachers from the Detroit School of Arts, a public arts magnet high school, will share examples of how arts and academics teachers have partnered to integrate arts and academics within traditional and innovative curriculum.

**Presenters:** Kyria Gore, Detroit School of Arts, Michigan
John Wood, Detroit School of Arts, Michigan
William McLin, Detroit School of Arts, Michigan
J.43 (RE)INVENTING THE TEACHER AS CURRICULUM MAKER: AUTHORIZING TEACHERS TO CREATE MEANINGFUL CURRICULUM AROUND THE COMMON CORE STATE STANDARDS (M–S)
Sheraton Boston/Liberty Ballroom C, 2nd Floor

These presenters will show how they collaborate within a professional learning community to create coherent, inquiry-based unit sequences, develop and implement critical thinking activities for students, and use performance-based assessments that measure student literacy learning over time and help teachers make meaningful improvements in curriculum, instruction, and assessment. Examples will be provided.

Chair: Joe Flanagan, Adlai E. Stevenson High School, Lincolnshire, Illinois
Dawn Forde, Adlai E. Stevenson High School, Lincolnshire, Illinois, “Aligning Authentic Assessments with the CCSS”

Reactor/Respondent: Thomas M. McCann, Northern Illinois University, DeKalb

J.44 RE-INVENTING THE PAST? WHY HOLOCAUST NOVELS ARE WRITTEN (M–S)
Sheraton Boston/Back Bay A, 2nd Floor

In this panel, three authors of YA Holocaust literature—Bette Greene (1973) Summer of My German Soldier, Jerry Spinelli (2003) Milkweed, and Jane Yolen (1988) The Devil’s Arithmetic—will discuss pedagogical considerations for the use of Holocaust novels in the classroom. They will address questions about their rationale for writing Holocaust novels, how they envision their novels to be used in the secondary ELA classroom, and whether the Holocaust can be properly taught through historical fiction. Time will be available for attendees to ask questions and share experiences with teaching Holocaust literature themselves.

Chair: Joan Kaywell, University of South Florida, Tampa
Presenters: Tara Payor, University of South Florida, Tampa, “Re-Inventing the Past? Why Holocaust Novels Are Written”
Brooke Eisenbach, University of South Florida, Tampa
Tradebook Authors: Jane Yolen, Charlesbridge Publishing, Watertown, Massachusetts
Jerry Spinelli, Simon and Schuster, New York, New York
Bette Greene, Penguin and Open Road, New York, New York

J.45 CLOSE READING OF COMPLEX TEXTS (G)
Hynes Convention Center/Room 301, Level Three

These presenters will discuss the teaching of close reading, an instructional approach that teaches students to engage in several behaviors at once in order to achieve a deep understanding of complex texts: attending to the information presented in the text while recognizing assumptions, background knowledge, and biases held by the reader. To achieve this deep understanding, students must sometimes read the text several times, often for different purposes and based on different questions each time.

Presenters: Diane Lapp, San Diego State University, California, “Annotating Texts in Close Reading”
Douglas Fisher, San Diego State University, California, “Text Complexity and Close Reading”
Nancy Frey, Health Sciences High School, San Diego, California, “Text-Dependent Questions”

J.46 TEACHING TO THE FUTURE: PREPARING TODAY’S STUDENTS FOR TOMORROW’S WORLD (M–S–TE)
Sheraton Boston/Back Bay B, 2nd Floor

The members of the panel, all published authors, have made a commitment to learn about and help teachers prepare their students for the demands of both college and careers in ways that are consistent with their own ideas and principles of instruction. They will show that it is very possible to be an effective, engaging teacher whose class not only teaches the essential skills and knowledge but does so in the context of big questions framed to engage all students.

Chair: James Burke, Burlingame High School, California
Presenters: James Burke, Burlingame High School, California, “Creating Conversations through Texts: Reading, Writing, and Speaking about Real Ideas”
Alan Lawrence Sitomer, California Teacher of the Year Foundation, Los Angeles
Michael Smith, Temple University, Philadelphia, Pennsylvania
Jeff Wilhelm, Boise State University, Idaho

J.47 FROM THE MIDDLE: WORKING WITH WRITERS WORKSHOP (M)
Sheraton Boston/Back Bay C, 2nd Floor

Writers workshop is at the core of our practice as middle level English teachers. The presenters in this session will help us to examine our practice, embrace opportunities, and (re)imagine the ways in which we can use workshop with our students.

Presenters: Sara Kajder, Shady Side Middle School Acadamy, Fox Chapel, Pennsylvania
Linda Rief, University of New Hampshire, Durham and Oyster River Middle School, Durham, New Hampshire
Nancie Atwell, Center for Teaching and Learning, Edgecomb, Maine

176 Saturday Afternoon, 2:45–4:00 p.m.
J.48  SYNTHESIZING NONFICTION BOOKS AND DOCUMENTARIES TO CREATE AUTHENTIC RESEARCH QUESTIONS (S)
Sheraton Boston/Commonwealth Room, 3rd Floor
These presenters will show how students’ reading, viewing, researching, and writing skills are developed through the exploration of different nonfiction books and complementary documentaries. By synthesizing contemporary print and media, students working in teams can develop authentic questions to address contemporary controversies related to food, higher education, poverty, and human trafficking.
Chair: Martha Keller, Adlai E. Stevenson High School, Lincolnshire, Illinois
Presenters: Stephen Heller, 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

J.49  TRANSFORMING TEACHING AND LEARNING THROUGH ACTIVE AND DRAMATIC APPROACHES ENGAGING STUDENTS IN READING ACROSS THE CURRICULUM (G)
Sheraton Boston/Republic Ballroom A, 2nd Floor
How can active and dramatic pedagogies that engage students in reading across the curriculum be accessible to all teachers? In this session, a university professor (who has co-taught and published with P–12 teachers), an elementary teacher, and a secondary teacher will provide key strategies, sequenced tasks, and core principles that can transform learning and teaching.
Chair: Annamaria Deidesheimer, Florida State University, Tallahassee
Presenters: Megan Ballinger, Columbus City Schools, Ohio
Lorraine Gaughenbaugh, Reynoldsburg City Schools, Ohio
Brian Edmiston, The Ohio State University, Columbus

J.50  MOVING FROM THE INVISIBLE TO THE VISIBLE IN READING COMPREHENSION: PROVIDING MENTORS FOR CRITICAL THINKING AND FEEDBACK CAN MOVE STUDENTS UP THE LEVELS OF TEXT COMPLEXITY (E)
Sheraton Boston/Fairfax B, 3rd Floor
In this session, the presenters will show how to support students as they navigate complex texts when explicit strategy instruction is not sufficient. They will show how providing students with mentors of complex thinking, along with work on metacognition and feedback, makes an invisible process visible and replicable.

Presenters: Kathy Collins, consultant/author, Durham, New Hampshire
Ginny Lockwood, independent consultant/author, Lagrangeville, New York
Stephanie Parsons, New York City Department of Education, New York
Cory Gillette, New York City Public Schools, New York

J.51  WRITING WORKSHOP IS FOR ALL STUDENTS: USING VISUALS, ORAL LANGUAGE, AND DIGITAL TOOLS TO MAXIMIZE SUCCESS AND INDEPENDENCE FOR ENGLISH LANGUAGE LEARNERS (E)
Sheraton Boston/Fairfax A, 3rd Floor
The presenters in this session will show how educators can adapt principles and practices in the writing workshop to maximize the participation of their English language learners. Through theoretically informed approaches, concrete strategies, and examples of student work, participants will learn how to re-invent ELL supports and ensure that writing workshop benefits all students.
Presenters: Marjorie Martinelli, Teachers College, Columbia University, New York, New York, “Rhythm, Rhyme, and Repetition Reinforce Language and Learning”
Maria Paula Ghiso, Teachers College, Columbia University, New York, New York, “Writing from and with Community Knowledge: First Grade Emergent Bilinguals’ Engagements with Technology-Integrated Curricula”
Patricia Martinez-Alvarez, Teachers College, Columbia University, New York, New York, “Writing from and with Community Knowledge: First Grade Emergent Bilinguals”
Kristine Mraz, PS. 59, New York, New York, “Using the Universal Language of Visuals to Teach”

J.52  WRITING PATHWAYS: IMPLEMENTING LEARNING PROGRESSIONS AND ASSESSMENT SYSTEMS TO IMPROVE STUDENT EFFICACY (E)
Sheraton Boston/Clarendon Room, 3rd Floor
As we strive to raise student writing to Common Core levels and beyond, it’s imperative that students and teachers develop tools for increasing students’ abilities to self-assess and teachers’ ability to give crystal clear feedback. The Teachers College Reading and Writing Project will share latest tools, theories, and systems for writing progressions.
Chair: Mary Ehrenworth, Reading and Writing Project, Teachers College, New York, New York
Presenters: Kelly Boland, Reading and Writing Project, Teachers College, New York, New York
Lucy Calkins, Reading and Writing Project, Teachers College, New York, New York
Mary Ehrenworth, Reading and Writing Project, Teachers College, New York, New York
J.53 **INVITING YOUNG DIVERSE LANGUAGE LEARNERS TO INVENT THEIR FUTURES VIA ENFOLDING MULTICULTURAL LITERATURE (E)**  
Sheraton Boston/Beacon D, 3rd Floor  
In this hands-on, fast-paced, and evidence-based session, the presenters will show how to help young literacy learners invent and re-invent as they make multicultural connections and build multilingual abilities in natural ways. They will describe visual-kinesthetic approaches, Foldables, and high-quality new multicultural, bilingual literature. Participants will depart with classroom-tested, developmentally appropriate Foldable constructions, and strategies which they can use immediately.  
**Presenters:** Judith Youngers, Dinah Zike Academy, Comfort, Texas, “Multicultural, Multilingual Foundations for Inventing and Re-Inventing”  
Doriel Larrier, independent trainer/consultant, Brooklyn, New York

J.54 **DIGITAL PATHWAYS TO COMMON CORE IMPLEMENTATION (S)**  
Sheraton Boston/Republic Ballroom B, 2nd Floor  
In this session, the presenters will examine the role of digital and media literacy in meeting the demands of Common Core.  
**Presenters:** Kay Scheidler, Hope High School, Providence, Rhode Island, “Tailoring the English Research Paper to 21st Century Skills, Common Core English Standards, and Igniting Student Interest”  
Elaine Simos, Downers Grove North High School, Illinois, “When Worlds Collide: ELA Digital and Media Literacy and the CCSS”  
Kristen Nielsen, Eastern Technical High School, Essex, Maryland, “Invigorating and Innovating Insight and 21st Century Learning”

J.55 **TECHNOLOGY IN THE 21ST CENTURY COLLEGE CLASSROOM (C)**  
Sheraton Boston/Constitution Ballroom B, 2nd Floor  
Envisioning the 21st century classroom requires more than an addition of technological tools—it requires a pedagogical shift to maximize instructional opportunities. Presenters in this session will provide an overview and demonstration of the technologies used in composition classes, a description of the pedagogy essential to a studio approach, and research that supports the use of technology in the composition classroom.  
**Presenters:** Sheri Vasinda and Faryl Kander, Oklahoma State University, Stillwater, “Integrating iPads into Preservice and Inservice Teacher Learning: Teachers’ Shifting Perceptions of Pedagogical, Content, and Technology Knowledge in the 21st Century Classroom”  
Mark Schoenfield, Vanderbilt University, Nashville, Tennessee, “Recapturing Materiality through the Digital: Dickens and the Worst of Times”  
Karen D’Agostino and Bettejane Bolan-Kenney, Brookdale Community College, Lincroft, New Jersey, “Teaching Composition in the Technology Studio”

J.56 **PEER INFLUENCES AND THEIR COMPLICATIONS (C)**  
Sheraton Boston/Beacon B, 3rd Floor  
Does social media help or hinder writing? Online groups can be a complementary classroom location that blurs the socio-academic boundaries by meeting students where they are so we can lead them to where we want them to be. Presenters in this session will share research and strategies for incorporating social media into the classroom.  
**Presenters:** Kathyrn DiTommaso, Bronx Community College, City University of New York, New York, and Melissa Scholes Young and Caron Martinez, American University, Washington, DC, “What the Tech! Meeting Our Students Where They Are so We Can Lead Them Where We Want Them to Be”  
Sheryl Rinkol, Nebraska Wesleyan University, Lincoln, “Beyond Cross-Disciplinary Literacies: What SI Can Teach Us about Teacher Ed”  
Patricia Portanova, University of New Hampshire, Durham, “Write. Check Texts. Write. Check Facebook: The Effects of Media Multitasking on the Process and Product of Student Writers”

J.57 **PUTTING IT TOGETHER: A MODULAR APPROACH TO THE COMMON CORE (E–M)**  
Sheraton Boston/Dalton Room, 3rd Floor  
Too little time to cover too much curriculum leads to fragmentation and frustration. Join these presenters for a reinvention of a balanced literacy curriculum that integrates social studies and features a learning steps approach to meeting the Common Core State Standards through a series of modules that provide richness and rigor.  
**Presenters:** Stacy Slater, Glen Ellyn School District 41, Illinois  
Stacey Stout, Glen Ellyn School District 41, Illinois  
Kimberly Barrett, Abraham Lincoln School, Aurora, Illinois  
Kayla Wheeler, Glen Ellyn School District 41, Illinois  
Janis Pfister, Glen Ellyn School District 41, Illinois

J.58 **(RE)INVENTING ENGLISH: MULTIPLE APPROACHES TO USING YOUNG ADULT LITERATURE (M–S)**  
Hynes Convention Center/Room 200, Level Two  
The presenters in this session will explore the use of young adult fiction to empower students and provide engaging, relevant instruction.
**Presenters:** Beck McDowell, author, Huntsville, Alabama, “Choice: A Critical Component in Reinventing Attitudes about Reading”

Trevor Stewart, Appalachian State University, Boone, North Carolina, “Engaging Readers: Blending the Canon and YA Lit to Engage Readers and Facilitate Equitable Access to Complex Texts”

Amy Bright, University of Alberta, Edmonton, Canada, “Graphic Hybrids: Integrating Image and Text in Recent YA Literature”


**J.59 GALLERY OF CONFERENCE ON ENGLISH EDUCATION AND THE COLLEGE SECTION POSTERS (C)**

Hynes Convention Center/Ballroom Foyer, Level Three

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

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<thead>
<tr>
<th>Poster Number</th>
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<td>1</td>
<td>Nicole Kern, Brittany Phillips, and Sean Costello, State University of New York, Albany, “Re-Imagining Teacher Education Coursework: What Can the University Learn from the National Writing Project?”</td>
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<td>2</td>
<td>Kathleen Pierce, Rider University, Lawrence, New Jersey, and Mari Ann Blemings, Notre Dame High School, Easton, Pennsylvania, “Somewhere between Snarky and Touchy-Feely: Preservice English Teachers Learn How to Respond to 9th Grade Writers”</td>
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<td>3</td>
<td>Kim Kasperbauer and Shannon Cuff, Park University, Parkville, Missouri, “Using Literature to Connect to Community: The Role of Service Learning in Developing Reflective Teacher Candidates”</td>
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<td>4</td>
<td>Susan Adamson, Butler University, Indianapolis, Indiana, “Unhinged: Holding Ourselves Together ( Barely) through Inquiry and the Documentation Process”</td>
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<td>5</td>
<td>Bracha Laster and Diane Wood, Towson University, Maryland, “Making Lemonade from Lemons: Using a Heuristic to Grow the Writing Project in New Directions”</td>
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<td>Stephanie Yearian and Beth Kania-Gosche, Lindenwood University, St. Charles, Missouri, “Preserve Teachers as Researchers in a Children’s Literature Course”</td>
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<td>7</td>
<td>Margot DeSalvo, Teachers College, Columbia University, New York, New York, “Negotiating Roles: The Parent as Basic Writer”</td>
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<td>8</td>
<td>Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, Florida, “On the Move: Where the Future of Composition Should Go”</td>
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K Sessions
4:15–5:30 p.m.

K.01 (RE)ENVISIONING POPULAR CULTURE AND LITERACY IN THE ENGLISH CLASSROOM: CRITICAL CONVERSATIONS FOR 21ST CENTURY EDUCATORS (G)
Sheraton Boston/Clarendon Room, 3rd Floor
Popular culture and participatory spaces can provide powerful inroads to student engagement and transformative teaching. Presenters in this session will invite participants to engage in conversations, answer their questions, and address concerns about popular culture, pedagogy, and practice—to (re)consider innovative learning opportunities for all students.
Chair: Sandra Abrams, St. John’s University, New York
Presenters: Hannah Gerber, Sam Houston State University, Huntsville, Texas
Sandra Abrams, St. John’s University, New York
Jason YunJoon Lee, Pennsylvania State University, University Park
Alan Brown, Wake Forest University, Winston-Salem, North Carolina
Thor Gibbons, University of Maryland, College Park, “(Re)Designing Textual Lineages and Literacy Resiliency through Game-Design Pedagogy”

K.02 EMERGING PERSPECTIVES ON CRITICALLY CONSCIOUS RESEARCH: (RE)CONSIDERING QUALITATIVE RESEARCH METHODOLOGIES TOWARD SOCIAL JUSTICE AND TRANSFORMATION (S–C–TE)
Sheraton Boston/Beacon F, 3rd Floor
Education researchers from three institutions will examine qualitative research methods for social justice and transformation, including reframing researcher/participant roles in data collection, analysis, and interpretation, to illustrate teachers’ and youth’s cultural assets, knowledge(s), and lived experiences. Attendees will be invited to extend the session via an online participatory listserv.
Presenters: Tamara Butler, The Ohio State University, Columbus, “Beyond the Protocol: The Criticality of Storytelling with Youth”
Haeny Yoon, University of Arizona, Tucson, “Going Back to My Roots: Representing Teachers and Students”
Vaughn W. M. Watson, Teachers College, Columbia University, New York, New York, “Remixing Interviews across Social-Participatory Youth Co-Researcher Methodologies”
Ranita Cheruvu, Teachers College, Columbia University, New York, New York, “Representing Counternarratives/Knowledges with/of Preservice Teachers of Color”

K.03 (RE)INVENTING YOUR AFFILIATE (G)
Sheraton Boston/Gardner Room, 3rd Floor
Sponsored by the Standing Committee on Affiliates, open to all
These roundtable leaders will share their successes and ask participants to join them in (re)inventing and (re)invigorating NCTE affiliates.
Chair: Barbara Wahlberg, SCOA Representative for Region 1, Cumberland, Rhode Island
Table Number Roundtable Leaders
1 Liz Spalding, University of Nevada Las Vegas
2 Kay Shurtleff, Texas Council of Teachers of English Language Arts, Richardson
3 Bob Dandoy, Pennsylvania Council of Teachers of English Language Arts, Butler
**Featured Session**

**K.04 Minimizing The Literacy Gap: From Early Childhood To the University Level (G)**

Eileen Blanco and Romeo Garcia  
Hynes Convention Center/Room 208, Level Two

These presenters will explore opportunities to support academic literacy by examining personal teaching experiences and addressing effective strategies that have worked with students in diverse early childhood classrooms and university settings. They will focus on the inclusion of students in everyday language, ability, and background in the construction of the curriculum.  
**Chair:** Mary Carmen Cruz, Tucson Unified School District, Arizona  
**Presenters:** Eileen Blanco, early childhood special education, New York, New York  
Romeo Garcia, Texas A&M University, Corpus Christi

**K.05 THE FORMATION OF THE LITERACY DEVELOPMENT OF BLACK MALES: LINKING HISTORY TO THE FUTURE OF ENGLISH EDUCATION (G)**  
Hynes Convention Center/Room 308, Level Three

Presenters on this panel will lead a critical discussion of several historical contexts that inform the literacy development of Black males, including nineteenth century literary societies, children’s literature, and poetry. They will also discuss the implications of archival research for English classrooms.

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**Presenters:** Gholnecesr Muhammad, University of Illinois, Chicago, “Literacy Development and Nineteenth Century Black Male Literary Societies”  
Ebony Joy Wilkins, University of Illinois, Chicago, “Children’s Literature and Black Male Youth”  
Angela Fortune, University of Illinois, Chicago, “Rhythmic Writings: A Poetic Pathway for Black Males”  
**Discussant:** Alfred Tatum, University of Illinois, Chicago

**K.06 OLD LITERATURE, NEW STANDARDS, NEWER TECHNOLOGIES: TAPPING STUDENTS’ AND TEACHERS’ NEW MEDIA LITERACIES AND KNOWLEDGE(S) TO MEET THE RIGOR OF THE COMMON CORE AND ENGAGE THE QUESTION WHY TEACH LITERATURE? (S)**  
Hynes Convention Center/Room 313, Level Three

In this session, five presenters will complicate the question “why teach literature?” and consider the relationship between youth’s knowledge(s) and their uses of new media literacies. They will present classroom artifacts, Common Core-oriented learning questions, and strategies for revealing students’ multiple knowledge(s), cultural assets, and expertise.  
**Presenters:** Karen Best, Dr. Susan S. McKinney Secondary School of the Arts, Brooklyn, New York, “Revise, Rehearse, and Celebrate: Using Documentaries as Texts to Explore Common Core Performance Tasks”  
Patricia Edwards, Dr. Susan S. McKinney Secondary School of the Arts, Brooklyn, New York, “‘Great’ Literature: Looking at Past Texts through Future Lenses”  
Joanne E. Marciano, Teachers College, Columbia University, New York, New York, “3, 2, 1 Action: Producing New Visions of Nonfiction”  
Vaughn W. M. Watson, Teachers College, Columbia University, New York, New York, “Multimodal Graffiti Walls: Co-Constructing Teacher/Student Knowledge(s) and New-Media Literacies”  
Alphonso Dance, Dr. Susan McKinney Secondary School of the Arts, Brooklyn, New York, “Common Core Classroom Websites: Creating Active Choice, Interaction, and Accountability 24/7”
K.07  MY STUDENTS’ TABLETS CAN DO THAT? READING 2.0: USING TECHNOLOGY TO TEACH CLOSE READING, RESEARCH, AND WRITING SKILLS (S)
Hynes Convention Center/Room 200, Level Two

These presenters will offer strategies for using tablet applications to strengthen students’ analytical thinking skills. They will discuss how different platforms and applications can build important college readiness skills—by providing textual evidence to support inferences, promoting research skills, and improving student writing.

Chair: Michelle Stie-Buckles, National Math and Science Initiative, Dallas, Texas
Presenters: Michelle Stie-Buckles, National Math and Science Initiative, Dallas, Texas
Bobette Ray, National Math and Science Initiative, Dallas, Texas
Sheila Curlin, National Math and Science Initiative, Dallas, Texas

K.08  LEND ME YOUR (H)EAR: ENVISIONING LISTENING IN 21ST CENTURY CLASSROOMS (S)
Sheraton Boston/Beacon G, 3rd Floor

Listening involves more than hearing sounds and words. How can teachers engage students in learning communities, teach them to listen to one another, and show them that we are listening to them? Presenters in this session will offer practical solutions and activities for reinventing English through active listening. They will also show how to break down the roadblocks to effective listening and discuss the ways in which teachers can make teaching listening a part of the curriculum.

Presenters: Cherylann Schmidt, JP Case Middle School, Flemington, New Jersey
Debbie Greco, Highland High School, Pocatello, Idaho
Ami Szerencse, Schurr High School, Montebello, California
Glenda Funk, Highland High School, Pocatello, Idaho

K.09  BOOK BLOGGING AND CREATIVE WRITING IN AN AUTHOR COMMUNITY: INTEGRATING READING, WRITING, DIGITAL PUBLISHING, AND SOCIAL MEDIA SKILLS IN THE FIFTH GRADE CLASSROOM (E–M)
Sheraton Boston/Republic Ballroom B, 2nd Floor

In 2012–13, Chenery Middle School piloted an initiative among 12 fifth grade classes. Using innovative instruction, guest faculty, blogging, and library media, students read, wrote, discussed, published, and critiqued literature within author communities. Members of this panel will share techniques for integrating active reading, creative writing, social media, and digital publishing.

Chair: Katie Intoccia, Chenery Middle School, Belmont, Massachusetts
Presenters: Katie Intoccia, Chenery Middle School, Belmont, Massachusetts, “Integrating Reading, Writing, Digital Publishing, and Social Media Skills in the Fifth Grade Classroom”
Karen Duff, Chenery Middle School, Belmont, Massachusetts, “Teaching Digital Publishing and Social Media Skills”
Tradebook Author: Julie Berry, Julie Berry Books, Stow, Massachusetts, “Building an Author Community in the Classroom: Reading, Blogging, Writing, and Revising as Authors Do”

K.10  LITERATURE IS LIFE, AND LIFE IS NONFICTION: (RE)INVIGORATING TRADITIONAL LITERATURE WITH RELEVANT NONFICTION TO MEET THE COMMON CORE (S)
Sheraton Boston/Beacon H, 3rd Floor

Practical application for classrooms through traditional/nonfiction pairings include: To Kill a Mockingbird, Animal Farm, Frankenstein, Inherit the Wind, etc., partnered with multimedia nonfiction. This presenter will discuss credible resources, reading for fact and purpose rather than just effect, and developing individual perspective based on a variety of sources.

Presenter: Angie Stooksbury, Big Walnut Local Schools, Sunbury, Ohio

K.11  IT’S FLIPPING FANTASTIC: FORMATIVE INSTRUCTIONAL PRACTICES+COMMON CORE+TECHNOLOGY=STUDENT OWNERSHIP (M–S)
Hynes Convention Center/Room 306, Level Three

Teachers strive to engage their students every day. In this session, the presenters will demonstrate how they use a combination of formative instructional practices and technology to increase student ownership of learning. Participants will evaluate student work samples and consider the ways in which these ideas can be incorporated in their own classrooms.

Presenters: Kendra Prindle, Thomas Worthington High School, Ohio, and Shannon Phillips, Worthington City Schools, Ohio, “#TeachingTheSociallyNetworkedGeneration”
Brooke Incarnato, Worthington City Schools, Ohio, “Flip Your FIP: Using Technology to Support Formative Instructional Practices”
Kelly Wegley, Worthington City Schools, Ohio
K.12 GOING GRAPHICA: DIVERSE CONTEXTS, SHARED PURPOSES (G)
Hynes Convention Center/Room 309, Level Three

As graphica becomes more popular, educators at all levels are exploring how to incorporate it into their classrooms. In this session, the presenters will describe the use for graphica in a variety of teaching contexts with the dual purpose of increasing student engagement and expanding students’ literacy skills.

Chair: Shanetia Clark, Salisbury University, Maryland
Presenters: Deborah Vriend Van Duinen, Hope College, Holland, Michigan, and Robin Danzak, Sacred Heart, Fairfield, Connecticut
Erica Hamilton, Michigan State University, East Lansing, and Laura Jimenez, Boston University, Massachusetts
Discussant: Stergios Botzakis, University of Tennessee, Knoxville

K.13 INVENTING AND TRANSFORMING THE SELF: ALTERNATIVE AND SPECIAL EDUCATION STUDENTS EXPLORE AND NEGOTIATE MULTIMODAL TEXTS (M–S)
Hynes Convention Center/Room 110, Level One

Envisioning the future of English education involves recognizing the interplay between identity and literacy. These presenters will invite participants to step into the classrooms of three secondary teachers who engaged at-risk and special students in constructing and negotiating understandings of self, through multimodal interactions with text.

Candice Moench, University of Great Falls, Montana, “Constructing an Understanding of Self through Art”
Matt Ittig, Renaissance High School, Detroit, Michigan, “Moving beyond the Literal”

K.14 (RE)THINKING HOW WE TEACH MOVIES: FILM AS FILM (M–S)
Hynes Convention Center/Room 108, Level One

Too often, film is used as a doggie treat in the high school English classroom, an opportunity for students to zone out and become passive viewers. Also, it is often taught without substance. Presenters in this session will explore how teaching film as film can spark student interest and develop active literacy skills.

Presenters: Madison L. Ackerman, Buffalo State University, New York
Michael Short, Wake Forest University, Winston-Salem, North Carolina
Beau Burns, Wake Forest University, Winston-Salem, North Carolina

Alan Teasley, Duke University, Durham, North Carolina

K.15 CLOSING SESSION, DAY OF EARLY CHILDHOOD: CRITICAL LITERACIES: WHERE WE’VE BEEN AND WHERE WE’RE HEADED (E)
Sheraton Boston/Berkeley Room, 3rd Floor

A critical literacy curriculum needs to be lived. It arises from the conditions in communities, cannot be traditionally taught, and should accomplish different work depending on the context. In this session, the presenters will discuss current methods of teaching critical literacies in the early years’ classroom, and share their thoughts on what should be considered for the teaching of critical literacies in the future.

Chair: Dinah Volk, Cleveland State University, Ohio
Presenters: Laura Darolia, University of Missouri, St. Louis
Carol Felderman, American University, Washington, DC
Vivian Vasquez, American University, Washington, DC

K.16 FRESH IDEAS FROM THE ELEMENTARY SECTION STEERING COMMITTEE (E)
Sheraton Boston/Commonwealth Room, 3rd Floor

The seven members of the Elementary Section Steering Committee will each share one interesting new idea or resource. It could be their five favorite picture books of the last year, a couple of teacher blogs worth following, some good sources of teaching ideas, or thoughts on the current testing climate. This will also be a chance to get to know the Steering Committee, who are the elected representatives of the Elementary Section in NCTE, and what they have to offer you. There will be time for discussion and mingling.

Presenters: Sandra Wilde, Hunter College, the City University of New York, New York
Elisa Waingort, Academia Cotopaxi, Quito, Equador
Ann Marie Corgill, Trussville City Schools, Birmingham, Alabama
Nora Gonzalez, Fort Sam Houston Elementary School, San Antonio, Texas
Theodore (Ted) Kesler, Queens College, City University of New York, Flushing
Detra Price-Dennis, Teachers College, Columbia University, New York, New York
Latosha Rowley, Heritage Academy, Indianapolis, Indiana
K.18  **SHAKESPEARE SET FREE—ACT 5: USING THE COMMON CORE STATE STANDARDS TO CREATE MEANINGFUL AND AUTHENTIC ASSESSMENTS FOR YOUR SHAKESPEARE UNIT (G)**
Hynes Convention Center/Room 101, Level One  
*Sponsored by the Folger Shakespeare Library, open to all*

The Common Core State Standards support the teaching philosophy of the Folger. Presenters in this session will look at higher-level thinking assessment strategies that focus on pre-reading, in-class performance, technology, and film, and demonstrate culminating activities that go beyond making Globe Theater models out of Popsicle sticks. Although this presentation is part of a five-session Teaching Shakespeare strand, each session stands alone and will be led by different members of the Folger staff and past participants of the Teaching Shakespeare Institute. Teachers are welcome to attend one, some, or all five sessions.

**Chair:** Carol Kelly, Folger Shakespeare Library, Washington, DC  
**Presenters:** Geoff Stanbury, St. Mark’s School of Texas, Dallas, “Action Is Eloquence: Your Students Make It Happen”  
Susan Biondo-Hench, Carlisle High School, Pennsylvania, “All the School’s a Stage!”  
Greta Brasgalla, Mission Early College High School, El Paso, Texas, “Epilogue: Knowing I Loved My Books: Using the Techniques Developed at the Folger with Novels and Short Stories”

K.19  **POETRY OUTREACH AND THE FUTURE OF POETRY IN THE ELA CLASSROOM (G)**
Hynes Convention Center/Room 307, Level Three

In this session, public school teachers and a student will explore how the work of CCNY’s Poetry Outreach Center has helped teachers engage students with complex texts and strengthen students’ literacy skills. Poetry Outreach consultants will then model their work in K–12 schools by engaging the audience in poetry-writing activities.

**Chair:** Elizabeth Rorschach, City College of New York School of Education, New York  
**Presenters:** Mildred Vil, City College, New York, New York, “Writing and Learning Poetry”  
Alyssa Yankwitt and Mardi Jaskot, Poetry Outreach Center, New York, New York, and Ross Mandel, City College, New York, New York, “Helping Students Compose Poetry”

K.21  **REINVENTING ENGLISH THROUGH MEDIA AND ALTERNATIVE TEXTS (M–S–C)**
Hynes Convention Center/Room 206, Level Two

What happens to our English classrooms when teachers discover how unconventional “texts” can be used to teach literacy and prepare students for the 21st Century? These presenters will show how media “texts” such as music videos, advertisements, and video games can be used to “(re)invent” the nature of literacy in today’s ELA classrooms.

**Chair:** Timothy Shea, Millersville University of Pennsylvania, Millersville  
**Presenters:** Robert Early, Millersville University of Pennsylvania, Millersville, “Reinventing English through Film Production”  
Wynter Bledsoe, graduate student, Millersville University of Pennsylvania, Millersville, “Reinventing English through Music”  
Lochan Fallon, Millersville University of Pennsylvania, Millersville, “Reinventing English through Video Games”  
Matthew Schade, Ephrata High School, Lancaster, Pennsylvania, “Reinventing English through Rhetorical Analysis of Advertisements and Film”

K.22  **REINVENTING WRITING ON DEMAND: FOR COMMON CORE ASSESSMENTS (S)**
Hynes Convention Center/Room 310, Level Three

These presenters will analyze the new Common Core State Standards for assessment and explain how they differ from past writing-on-demand scenarios. Using samples of student writing, they will invite participants to identify the particular challenges that these assessments present and try out an activity which may help students overcome these challenges.

**Presenters:** Kelly Sassi, North Dakota State University, Fargo, “What Students Tell Us about CCSS Assessments”  
Leila Christenbury, Virginia Commonwealth University, Richmond, “Experimenting with the Rhetoric of Prompts”  
Anne Ruggles Gere, University of Michigan, Ann Arbor, “New Assessments and Modified Assumptions”

K.23  **FROM THE MIDDLE: THE BAD BOYS OF YA LITERATURE (G)**
Hynes Convention Center/Room 105, Level One

Come join Walter Dean Myers, Jon Scieszka, and Alan Lawrence Sitomer as they share their views on the timeless value of reading and writing, as books and student interactions with text are being both invented and reinvented on our march toward a quickly changing future.

**Tradebook Authors:** Alan Lawrence Sitomer, California Teacher of the Year Foundation, Los Angeles, “Authentically Reaching Readers”  
K.24  **(RE)INVENTING THE SPACES WHERE WE WRITE AND TEACH WRITING: CREATING WRITING CENTERS IN K–12 AND COLLEGE/UNIVERSITY SETTINGS (G)**
Sheraton Boston/Constitution Ballroom A, 2nd Floor
Sponsored by the International Writing Centers Association, an NCTE Assembly, open to all

In this session, experienced secondary and university writing center leaders will engage participants in conversations about developing writing centers within different institutional contexts. Topics will include, but not be limited to, tutor education and training, assessment, program development, administration, space, budgets, multilingual writers, outreach, technology, and research.

**Chair:** Kevin Dvorak, Nova Southeastern University, Fort Lauderdale, Florida

**Presenters:** Jaimie Crawford, University School of Nova Southeastern University, Fort Lauderdale, Florida
Andrew Jeter, Niles West High School, Skokie, Illinois

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K.25  **(RE)INVENTING INSTRUCTIONAL APPROACHES TO WRITING: CREATIVE, RACIAL LITERACY SKILL BUILDING AND THE RELUCTANT WRITER (M–S)**
Hynes Convention Center/Room 303, Level Three

Presenters in this session will explore new pedagogical approaches for diverse student audiences.

**Chair:** Katie Jane Shytle, Bartow Middle School, Florida

**Presenters:** Paula M. Carbone, University of Southern California, Los Angeles, “Changing the Paradigm in Secondary Writing Instruction: From ‘Kids Can’t Write’ to ‘Novices’”
Hilary Brewster, Marshall University, Huntington, West Virginia, “If I Wrote the Whole Book This Way: Using Creative Rewrites to Teach Narration”

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K.26  **THE RISKS AND REWARDS OF MOVING TEACHING, WRITING, AND RESEARCH FROM ACADEMIC PLACES TO WIDE OPEN (DIGITAL) SPACES (S–C–TE)**
Hynes Convention Center/Room 210, Level Two

These presenters will argue that when students compose with new media, private writing and public ideologies become interconnected. Multimodal composing for service-learning projects fosters a sense of civic engagement and community. Similarly, using digital technologies, students can take the classroom with them via mobile composition.

However, as written communication becomes more public, ethical questions arise regarding issues of consent.

**Presenters:** Jennifer Cunningham, Stark State College, Kent, Ohio, “‘Nobody Cares. For Real’: The Public vs. Private Dichotomy When Researching in a Digital Environment”
Steve Edgehouse, Stark State College, Kent, Ohio, “Mobile Composition: The Homework and the Hardware”
Lauren Garcia-DuPlain, University of Akron, Ohio, “From the Ivory Tower to the Mean Streets: Using Multimodal Service-Learning Projects to Engage Students in First-Year Writing Courses”

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K.27  **EXEMPLARY RESEARCH AND SCHOLARSHIP IN ENGLISH EDUCATION: CEE BRITTON, EMIG, AND MEADE AWARDS (TE)**
Sheraton Boston/Beacon E, 3rd Floor

The Conference on English Education gave four prestigious awards in honor of James N. Britton, Janet Emig, and Richard Meade. In this session the winners will present the work that earned them this year’s tribute.

**Chair:** Robert Tremmel, Iowa State University, Ames

**Britton Award Recipients:**
Scott Filkins, Champaign Unit 4 Schools, Illinois, “Reading Assessment as Teacher Inquiry: Professional, Personal, and Political Reflections”

**Emig Award Recipient:**
Janet Johnson, Rhode Island College, Providence, “‘How Much of Myself Do I Want to Put Out There?’ Identities and Literacy Practices in Social Justice Teaching”

**Meade Award Recipient:**
Wendy Glenn, University of Connecticut, Storrs, for her 2012 article in *English Education* titled ‘Developing Understandings of Race: Preservice Teachers’ Counter-Narrative (Re)Constructions of People of Color in Young Adult Literature’

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K.28  **DOING MORE WITH LESS: CREATING LITERATURE UNITS WITH PRIMARY SOURCES (S)**
Sheraton Boston/Constitution Ballroom B, 2nd Floor

Instead of throwing out years of lesson plans in response to the CCSS, these presenters created two templates based on the PARCC Frameworks, strategies for close reading, inclusion of essential questions, and incorporating the Library of Congress’s Primary Sources. They will describe their lesson planning process and currently utilized units.

**Chair:** Cindy Rich, Eastern Illinois University, Charleston

Continued on following page
**Presenters:** Kristin Runyon, Charleston, Illinois, “Research-Based Strategies”
Cindy Rich, Eastern Illinois University, Charleston, “Accessing Primary Sources through the Library of Congress”
Kerri Taylor, Charleston High School, Illinois, “Sophomore and Junior English Unit Plans”
Kelly Rice, Charleston High School, Illinois, “Freshmen English Unit Plans”

**K.29 CLOSE READING, CRITICAL READING, MISREADING, AND MYTHS OF READING (G)**
Hynes Convention Center/Room 102, Level One
Sponsored by the National Literature Project, open to all
These presenters will use experiments in reading, interpreting, and criticizing complex literary and non-literary texts in an interrogation and critical reading of “close reading.”

**Presenters:** Sheridan Blau, Teachers College, Columbia University, New York, New York
Michael W. Smith, Temple University, Philadelphia, Pennsylvania

**K.30 AUTHOR STRAND: MARVIN TERBAN—WILL TODAY’S ENGLISH SURVIVE THE 21ST CENTURY? NO. AND DOES IT MATTER? (G)**
Hynes Convention Center/Room 203, Level Two
In this humorous, informative, and interactive presentation, Marvin Terban, teacher and author, will ask: How will English change with all the forces attacking it? How much of it should we cling to, fight against, give up on, embrace? How can we help our students adapt? And he will give answers.

**Presenter:** Marvin Terban, Columbia Grammar and Prep School, New York, New York

**K.31 (RE)THINKING AESTHETICS IN ENGLISH LANGUAGE ARTS: A FREIREAN DIALOGUE ON UNCERTAINTY IN ELA CURRICULA (G)**
Hynes Convention Center/Room 209, Level Two
In response to top-down mandates for certain data- and test-centered instruction, members of this panel will give classroom examples of creative-, aesthetic-, and dialogue-based language arts curricula. In addition, they will explain the educative necessity of uncertainty in ELA instruction.

**Presenters:** Gail Russell, Teachers College, Columbia University, New York, New York
Carmela Gustafson, Teachers College, Columbia University, New York, New York

**K.32 CALDECOTT AT 75: (RE)INVENTING THE MAGIC FOR READERS (E–M–S–TE)**
Hynes Convention Center/Room 304, Level Three
The Caldecott Medal celebrates its 75th anniversary this year amidst a flurry of interest in the illustrators who have made “The Caldecott” a household name. The artists on this panel will discuss their award-winning books and respond to audience questions.

**Chair:** Linda M. Pavonetti, Oakland University, Rochester, Michigan

**Tradebook Authors:** Jerry Pinkney, Little Brown Books for Young Readers, New York, New York, “The Lion Roars: Winning the Gold after 50 Years of Work”

**K.33 BOOKS IN BLOOM: INTEGRATING CHILDREN’S LITERATURE AND PLANT BIOLOGY (E–TE)**
Hynes Convention Center/Room 305, Level Three
Imagine Miss Rumphius without lupines, or Winnie-the-Pooh without thistles for Eeyore. Explore the relationship between children’s literature, botany, and gardens. These presenters will invite participants to choose a book from their collection and construct a literary desktop garden, and then provide guidelines for creating similar projects in their own learning and gardening communities.

**Presenters:** Valerie Bang-Jensen, Saint Michael’s College, Colchester, Vermont, “Books in Bloom: Integrating Children”
Mark Lubkowitz, Saint Michael’s College, Colchester, Vermont

**K.34 REINVENTING LITERARY ANALYSIS: DIGITAL AND MULTIMODAL COMPOSITIONS IN ENGLISH CLASSROOMS (S–C–TE)**
Hynes Convention Center/Room 103, Level One
This interactive session will focus on English/language arts teacher candidates’ composing in digital media. The panel will offer a variety of examples of teacher candidates’ multimodal compositions, including hypertext poems, digital videos, and multimodal memoirs. Along with strategies for scaffolding multimodal composition, presenters will show how teacher candidates are able to overcome their print-centric “habits of mind” in order to compose effectively in new digital and multimodal environments, and also discuss the learning opportunities that this type of writing creates for English teachers.

**Presenters:** Teri Holbrook, Georgia State University, Atlanta
Blaine Smith, Vanderbilt University, Nashville, Tennessee
Melanie Hundley, Vanderbilt University, Nashville, Tennessee
REINVENTING TEACHER EDUCATION: INCORPORATING CONCEPTUAL FRAMEWORKS FOR VIDEO EVALUATION, POLICY NAVIGATION, AND ETHNODRAMA PEDAGOGY (TE)

K.35 Hynes Convention Center/Room 104, Level One

In this session, three teacher educators will show how to evaluate videotaped lessons, navigate policy in field placement schools, and analyze published writing with ethnodrama pedagogy. They will describe conceptual frameworks based on their work with preservice teachers and show video clips and preservice teacher interviews.

Chair: Rae Schipke, Central Connecticut State University, New Britain

Presenters: Maureen McDermott, Nova Southeastern University, Fort Lauderdale, Florida, “Improving Instructional Strategies of Preservice Teachers through Reflection of Videotaped Lessons”
Sarah Hobson, State University of New York, Cortland, “Reconceptualizing the Teaching of Writing to Preservice Teachers through Ethnodrama”
Anne Marie Garth, Clemson University, South Carolina, “Student Teachers Navigating the Relationship between Policy and Practice in the Writing Classroom”

Critical readings of literature and popular culture can be approached from multiple perspectives. These presenters will address the difference between close reading and critical literacy, a framework for literacy criticism, and a tool for critically assessing visual media.

Presenters: Anna J. Small Roseboro, consultant, Grand Rapids, Michigan, “Evaluating Literature with Nine Yardsticks of Value”
Stephanie Shelton, The University of Georgia, Athens, “(Re)Examining Reality Television: Suture Theory, Here Comes Honey Boo Boo, and Critical Media Literacy”
Anne Fairbrother, State University of New York, Oswego, “Critical Literacy as (Re)Invention: (Re)Reading the World and the Word in the ELA Classroom”

LITERACY AND THE COMMON CORE: MEETING CURRICULAR GOALS THROUGH INNOVATIVE UNIT DESIGN (G)

K.38 Hynes Convention Center/Room 207, Level Two

How can teachers craft innovative, multigenre text sets to drive inquiry, discussion, and response to essential questions? In this session the presenters will chronicle the journey of one K–8 district and their university partner as they used Understanding by Design (UbD) planning to foster higher-level reading comprehension and engagement with complex, varied text sets.

Co-chairs: James Stiles, Plymouth State University, New Hampshire
Gerry Buteau, Plymouth State University, New Hampshire

Presenters: Kirk Beitler, Laconia School District, New Hampshire
Gail Bourn, Elm Street School, Laconia, New Hampshire
Barbara Fisher, Elm Street School, Laconia, New Hampshire
Andrea Morin, Elm Street School, Laconia, New Hampshire

THE READERS AMONG US: AN INTERACTIVE SESSION FOR READERS (G)

K.39 Sheraton Boston/Dalton Room, 3rd Floor

What book(s) have profoundly influenced you personally or professionally in the last year? We are talking about what you are reading, not necessarily what you are using in your classes. Or, if you want to get back into the reading habit, come to this session to see what your colleagues are reading.

Presenters: Connie Ruzich, Robert Morris University, Coraopolis, Pennsylvania
Carol Jago, University of California, Los Angeles
Michael Moore, Georgia Southern University, Statesboro
Dawn Latta Kirby, Kennesaw State University, Georgia
K.40 MANAGING FAILURE IN EDUCATION (G)
Sheraton Boston/Back Bay B, 2nd Floor
In this session, NYT bestselling author Paul Tough, How Children Succeed, and winning chess coach Elizabeth Spiegel (subject of the documentary film “Brooklyn Castle”) will explain how to help students look honestly and straightforwardly at their own failures and mistakes. They will argue that teaching kids to manage academic and life failure will help them to best prepare for a successful future.
Presenters: Elizabeth Spiegel, IS 318, Boston, Massachusetts
Paul Tough, author, Houghton Mifflin Harcourt, Boston, Massachusetts

K.41 GOING ROGUE: (RE)INVENTING THE FUTURE OF ASSESSMENT (S)
Sheraton Boston/Beacon D, 3rd Floor
In this session teachers from grades 9–12 classrooms will describe a framework for authentic assessment that ushers teachers away from teaching to the test while assessing the Common Core strands of reading, writing, speaking, and listening. They will show how “going rogue” utilizes technology to implement strategies that engage students and empower teachers.
Chair: Brigitte Knudson, Lakeland High School, White Lake, Michigan and Wayne State University, Detroit, Michigan
Presenters: Brigid Piagentini, Lakeland High School, White Lake, Michigan
Kathleen Miska, Lakeland High School, White Lake, Michigan

K.42 SURREALISM . . . USING ART, LITERATURE, AND ABSURDITY TO DEVELOP CREATIVE THINKING AND WRITING (E–M–S)
Hynes Convention Center/Room 202, Level Two
Through the lens of Surrealism—an artistic movement that encompasses art, literature, music, and drama—these presenters will examine how teachers from multiple content areas in grades 5–8 lead their students and stage their own Happening! Learn how to motivate students to engage and explore using visual art, music, and poetry.
Chair: Tom Callinan, Rio Hondo College, Whittier, California
Presenters: Linda Reynolds, Sterling School, Greenville, South Carolina
Sara Newell, Sterling School, Greenville, South Carolina

K.43 CONTEMPORARY POETRY IN GRADES 6–12: DEVELOPING INDEPENDENT VOICES, DIALOGIC COMMUNITIES, AND CRITICAL LITERACIES (M–S)
Sheraton Boston/Republic Ballroom A, 2nd Floor
Contemporary poetry, including spoken word, provides a powerful tool for grades 6–12 classroom teachers to use for engaging students, promoting democracy, and fostering literacy skills. Presenters with a diverse range of teaching experiences will offer classroom stories and practical strategies as well as theoretical foundations for their work.
Chair: David Schaafsma, University of Illinois, Chicago
Presenters: Kate Sjostrom, University of Illinois, Chicago, “Lessons from the Creative Writing Classroom”
Brenna Barlow, University of Illinois, Chicago, “The Intersection of Poetry and Democracy in the Classroom”
Abigail Kindelsperger, University of Illinois, Chicago, “Creating Critical Literacy through the Exploration of Fresh, Local Voices”

K.44 FAN-INSPIRED TRANSMEDIA STORY-TELLING AS RESPONSE TO LITERATURE: PRODUCING EXCEPTIONAL READINGS IN THE ENGLISH CLASSROOM (G)
Sheraton Boston/Back Bay A, 2nd Floor
Presenters in this session will describe transmedia storytelling projects for use in middle school, high school, and college classrooms. The projects were designed to provide students who had read an assigned novel the opportunity to engage in transmedia storytelling by producing fan fiction, videos, and other media, as critical responses to literature.
Co-chairs: Jeanne Henry, Hofstra University, Hempstead, New York
Rose Tirotta-Esposito, Hofstra University, Hempstead, New York
Suzanne Smith Carlucci, Amityville Union Free School District, New York, “Inspiring Not-Yet-Avid Readers to Take the Lead through Transmedia Responses to Literature”
Liz Hynes-Musnisky, Nassau Community College, Garden City, New York, “Transmedia Storytelling in the College Reading Classroom”
Lorraine Radice, Long Beach Middle School, New York, “Understanding Story through Transmedia Storytelling”

K.45 ARE WE KILLING OR CULTIVATING THE LOVE OF READING IN THE ENGLISH COLLEGE CLASSROOM? (C–TE)
Sheraton Boston/Fairfax A, 3rd Floor
Two English professors will grapple with Kelly Gallagher’s term “readicide”—“the systematic killing of the love of...
reading.” After hearing too often from English majors who had been victimized by “readicide,” these instructors collaborated with a class of upper-division English majors to devise strategies for helping students maintain, or regain, their love of reading.

**Presenters:** Cindy Stretch, Southern Connecticut State University, New Haven
Melissa Talhelm, Southern Connecticut State University, New Haven

**K.46 TOWARD DEEPER UNDERSTANDING: MODELS, STRUCTURES, AND STRATEGIES FOR STUDENT CONVERSATION (M–S–C)**
Hynes Convention Center/Room 301, Level Three

Members of this panel will present current research about the role that student conversation plays in enhancing comprehension, engagement, and achievement. Then they will lead participants through a multi-step lesson that invites them to read, write, think, reread, discuss, and collaborate around a short-short story. Take-home translations and applications will be provided.

**Co-chairs:** Nancy Steineke, Victor J. Andrew High School, Tinley Park, Illinois
Harvey Daniels, University of New Mexico, Albuquerque

**Presenters:** Elaine Daniels, Santa Fe Community College, New Mexico, “Teaching the Social Skills of Collaborative Conversation”
Nancy Steineke, Victor J. Andrew High School, Tinley Park, Illinois, “Modeling How to Develop and Discuss Deeper Questions”
Harvey Daniels, University of New Mexico, Albuquerque, “Teaching the Social Skills of Collaborative Conversation”
James Vopat, Milwaukee Writing Project, Three Oaks, Michigan, “Beyond ‘It’s Good. Like It.’ Motivating and Extending Student Conversation about Writing”

**K.47 (RE)IMAGINING DEVELOPMENTAL READING AND WRITING DELIVERY MODELS: ONE COMMUNITY COLLEGE’S PROCESS AND RESULTS (C)**
Hynes Convention Center/Room 204, Level Two

Members of this panel will review a semester-long project which investigated and created new ways in which to improve student success and persistence in developmental reading and writing. They will describe the process and results of their work and answer questions to assist colleagues who may wish to use a similar model.

**Presenters:** Debra Anderson, Bristol Community College, Fall River, Massachusetts
Denise DiMarzio, Bristol Community College, Fall River, Massachusetts
Farah Habib, Bristol Community College, Fall River, Massachusetts
Linda Mulready, Bristol Community College, Fall River, Massachusetts

**K.48 READING AND WRITING INFORMATIONAL TEXTS (E)**
Hynes Convention Center/Room 205, Level Two

Reading and writing informational texts is a key component of the Common Core State Standards (CCSS). In this session, presenters will provide hands-on activities for teaching reading and writing nonfiction text features, and describe a research project which helps students to analyze and evaluate informational texts and create Question and Answer books.

**Presenters:** Jeffrey Grace, Sabal Point Elementary School, Longwood, Florida
Nicki Clausen-Grace, Carillon Elementary School, Oviedo, Florida
Michelle Kelley, University of Central Florida, Orlando

**K.49 BRIDGING THE GAP: ADDRESSING THE CHALLENGES OF READING COMPLEX TEXTS IN DIVERSE HIGH SCHOOL CLASSROOMS (S–TE)**
Hynes Convention Center/Room 109, Level One

Presenters in this session will explore the challenges facing many high school teachers in classrooms where students access texts from a wide range of reading levels. Using a study of two classes taught by the same teacher in a tracked urban high school, they will share lessons learned and strategies employed for helping “regular” tracked students access the same standards, texts, and learning provided for an “honors” tracked class.

**Presenters:** Michael Kamin, Highline School District, Seattle, Washington
Laura VanDerPloeg, Laura Schneider VanDerPloeg Educational Consulting, Seattle, Washington

**K.50 FROM THE PRINTED PAGE TO THE DIGITAL STAGE: ENGAGING LEARNERS BY MERGING CRITICAL READINGS OF CLASSICAL TEXTS WITH SOCIAL MEDIA PERFORMANCES (S)**
Sheraton Boston/Back Bay C, 2nd Floor

Many teachers struggle to engage their students in a curriculum that values a “dead-white-male” Western cannon and seemingly has little relevance for their lives. Helping students to read and rewrite classical texts and produce counter-texts empowers them to question their taken-for-granted assumptions about race, class, and gender.

**Presenters:** James Muchmore, Western Michigan University, Kalamazoo
Elaine Sayre, Kalamazoo Central High School, Michigan

Saturday Afternoon, 4:15–5:30 p.m.
K.51 BEST PRACTICES FOR ENGLISH LEARNERS: EXPLORING STANDARDS-BASED INSTRUCTION (G)
Sheraton Boston/Beacon B, 3rd Floor
Sponsored by the Center for Applied Linguistics, open to all

Presenters on this panel will explore standards-based instruction for English learners (ELs). They will include: implications of Common Core State Standards (CCSS) for ELs, the SIOP Model for meeting the CCSS for ELs, and developing academic language and literacy for ELs.

Chair: Jennifer Gisi Himmel, Center for Applied Linguistics, Washington, DC

Presenters: Lindsey Massoud, Center for Applied Linguistics, Washington, DC, “Common Questions about the Common Core and English Learners: Addressing Teachers’ Concerns”
Annie Duguay, Center for Applied Linguistics, Washington, DC, “Academic Languages and Literacy for English Learners in Secondary English Class”

K.52 THE GAY AND LESBIAN CANON: TEXT SELECTION AND CLOSETED CLASSICS
LGBT (M–S–C)
Sheraton Boston/Fairfax B, 3rd Floor

This panel will discuss the expansion of the LGBTQA literary canon and selection, and the ways in which we can affirm our students’ identities in and out of our classrooms.

Chair: John Pruitt, University of Wisconsin–Rock County, Janesville

Presenters: Stefani Rubino, Florida International University, Miami
David Noskin, New Trier High School, Winnetka, Illinois
William Fritz, Adlai E. Stevenson High School, Lincolnshire, Illinois
Patrick Finnessy, University of Toronto, Ontario, Canada

K.53 A NEW ERA: HOW ENGLISH TEACHER PREPARATION IS CHANGING IN THE 21ST CENTURY (S–C–TE)
Hynes Convention Center/Room 201, Level Two
Sponsored by the CEE Methods Commission, open to all

What is the consensus of the field regarding what English teacher education looks like now? What is valued in English teacher preparation in an age of accountability? Learn the results of a nationwide study conducted by the CEE Methods Commission and join the conversation.

Chair: Yun Choi, Michigan State University, East Lansing

Presenters: Laura Renzi, West Chester University, Pennsylvania, “Connection of Theory and Practice: The Role of Field Experiences in English Teacher Preparation”
Heidi Hallman, University of Kansas, Lawrence, “Understanding the Role of Diversity in English Teacher Preparation”
Donna Pasternak, University of Wisconsin, Milwaukee, “Technology and Diversity in English Teacher Preparation: What Does the Integration of Technology Mean to English Educators?”
Leslie Rush, University of Wyoming, Laramie, “Reading and Writing and the Teaching of English: A Move to Disciplinary Literacies?”

K.54 TEACHING LITERATURE: CONNECTING WITH STUDENTS TODAY (S)
Hynes Convention Center/Room 302, Level Three

We know that discovering meaning through literature matters as much as it ever has, but what classroom approaches will engage students actively? What makes literature powerful in their lives? Presenters in this session will discuss useful, powerful approaches to projects that incorporate cross-disciplinary texts while preparing students to meet CCSS standards, and explore the ways in which we can engage students with a range of texts and genres—while pushing the boundaries of traditional definitions of the English curriculum.

Presenters: Tommy Jolly, Georgia State University, Atlanta
Valerie Hancock and Toni Collie, Locust Grove High School, Georgia “Literary Archaeology: Digging Deep to Make Connections”
Gina Fried, Weston High School, Massachusetts, “Is It English?”

K.55 ARTS INTEGRATION FROM THE PERSPECTIVE OF FIRST-TIME PRACTITIONERS (M–S)
Sheraton Boston/Beacon A, 3rd Floor

The term “arts integration” often elicits both curiosity and apprehension from teachers. Never fear! In this session, five members of the ARTeachers Fellows program will share experiences and offer strategies to teachers who are interested in using arts-integrated approaches to meet a wide range of learning objectives, including the Common Core.

Chair: Christian Goering, University of Arkansas, Fayetteville

Presenters: Katy Moore, Har-Ber High School, Fayetteville, Arkansas
Wayne Levering, Heritage High School, West Fork, Arkansas
Katy Buehrer, Hackett High School, Arkansas
Hung Pham, University of Arkansas, Fayetteville
K.56 REFLECTING ON THE WRITING PROCESS: ORBIS PICTUS AUTHORS SHARE THEIR JOURNEYS (G)
Hynes Convention Center/Ballroom A, Level Three
Sponsored by the Orbis Pictus Award Committee, open to all
Authors of the Orbis Pictus award and honor books for 2013 will each talk about the writing journey that led to the creation of their nonfiction works—the craft, the research, and the writing process.

Co-chairs: Fran Wilson, Madeira City Schools, Cincinnati, Ohio
Deborah Thompson, The College of New Jersey, Ewing

Tradebook Authors: Lea Schubert, Roaring Brook Press, New York, New York
Gerard DuBois, Roaring Brook Press, New York, New York
Elizabeth Rusch, Houghton Mifflin Books for Young Readers, Boston, Massachusetts
Loree Griffin Burns, Houghton Mifflin Books for Young Readers, Boston, Massachusetts
Barbara Kerley, Scholastic, Inc., New York, New York
Cynthia Levinson, Peachtree Publishers, Atlanta, Georgia

Meeting

Collaboratives Roundtable (G)
Sheraton Boston/Back Bay D, 2nd Floor

NCTE Collaboratives are groups established by members who have a passion for a particular topic or field within our professional community. This roundtable will give Collaborative members and those 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
Special Interest Groups
5:45–7:00 p.m.

Closing Session/
Day of Research

SIG.01  Alan C. Purves, David H. Russell, and Assembly on Research (G)
Sheraton Boston/Hampton Room, 3rd Floor

Sponsored by the Standing Committee on Research and the Assembly on Research

The Alan C. Purves Award is presented annually to the author(s) of the Research in the Teaching of English article from the previous year’s volume judged as likely to have the greatest impact on educational practice.

Alan C. Purves Award Recipients:
Maureen Kendrick and Margaret Early, University of British Columbia, Canada, and Walter Chemjor, Kabarak University, Kenya, “New Literacies in a Rural Kenyan Girls’ Secondary School Journalism Club”

David H. Russell Award Recipient:
Peter Smagorinsky, The University of Georgia, Athens, “Vygotsky in the 21st Century”

Promising Researcher Award Recipient:
Amy Stornaivolo, University of Pennsylvania, Philadelphia, “Like Two Different Worlds: Teachers’ Perspectives on Social Networking and Schooling”

SIG.02  GAY/STRAIGHT EDUCATORS ALLIANCE (G)
Sheraton Boston/Dalton Room, 3rd Floor
Sponsored by the Gay/Straight Educators Alliance, open to all

This assembly provides a forum for ongoing and sustained discussion among all individuals who share a professional commitment to lesbian, gay, bisexual, and transgendered (LGBT) students, teachers, issues, and academic materials as they pertain to the teaching of English at all levels of instruction.

Chair: John Pruitt, University of Wisconsin–Rock County, Janesville

SIG.03  ZEN AND THE ART OF ENGLISH TEACHER MAINTENANCE (G)
Sheraton Boston/Clarendon Room, 3rd Floor
Sponsored by the Assembly for Expanded Perspectives on Learning, open to all

Participants will 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.

Presenters: Sharon Marshall, St. John’s University, New York, New York
Bruce Novak, Indiana University of Pennsylvania, Indiana
Irene Papoulis, Trinity College, Hartford, Connecticut

SIG.04  SIFTING THROUGH TECHNOLOGY: CHOOSING THE BEST TOOLS (G)
Sheraton Boston/Beacon A, 3rd Floor
Sponsored by the Assembly on Literature and Culture of Appalachia, open to all

Technology is vital in today’s classrooms, and teachers must enter this arena to keep their curriculum relevant to today’s students. However, they must wisely choose the best tools available. This presenter will show how to do this, specifically with choices available with Web 2.0. Attendees are invited to bring their expertise and enter the discussion.

Chair: Judy Byers, Fairmount State University, West Virginia
Presenter: Angela Schwer, Fairmount State University, West Virginia
SIG.05 MAPPING THE PATHS TO CRITICAL ENGAGEMENT WITH IPODS, IPADS, AND IPHONES, AND OTHER INTERCONNECTING TECHNOLOGIES (M–S–C–TE)
Sheraton Boston/Beacon B, 3rd Floor
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 to share ideas, resources, and questions at the SIG meeting, and look for us in the NCTE Connected Community at http://ncte.connectedcommunity.org/ace
Chair: Candice Moench, University of Great Falls, Montana
Kristen Pastore-Capuana, Cheektowaga Central High School, New York; “It’s That Oppression on the Down Low: Transforming Inclusion Classrooms to Spaces for Critical Literacy Learning”

SIG.06 ADVISING A YEARBOOK, NEWSPAPER, MAGAZINE, OR WEBSITE: I NEED HELP! (M–S)
Sheraton Boston/Beacon D, 3rd Floor
Sponsored by the Assembly for Advisers of Student Publications/Journalism Education Association, open to all
Have you been asked to advise a student publication? Or has a newspaper/yearbook/website/broadcast been thrust upon you? Or maybe, just maybe, you are actually thinking about starting up a publication of your own free will? We can help make your transition from teacher to publication adviser as smooth as possible.
Presenters: Jane Blystone, Journalism Education Association, Erie, Pennsylvania
Brian Wilson, Assembly for Advisers of Student Publications/Journalism Education Association, Holly, Michigan

SIG.07 WOMEN IN LITERATURE AND LIFE ASSEMBLY (G)
Sheraton Boston/Beacon F, 3rd Floor
Sponsored by the Women in Literacy and Life Assembly, open to all
The first presenter in this session will show how teachers can be welcomed into scholarly conversations and empowered to contribute their own voices to professional dialogue, and what feminist theory can contribute to this. The second presenter will revisit a significant piece of research, Pamela Hartman’s 2006 Research in the Teaching of English article, “Loud on the Inside: Working Class Girls, Gender, and Literacy.” The English classroom space can be one of invigorating dialogue, composition, inquiry, and meaning making, but often inclusion English classrooms are more “back-to-basics” or structured, a space where student inquiry is sidelined. This presenter will look at collaboration between an English teacher and a Special Education teacher which aimed to cultivate inquiry in an English 11 classroom and provide authentic learning opportunities.
Chair: Candice Moench, University of Great Falls, Montana
Kristen Pastore-Capuana, Cheektowaga Central High School, New York; “It’s That Oppression on the Down Low: Transforming Inclusion Classrooms to Spaces for Critical Literacy Learning”

SIG.08 EARLY CHILDHOOD ASSEMBLY BUSINESS MEETING (E)
Sheraton Boston/Beacon G, 3rd Floor
Sponsored by the Early Childhood Education Assembly, open to all
The Early Childhood Assembly provides a home at NCTE for all who work with young children. In this session the Assembly will hold its business meeting and engage in dialogue with attendees as they seek to support teachers of young children who promote thoughtful practices that enhance the teaching and learning of young children within and across diverse communities.
Chair: Mariana Souto-Manning, Teachers College, Columbia University, New York, New York
Associate Chair: Dinah Volk, Cleveland State University, Ohio
Discussants: Laurie Katz, The Ohio State University, Columbus
JoBeth Allen, The University of Georgia, Athens

SIG.09 USING THE WRITING CENTER AS A WAY TO (RE)INVENT WRITING INSTRUCTION AT ALL LEVELS OF EDUCATION (G)
Sheraton Boston/Beacon E, 3rd Floor
Sponsored by the International Writing Centers Association, an NCTE Assembly, open to all
This special interest group provides a forum for educators who are interested in developing and facilitating writing centers at their institutions, from elementary schools to universities. Discussions will be led by members of the International Writing Centers Association who have experience administering writing centers in a variety of educational contexts.
Chair: Kevin Dvorak, Nova Southeastern University, Fort Lauderdale, Florida
Discussion Leaders: Amber Jensen, Edison High School, Alexandria, Virginia
Shanti Bruce, Nova Southeastern University, Fort Lauderdale, Florida
Andrew Jeter, Niles West High School, Skokie, Illinois
SIG.10 CLA MASTER CLASS: TEACHING CHILDREN’S LITERATURE IN THE 21ST CENTURY (C–TE)
Sheraton Boston/Fairfax A, 3rd Floor
Sponsored by the Children’s Literature Assembly, open to all
Teaching children’s literature can be approached from multiple perspectives and can be taught in different programs in various formats. Presenters will describe different children’s literature courses from across the United States and how they are organized and taught. Activities for student engagement will be included.
Presenters: Jennifer Graff, The University of Georgia, Athens
Seemi Aziz, Oklahoma State University, Stillwater
Thomas Crisp, Georgia State University, Atlanta
Laura Purdie Salas, poet, Houghton Mifflin, Boston, Massachusetts
Ted Kesler, Queens College, City University of New York, Flushing
Lori Wilfong, Kent State University–Stark Campus, Ohio
Diane Sekeres, The University of Alabama, Tuscaloosa
Peggy Rice, Ball State University, Muncie, Indiana
Lauren Aimonette Liang, University of Utah, Salt Lake City

SIG.11 RE-SETTING CLASSIC AMERICAN TEXTS (S)
Sheraton Boston/Gardner Room, 3rd Floor
Sponsored by the Assembly on American Literature, open to all
These roundtables will explore the ways in which teachers can both foster a rich and nuanced understanding of the historical context and setting of classic American texts, and “reset” these texts so that students can envision how they speak to our current time, place, and culture.
Co-chairs: Joseph Milner, Wake Forest University, Winston-Salem, North Carolina
Tracey Hughes, Maret School, Washington, DC

Table Number  Roundtable Leaders and Topics
1  Mabel Khawaja, Hampton University, Virginia, “American Storytellers: Flannery O’Connor and Sandra Cisneros”
2  Jan Sidebotham, Brimmer and May School, Chestnut Hill, Massachusetts, “Zora Neale Hurston, Their Eyes Were Watching God”
5  Anne Wessel Dwyer, Madison High School, New Jersey, “J.D. Salinger, The Catcher in the Rye”

SIG.12 BUSINESS MEETING OF THE NCTE LANGUAGE COLLABORATIVE
Sheraton Boston/Berkley Room, 3rd Floor
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 explore and raise awareness about how people learn language, learn about language, and learn through language. During the business meeting, we will discuss the activities of the collaborative during the past year, set goals for 2013–2014, select a Director-Elect, and outline session proposals for 2013.
Chair: Xenia Hadjioannou, Pennsylvania State University–Lehigh Campus, Center Valley

SIG.13 REORGANIZATIONAL MEETING OF THE EMERITUS ASSEMBLY (G)
Sheraton Boston/Boardroom, 3rd Floor
Co-chairs: Robin Luby, San Diego, California, retired
Anna Small Roseboro, consultant, Grand Rapids, Michigan

Meetings

AA Meeting
6:30–7:30 p.m.
Sheraton Boston/Jefferson Room, 3rd Floor

Alanon Meeting
6:30–7:30 p.m.
Sheraton Boston/Kent Room, 3rd Floor