

26th WLU Literacies for All Summer Institute

Literacy That Matters:
Curriculum, Creativity,
and Critical Action

July 14-16, 2016
Clayton Plaza Hotel
St. Louis, Missouri

Presented by the
International Whole Language Umbrella of
the National Council of Teachers of English

In cooperation with the Center for
Expansion of Language and Thinking



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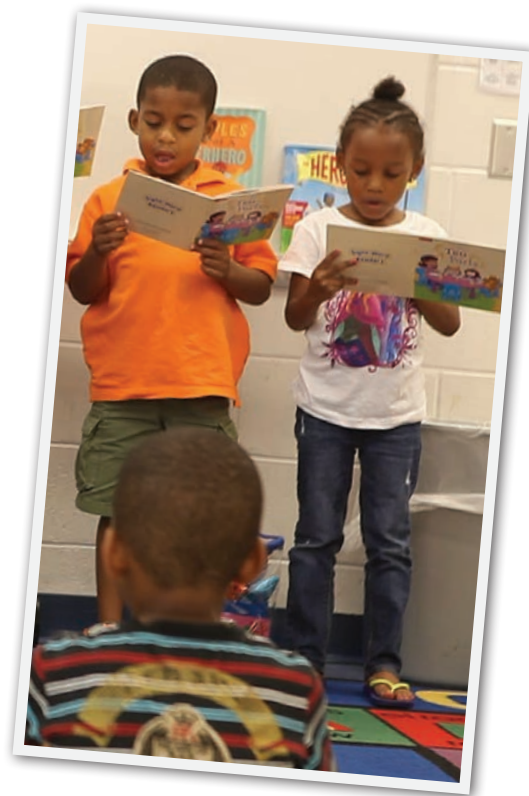
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Greetings from WLU President Caryl Crowell

Welcome to St. Louis and the Whole Language Umbrella Literacies for All Summer Institute. People say this conference is like a reunion and it is. For those who have been coming year after year, it's a chance to see old friends from across the country and around the world. But like every family reunion, there are always newcomers who are quickly adopted. So if this is your first WLU conference, expect to be welcomed warmly into a professional community dedicated to progressive literacy practices, democratic education, and social justice.

This year's theme, "Literacy That Matters: Curriculum, Creativity, and Critical Action," invites us to share the ways in which we move beyond the limits of commercial programs, testing, and controls placed on our professional work. Our keynote speakers will address current issues in children's literature, social justice, and early childhood education. In every time slot, you will find a concurrent session that appeals to every audience—preschool teachers to college educators, classroom practitioners to researchers—where presenters discuss topics including critical pedagogy, multimodal/digital literacies, professional learning, reading theory, integrated curriculum, social justice, early childhood, and others.

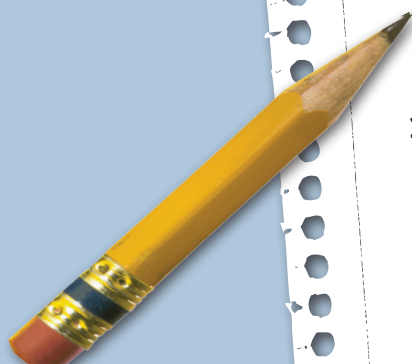
If you're here early on Thursday, you won't want to miss the meeting of the Eye Movement/Miscue Analysis (EMMA) researchers. Even if you're not a member of the group, all are welcome to learn more about this exciting area of research. Then, if you registered for the Thursday afternoon workshop, you can join our preconference speakers as they help us learn to advocate for our students, their families, ourselves, and our profession in ways that are smart, safe, and savvy. On Saturday morning, you'll choose one of three two-hour symposiums sessions and enjoy an in-depth look at social justice in the classroom, the connection between science and literacy, and early childhood education practices.

If you weren't a member of WLU before you came to St. Louis, you are now. Your registration gave you a year's membership in our organization. That means you can attend the delegates assembly on Saturday before the closing keynote and learn more about the workings of WLU.

Building on the lengthy history of progressive education, democratic schools, and critical literacy, the creative work of educators involves constantly affirming the potential of whole language learning communities to examine the reality that surrounds us using multiple literacies and a critical lens. This conference invites you to come together to learn and explore these issues. You'll go home with new friends, new ideas to occupy your mind, and renewed energy to sustain holistic, responsive, and relevant learning experiences within your individual classrooms, schools, and communities.

Many people are here to help you navigate the conference. Stop any WLU board member and let us know what we can do to support your learning and teaching. Our amazing NCTE staff—Julie May, Emily Nafziger, and Debbie Zagorski—deserve our appreciation for everything they do to organize this conference and make it run smoothly. And we owe a debt of gratitude to Kathryn Mitchell Pierce, our local conference chair, for all her advice and suggestions and for helping to spread the word in St. Louis and beyond.

Visit us at <http://www.ncte.org/wlu> to learn more about the Whole Language Umbrella.



SAVE THE DATE
2017 WLU Literacies for All Summer Institute
July 20–22, 2017
Tucson Marriott University Park
Tucson, Arizona

Conference Strands and Themes

Strands

Early Childhood Education: Cosponsored by the NCTE Early Childhood Education Assembly



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

Themes

Adult Literacy

Digital and Visual

Language and Culture/ESOL

Literacy and Social Action

Literacy within and across the Curriculum

Literature and the Imagination

Professional Learning

Reading and Miscue Analysis/EMMA

Writing

LGBTQA+



“The creative work of educators involves constantly affirming the potential of whole language learning communities to examine the reality that surrounds us using multiple literacies and a critical lens.”
—Caryl Crowell, WLU President

EVENT INFORMATION:

Event Locations:

The **Symposiums** and **Concurrent Sessions** are all located on the Lobby Level or Lower Level. Please contact NCTE or Clayton Plaza Hotel staff if you need mobility assistance in accessing the Lower Level session rooms.

The **Opening, Closing, Plenary and Delegates Assembly Sessions** are located in the Crystal Ballroom, 7th Floor.

Posters will be available for viewing all day on Friday in the Prefunction area outside the Crystal Ballroom, 7th Floor, with the Poster Gallery Walk scheduled from 9:30–10:00 a.m.

Delegates Assembly

Saturday, July 16,
4:15 p.m.–5:15 p.m.
Crystal Ballroom, 7th Floor

Refreshments available
All are welcome to the annual meeting of the WLU membership. By virtue of registering for this conference, all conference attendees are WLU members. Please join us for a discussion of the future of whole language education and the Whole Language Umbrella.

WLU MEMBERSHIP: If you are not already an NCTE and WLU member when you attend, you will be brought into membership shortly after the Institute. Watch for an email that lets you know that your new membership has been activated and lists some of the benefits of membership, including a subscription to *Talking Points*.

WI-FI: Free Wi-Fi is available throughout the hotel for attendees. Check with the hotel Front Desk or an NCTE staff member at the Registration/Information Desk for assistance.

RESTAURANTS: Information is available on the NCTE website, <http://bit.ly/260UXAu>, at the Registration/Information Desk, or at the Clayton Plaza Hotel Front Desk.

RESTROOMS: Restrooms are located on the Lobby Level next to the Clayton Plaza Hotel's Business Center, on the Lower Level next to the staircase leading to the Grand Ballroom, and on the 7th Floor along the main hallway for the entrance to the Crystal Ballroom.

Schedule of Events

The Registration/Information Desk is located to the right of the Clayton Front Desk.

Thursday, July 14, 2016

- 10:00 a.m.–8:30 p.m. Registration/Information
- 8:30 a.m.–11:00 a.m. EMMA Researchers—All are welcome to attend, Bedford
- 11:45 a.m.–5:00 p.m. Preconference Workshop—Tickets are required, lunch included, Sutton
- 7:00 p.m.–9:00 p.m. Opening Plenary Session—Mitali Perkins, Crystal Ballroom, 7th Floor
Reception follows

Friday, July 15, 2016

- 8:00 a.m.–5:00 p.m. Registration/Information
- 8:30 a.m.–9:30 a.m. Plenary Session—Korina Jocson, Crystal Ballroom, 7th Floor
- 9:30 a.m.–10:00 a.m. Coffee Break, Poster Session Gallery Walk, Prefunction area, Crystal Ballroom, 7th Floor
- 10:00 a.m.–11:15 a.m. A Sessions
- 11:30 a.m.–12:45 p.m. B Sessions
- 1:00 p.m.–2:15 p.m. Luncheon—Alex Cuenca, tickets are required, Crystal Ballroom, 7th Floor
- 2:30 p.m.–3:45 p.m. C Sessions
- 4:00 p.m.–5:15 p.m. D Sessions
- 5:15 p.m.–7:00 p.m. Refreshments and Entertainment, Crystal Ballroom, 7th Floor

Saturday, July 16, 2016

- 8:30 a.m.–4:30 p.m. Registration/Information
- 8:30 a.m.–9:30 a.m. Coffee and light refreshments available, Crystal Ballroom, 7th Floor
- 8:30 a.m.–9:15 a.m. Plenary Session—Anne Haas Dyson, Crystal Ballroom, 7th Floor
- 9:30 a.m.–11:45 a.m. EF Symposium Sessions
- 11:45 a.m.–1:00 p.m. Lunch on your own
- 1:15 p.m.–2:30 p.m. G Sessions
- 2:45 p.m.–4:00 p.m. H Sessions
- 4:15 p.m.–5:15 p.m. Delegates Assembly, Crystal Ballroom, 7th Floor
Refreshments available
- 5:30 p.m.–6:30 p.m. Closing Plenary Session—Donalyn Miller, Crystal Ballroom, 7th Floor



Thursday, July 14, 8:30 a.m.–11:00 a.m.

EMMA Researchers Meeting Bedford

This meeting focuses on sharing Eye Movement/Miscue Analysis research methodology and ongoing projects. It is open to anyone interested in EMMA research.

Thursday, July 14, 11:45 a.m.–5:00 p.m.

Preconference Workshop

Tickets required; lunch included

Cosponsored by the Center for Expansion of Language and Thinking (CELT)

Sutton

Everyday Advocacy: Changing the Story of Literacy Education

Workshop Leaders:

Cathy Fleischer, Eastern Michigan University

Jenna Fournel, National Council of Teachers of English

The conversation about school reform too often leaves out the voices of teachers—those most intimately acquainted with issues that impact student learning. These voices are essential for citizens and policymakers to hear, but the individual teacher story—powerful though it might be—has proved insufficient to ignite change. This workshop immerses teachers in ways to build upon their individual stories to become everyday advocates—agents for change who work within their local contexts to subvert the current narrative about schools, teachers, and literacy learning in ways that are smart, safe, and savvy. We will introduce attendees to new ways of envisioning their professional roles in the current climate, immerse you in advocacy approaches, share the work of other teacher advocates, and identify and frame an issue as a first step toward beginning your own advocacy work.

As primary author of the NCTE website *Everyday Advocacy*, author of *Teachers Organizing for Change*, and developer of numerous advocacy workshops for teachers, **Cathy Fleischer** will introduce many of the concepts and share experiences of teachers who have attended her workshops. As Director of Communications at NCTE, former teacher, and former consultant with the FrameWorks Institute, **Jenna Fournel** will also introduce many of the concepts, particularly those connected with narrowing and framing issues.



Thursday, July 14, 7:00 p.m.–9:00 p.m.

OPENING GENERAL SESSION

Crystal Ballroom, 7th Floor



Featured Speaker: Mitali Perkins, author, Charlesbridge Publishing

Global Stories for Young Readers: Ten Questions about Race, Culture, and Power

In a globally connected but increasingly xenophobic era, fiction is the perfect way to inspire children to cross borders and build bridges between cultures. How can the stories we share with the next generation contribute to the formation of a compassionate and just imagination? Author and educator Mitali Perkins will discuss ten questions that equip us to see “below the waterline” of a story.

Introducing Mitali Perkins: Roxanne Henkin, University of Texas at San Antonio

Welcome and Opening Remarks: Caryl Crowell, WLU President

2016 WLU Award Recipients

Lifetime Membership Award Recipient

Debra Goodman, Hofstra University, Hempstead, NY

Presented by Caryl Crowell

Service Award Recipient

Amy Seely Flint, University of Louisville, KY

Presented by Joni Fujita

2016 WLU Scholarship Recipients

Presented by Ray Martens

Christie Angleton, University of Louisville, KY (Louisville TAWL)

Morgan Belcher, Starke Primary School, Pekin, IL (Central Illinois TAWL)

Nicole Burks, Columbia, MO (Mid-Missouri TAWL)

Aaron Gillego, Pine Crest School, Fort Lauderdale, FL

Katherine Hays, Ernest Gallet Elementary, Youngsville, LA

Cyra Sadowl, Tucson, AZ (Tucson TAWL)

WLU Scholarship Committee

Joni Fujita & Ray Martens

Reception follows in the Crystal Ballroom

Friday, July 15, 8:00 a.m.–10:00 a.m.

Refreshments available in the Crystal Ballroom, 7th Floor

Friday, July 15, 8:30 a.m.–9:30 a.m.

PLENARY SESSION

Crystal Ballroom, 7th Floor



Featured Speaker: Korina Jocson, Assistant Professor,
University of Massachusetts Amherst

Rethinking Youth Media: Poetry, Place, and Pedagogy

Korina Jocson is on the faculty of the College of Education at the University of Massachusetts Amherst. Central to her work are arts-informed sociocultural approaches that examine youth literacies and issues of equity in urban education, particularly among historically marginalized youth. Recent studies have focused on the intersection of literary and media arts, information and communication technologies, and school-community connections as a way to understand (and further enable) culturally responsive pedagogies across educational settings.

Introducing Korina Jocson: Perpie Liwanag, Towson University, Baltimore, Maryland

Opening Remarks: Caryl Crowell, WLU President

Friday, July 15, 9:30 a.m.–10:00 a.m.

Coffee Break and Poster Session Gallery Walk

Poster sessions offer research and teaching ideas displayed on a poster with the presenters available to engage participants in conversation about the poster's content. Posters will be placed in the pre-function space outside of the Crystal Ballroom, allowing participants to engage in multiple brief conversations with a variety of presenters. Posters will remain up all day on Friday with feedback forms available.

Poster Sessions

P.01

Multiculturalism in Children's Literature: Moving toward Culturally Responsive Teaching

Themes: Literacy and Social Action, Language and Culture, Literature and the Imagination
Audience Interest: New Teachers, Teacher Educators, Curriculum Specialists

Presenter: Amal Aldaej, University at Albany, SUNY

Annotation: Attendees will learn how culture, religion, and identity are represented in children's literature. They will consider the importance of finding books that reflect students' lives. Teachers will learn how to identify high-quality picture books and engage students in more promising classroom strategies. In fact, multicultural literature could be a powerful resource for children to know more about their own culture and discover the world around them.

P.02

Multicultural Preschool Play Centers: How to Prepare Teacher Candidates for a Diverse Classroom

Strand: Early Childhood Education
Themes: Literacy and Social Action, Literacy within and across the Curriculum
Audience Interest: Elementary, Early Childhood, Teacher Educators

Presenter: Leah Carruth, Angelo State University, San Angelo, TX

Annotation: Teacher candidates learn to incorporate multicultural teaching into preschool learning centers. Each center emphasizes literature, supplies, relevant contributors to each field, and adjustments to the centers. Join in the conversation.

P.03

(Re)Storying Ferguson: Youth Voices and Literate Lives

Themes: Literacy and Social Action, Writing
Audience Interest: Elementary, Middle School, Teacher Educators, Curriculum Specialists

Presenters: Katherine O'Daniels, University of Missouri-St. Louis

Annotation: Presenter will share her team's action research journey during the 2015–16 year in a third-grade classroom in Ferguson, Missouri, including their research methodology and classroom practice as students critically inquired into places and spaces within the community through units of study in writing.

P.04

Talking to Dragon: A Student's Perception of Speech Recognition Software

Theme: Writing
Audience Interest: Elementary, New Teachers, Teacher Educators, Library/Media Specialists

Presenter: Jenny Fudickar, University of Oklahoma, Oklahoma City

Annotation: Writing is an essential skill and valuable tool for 21st-century learners. Technology plays an important role in assisting students with developing quality writing. How does speech recognition software fit into this role? Find out a third-grade student's perception of using speech recognition software to write.

Onsite Book Sales



Thank you to Left Bank Books for offering onsite book sales during the Literacies for All Summer Institute. Left Bank Books will be available in the Starbird Room during concurrent session times, as well as in the back of the Crystal Ballroom during all plenary sessions. Book sale hours are listed below.

Thursday, July 14	6:00 p.m. to 9:00 p.m., Crystal Ballroom
Friday, July 15	8:00 a.m. to 9:45 a.m., Crystal Ballroom 10:00 a.m. to 12:30 p.m., Starbird Room 12:45 p.m. to 2:30 p.m., Crystal Ballroom
Saturday, July 16	8:00 a.m. to 9:30 a.m., Crystal Ballroom 10:00 a.m. to 1:00 p.m., Starbird Room 4:30 p.m. to 6:30 p.m., Crystal Ballroom

Shipping will also be available.

Left Bank Books is the oldest and largest independently owned, full-line bookstore in St. Louis. Their full retail store is located at 399 North Euclid Ave., St. Louis.



Friday, July 15, 10:00 a.m.–11:15 a.m.

A Sessions

A.01

Sussex

Teaching Readers: What Matters across Contexts

Theme: Reading and Miscue Analysis

Audience Interest: Elementary

Presenters: Diane Stephens, University of South Carolina; Kelly Still, School District Five of Lexington and Richland Counties, SC; Tara Thompson, School District Five of Lexington and Richland Counties, SC; Michele Myers, University of South Carolina, Columbia; Catherine Hamilton, Aiken County School District, SC; Sally Somerall, School District Five of Lexington and Richland Counties, SC

Annotation: There are five characteristics that all readers need to possess in order to progress as readers. We will introduce our theory of “What Matters” and then participants will be able to discuss in small groups implications for classrooms, intervention settings, literacy coaching, and pre- and inservice teacher education.

A.02

London

Bamboo People: Promoting Global Understanding through Critical Conversations

Themes: Literacy and Social Action, Literature and the Imagination, Literacy within and across the Curriculum

Audience Interest: Elementary, Middle School, Library/Media Specialists

Presenter: Laurie Finken Keller, The Wilson School, Clayton, MO

Respondent: Kathryn Mitchell Pierce, Saint Louis University, MO

Annotation: Using multimedia resources and collaborative conversations, students used Mitali Perkins’s *Bamboo People* to support explorations of identity, culture, power, truth, and justice. Reading about “others” helped students learn about themselves and their own cultural perspectives. Examples of accountable talk demonstrate how students supported and challenged one another’s thinking.

A.03

Sutton

Understanding Picturebooks, Eye Movements, and Comprehension

Cosponsored by CELT

Themes: Reading and Miscue Analysis/EMMA, Professional Learning

Audience Interest: Elementary, Teacher Educators

Chair: Alan Flurkey, Hofstra University, Hempstead, NY

Presenters: Perpie Liwanag, Towson University, Baltimore, MD; Prisca Martens, Towson University, Baltimore, MD; Ray Martens, Towson University, Baltimore, MD; Christina Pelatti, Towson University, Baltimore, MD

Annotation: In this session we examine the reading process of two identical twin second-grade boys through their eye movements, miscues, and comprehension when reading *The Zoo* (Lee, 2007). We discuss how the boys’ reading strategies and eye movements relate to their comprehension.

A.04

Tudor

Faces of Advocacy: Looking toward New Horizons

Audience Interest: ALL

Presenter: Susan Houser, NCTE President-Elect

Annotation: Join NCTE President-Elect Susan Houser as she discusses new efforts for the 2016 NCTE Annual Convention and beyond. Focus will be on interacting with WLU members to brainstorm, get suggestions, and explore needs and ideas for moving the organization forward in advocacy efforts.

Friday, July 15, 10:00 a.m.–11:15 a.m.

A Sessions

A.05 Ascot

Digital Storytelling: Affordances and Constraints of Multimodal Composition

Themes: Digital and Visual Literacies, Writing, Multimodality Audience Interest: Elementary, Middle School, Teacher Educators

Presenters: Rebecca Rohloff Barria, Georgia State University, Atlanta; Sarah Turnbull, Georgia State University, Atlanta; Amy Seely Flint, University of Louisville, KY

Annotation: This interactive session will explore multimodal composition in the classroom. Participants will examine sample slides from student narratives to analyze the affordances and limitations of individual modes and how these modes interact to create new meanings. Participants will also consider how to incorporate multimodality in the classroom.

A.06 Oxford

Cultivating Meaningful Literacy: Examining the Critical Role of Experiential and Interdisciplinary Learning in the Literacy Development of Students in Title I Schools

Themes: Literacy and Social Action, Language and Culture, Literacy within and across the Curriculum Audience Interest: Elementary, New Teachers, Teacher Educators

Presenters: Matthew Wheelock, Live It Learn It, Washington, DC; Hope Harrod, John Burroughs Elementary School, Washington, DC

Annotation: How can teachers create a deep, personal connection between students and their literacy studies? The presenters will use a case study to propose two strategies (experiential and interdisciplinary learning). They will also draw on the expertise of session attendees to learn what other strategies have worked well in different contexts.

A.07 Bedford

Meet the Notable Books for a Global Society Winners!

Theme: Literature and the Imagination

Audience Interest: Elementary, Early Childhood, Middle School, High School, New Teachers, Teacher Educators, Library/Media Specialists

Presenters: Renita Schmidt, University of Iowa, Iowa City; Sue Parsons, Oklahoma State University, Stillwater

Annotation: This session will introduce educators to the Notable Books for a Global Society Book Awards and the winners for 2015 to help strengthen teachers' and teacher educators' knowledge of high-quality multicultural books for children and young adults.

A.08 York

Making Meaning with Literacy: Informational and Visual Texts

Strand: Early Childhood Education Themes: Literacy and Social Action, Literacy within and across the Curriculum, Literature and the Imagination, Language and Culture, Digital and Visual Literacies, Adult Literacy, Professional Learning, Writing, Audience Interest: High School, New Teachers, Teacher Educators

Presenters: Susan Pfohman, Portland Public Schools and Oregon Writing Project; Karen Magro, University of Winnipeg, MB, Canada; Ariel Robinson, University of Missouri Columbia

Annotation: Explore student engagement and responses to different text forms through the integration of a variety of sign systems. Karen Magro discusses the ways in which photography, drama, and art can help students explore social justice themes presented in literacy and nonfiction texts. Ariel Robinson examines children's creative responses to interactive reading with informational texts. Susan Pfohman shares her experiences incorporating relevant data to improve access to ideas for students who are oriented to visual information.

Friday, July 15, 11:30 a.m.–12:45 p.m.

B Sessions

B.01 Sussex

Crafting Authentic Classroom Learning Opportunities in Today's Education Climate

Themes: Literacy and Social Action, Literacy within and across the Curriculum

Audience Interest: Elementary, Middle School, New Teachers, Teacher Educators

Presenter: Jane Baskwill, Mount Saint Vincent University, Halifax, Nova Scotia

Annotation: This workshop is for teachers who would like to create and sustain authentic literacy engagement opportunities for students but struggle with how to do so in the current education context. The session draws upon specific examples of curriculum projects that illustrate how teachers foster authentic student engagement and also meet external curricular and assessment expectations.

B.02 London

Embracing Uniqueness: The Different Paths to the Common Outcome of Improved Reading in Children with Language Learning Impairment

Themes: Literacy and Social Action, Language and Culture, Reading and Miscue Analysis/EMMA

Audience Interest: Elementary, New Teachers, Teacher Educators

Presenters: Ryan Nelson, University of Louisiana at Lafayette; Holly Damico, University of Louisiana at Lafayette; Jack Damico, University of Louisiana at Lafayette; Christine Weill, University of Louisiana at Lafayette

Annotation: Whole language theory illuminates typically developing learners' literacy acquisition paths. Little research applying the theory to children with language impairment exists. We will lead conversations into how educators can embrace the uniqueness of these learners. Longitudinal research using miscue analysis and shared reading showing trajectories of acquisition will be shared.

B.03 Bedford

From the Concrete to the Abstract: Using Realia to Launch Deeper Thinking

Themes: Literature and the Imagination, Digital and Visual Literacies, Literacy within and across the Curriculum

Audience: Elementary, Middle School, Curriculum Specialists

Presenter: Tanny McGregor, Staff Developer for West Clermont Schools, Cincinnati, OH; author at Heinemann Publishers

Annotation: Making inferences, identifying possible themes, summarizing, and synthesizing. These abstract ideas can be tough to teach and even tougher to learn. With the use of concrete objects (realia), we can open doors for students that lead to nuanced and lasting understanding. In this session we'll explore ways to build bridges between the concrete and the abstract, incorporating conversation and creativity along the way!

B.04 Tudor

Come Write with Me: Energizing the Writer within You

Themes: Professional Learning, Writing

Audience Interest: Elementary, Early Childhood, Middle School

Presenter: Lois Zamzow, University of Wisconsin—Oshkosh

Annotation: Let the writings of teacher-writers Sharon Draper, Ralph Fletcher, and Penny Kittle inspire and ignite the teacher-writer within you. We will generate writing topics and engage in quick writes and conversation. We will explore connecting with other writers and nurturing our writerly selves. Bring a pen and notebook.

Friday, July 15, 11:30 a.m.–12:45 p.m.

B Sessions

B.05

Ascot

Literacy in Science: Inquiry and Discovery through Writing

Themes: Literacy within and across the Curriculum, Professional Learning, Writing

Audience Interest: Elementary, Middle School, Teacher Educators, Curriculum Specialists, Science Educators

Presenters: Kathy Wright, Boston Public Schools, MA; Patricia Paugh, University of Massachusetts Boston; Chuck Jurich, University of North Carolina at Wilmington

Annotation: Elementary teachers and their university partners will share stories of engineering and science inquiry in their classrooms and the role that language and literacy played in supporting student discoveries. Kathy Wright and Patricia Paugh will share how engineering design challenges offered space for engaged literacy practices with fifth graders. Chuck Jurich worked with elementary teachers who met challenges in creating spaces that were supportive of authentic scientific inquiry and discovery through writing.

B.06

Oxford

Comprehension through Innovative Storytelling: A School-Wide, Language-Based Approach to Closing the Achievement Gap in Reading and Mandated Testing

Themes: Literature and the Imagination, Literacy within and across the Curriculum, Professional Learning

Audience Interest: Elementary, Administrators, Curriculum Specialists

Presenters: Graeham Dodd, Alexandria City Public Schools, VA; Seth Kennard, Alexandria City Public Schools, VA

Annotation: Participants will leave the workshop with the tools and understanding they need in order to leverage metacognition and whole language reading comprehension strategies as a creative response to mandated testing in their own schools. The Gradual Release workshop structure will allow for the modeling of language acquisition and discourse strategies that we use at our school, while fostering participant interaction and hands-on learning through practice opportunities.

B.07

Bedford

The Relationship between Words and Images in Two Award-Winning Science Picture Books

Themes: Digital and Visual Literacies, Literacy within and across the Curriculum

Audience Interest: Elementary, Middle School, High School

Presenter: Rebecca Rohloff Barria, Georgia State University, Atlanta

Annotation: Participants will be invited to participate in a multimodal analysis of two award-winning science picture books. They will examine how two modes—words and images—function both independently and interdependently to create various meanings.

B.08

York

Social Media in the Classroom: Embracing What Our Students Know

Theme: Digital and Visual Literacies

Audience Interest: Middle School, High School

Presenters: Evan Vargas, University of Houston, TX

Annotation: Evan Vargas shows how humor and emojis can help students build on prior knowledge through custom-created comics, hilarious graphic organizers, and serious but funny feelings.



Friday Luncheon

Tickets required in advance

1:00 p.m.–2:15 p.m.



Crystal Ballroom, 7th Floor

Featured Speaker: Alexander Cuenca, Urban Education Learning Collaborative and Assistant Professor, Saint Louis University, MO

Alex Cuenca taught middle school social studies in Miami, Florida, before earning his PhD in Social Studies Education from the University of Georgia. His research examines social studies teaching and learning, teacher learning during the student teaching experience, and the pedagogy of teacher education.

Most recently, his work has focused on examining ways to leverage the professional preparation of social studies teachers to address issues of socioeconomic inequality. Dr. Cuenca is coeditor of the forthcoming book, *Rethinking Social Studies Teacher Education for 21st Century Citizenship*. He is an active member of the College and University Faculty Assembly of the National Council for the Social Studies, and the American Educational Research Association.

Introduced by Lenny Sánchez, University of Missouri, Columbia



Friday, July 15, 2:30 p.m.–3:45 p.m.

C Sessions

C.01 Sussex

Community-Based Literacy Inquiries: Implications for School Literacy Learning and Assessment Practices

Strand: Teacher to Teacher

Themes: Literacy and Social Action, Language and Culture, Professional Learning

Audience Interest: Elementary, Middle School, Teacher Educators

Presenters: Rosario Ordoñez-Jasis, California State University, Fullerton; Kathryn Mitchell Pierce, Saint Louis University, MO; Renee Stites, Saint Louis University, MO

Annotation: Preservice and inservice teachers in large metropolitan areas explored community-based literacy resources in order to assess and instruct effectively in communities that reflect experiences different from their own. Using artifacts from the inquiries, participants will explore definitions of multiple literacies, connections to school literacy, and strategies for collaborative assessment conversations.

C.02 London

Bridging the Gap with Poetry

Themes: Literature and the Imagination, Literacy within and across the Curriculum, Writing

Audience Interest: Elementary, New Teachers, Teacher Educators

Presenter: Dianne White, poet and author, AZ

Annotation: Poetry's compression and plentiful topics make it ideal for students—including struggling readers and English learners—to engage with text. Using poems that reinforce science content, participants will see how close reading and the meaning and music tools of poetry provide rich support for developing writers.

C.03 Sutton

Troubling the Gender Binary: A Conversation about Gender in Children's Picture Books

Themes: Literacy and Social Action, Language and Culture, Literacy within and across the Curriculum, LGBTQ+

Audience Interest: Elementary, Early Childhood, Teacher Educators

Presenter: Scott Ritchie, Kennesaw State University, GA

Annotation: Do you struggle to find good picture books about gender diversity? Join this conversation to discover and examine books in ways that will inform and enhance your teaching about gender in the elementary classroom. Results from a study about gender diversity in picture books will launch the discussion.

C.04 Tudor

Reading Responses to Foster Deeper Comprehension and Richer Professional Discussions

Themes: Literacy within and across the Curriculum, Professional Learning

Audience Interest: Teacher Educators, Curriculum Specialist, Adult Literacy/College

Presenter: Christine Walsh, Slippery Rock University of Pennsylvania

Annotation: How can we foster lively conversations about professional readings? Brief responses using drawing and writing promote deeper comprehension of readings and result in meaningful discussions. Literacy coaches and teacher educators can use methods modeled in this session with inservice and preservice teachers to illuminate the importance of strategies and accountable talk.

Friday, July 15, 2:30 p.m.–3:45 p.m.

C Sessions

C.05

Ascot

Creating Written Worlds: Risk-Taking as Writers

Themes: Literacy and Social Action, Adult Literacy, Literature and the Imagination, Writing

Audience Interest: Adult Literacy/College, High School, New Teachers, Teacher Educators

Presenters: Jim Stafford, Ithaca College, NY; Michael Miller, Thomas Jefferson High School for Science and Technology, Arlington, VA

Annotation: Two presenters, working with high school students or adults, will share their experiences in supporting writers facing challenges presented by standardized testing or aging. Michael Miller works to encourage risk-taking in student writers, supporting them in using multiple genres to speak back to standardized tests of writing. Jim Stafford teaches a memoir-writing class to senior citizens experiencing memory loss, dementia, and other challenges in life. The strategies he will share hold promise for writers of all ages and abilities.

C.06

Oxford

Reading Detectives and Writing Superstars: Advocacy Evaluation of Readers and Writers

Themes: Reading and Miscue Analysis/EMMA, Writing

Audience Interest: Elementary, New Teachers, Teacher Educators

Moderator: Debra Goodman, Hofstra University, Hempstead, NY

Presenters: Denise Yee-Vignola, Hofstra University, Hempstead, NY; Elisabeth Costa-Saliani, William Floyd school district, Brookhaven, NY

Annotation: The session describes meaningful evaluation that advocates for learners as readers and writers including a Reading Detective Club supporting strategy development for struggling readers and a narrative writing profile documenting the writing proficiency of ELLs. Discussion addresses action research as a way for teachers to transform their own pedagogical practices.

C.07

Bedford

“Do You See What I See?” Invested Reading for Thinking, for Learning, for Life

Themes: Literacy and Social Action, Literacy within and across the Curriculum,

Audience Interest: Elementary, Middle School

Presenter: Jean Anne Clyde, University of Louisville, KY, and Kentucky Institute of the Arts

Annotation: “Invested Reading” inspires deep engagement and comprehension, sensitizes even young children to others’ struggles, and develops an expanded capacity for empathy and a social imagination critical to our complex times. It compels learners to be kinder, more responsive citizens, committed to fairness and social justice at school, in neighborhoods, and in life.

C.08

York

Understanding Floats on a Sea of Talk: The Power of the Selfie Center Data

Strand: Early Childhood Education

Themes: Digital and Visual Literacies, Literacy within and across the Curriculum, Professional Learning

Audience Interest: Elementary, New Teachers, Curriculum Specialists

Presenters: Cynthia Merrill, University of New Hampshire, Durham; Deb Craig, Stratham Memorial School, Stratham, NH; Melissa Mastin, Stratham Memorial School, Stratham, NH

Annotation: Panelists will share results, ever-changing dimensions, and the power of the selfie center in kindergarten through sixth-grade classrooms. Participants will view videos of student selfie stories and learn the steps for implementing a selfie center. Panelists will demonstrate how to analyze the selfie center videos and participants will learn how to use a feedback scale developed by selfie center teachers. Participants will walk away with simple, effective, and dynamic ways to integrate technology into their literacy blocks.

Friday, July 15, 4:00 p.m.–5:15 p.m.

D Sessions

D.01 Sussex

More Than Inclusive: How Culturally Relevant Literature Can Accelerate Literacy Learning

Themes: Literacy and Social Action, Language and Culture, Literature and the Imagination, Literacy within and across the Curriculum, Professional Learning

Audience Interest: Elementary, Early Childhood, Teacher Educators

Presenter: Jane Fleming, KIDS LIKE US, Chicago, IL
Annotation: Many educators advocate for instruction with culturally relevant texts (CRTs) to promote inclusion, compassion, and understanding. But research also suggests that CRTs have important effects on language and literacy development. Join this interactive session to explore how to use CRTs to accelerate literacy learning.

D.02 London

The Stonewall Award-Winning Books: Reflections from High School and Preservice Teachers

Theme: Literacy and Social Action, LGBTQA+
Audience Interest: Middle School, High School, Teacher Educators

Presenter: Roxanne Henkin, University of Texas at San Antonio
Annotation: In this conversation, we will explore some of the Stonewall Award-winning books on LGBT issues and discuss implications from our study with high school students and preservice teachers who read these books and reflected on how to use them in classrooms to create safe classrooms for all students.

D.04 Tudor

Six-Word Story, Six Unique Shots: Create Your Story Workshop

Theme: Digital and Visual Literacies
Audience Interest: Elementary, Middle School, High School

Presenter: Don Goble, Ladue Horton Watkins High School, St. Louis, MO

Annotation: Explore an activity that brings the writing process to life with digital storytelling. A simple six-word story, created as a video with six unique camera shots, allows students the ability to tell a powerful visual story. In this two-hour workshop, Don will take educators through a unique project that addresses the fundamentals of filmmaking as well as the digital storytelling process, allowing participants the ability to create their own projects by the end of the workshop.

D.05 Ascot

Multimodal Learning and Digital Literacies

Themes: Language and Culture, Digital and Visual Literacies, Writing, Literature and the Imagination, Literacy within and across the Curriculum
Audience Interest: Elementary, Early Childhood, Middle School, Teacher Educators, New Teachers

Presenters: Sally Brown, Georgia Southern University, Statesboro, GA; Carol R. Williams, Webster University, St. Louis, MO

Annotation: Two presenters have stories and research to share on their work with elementary classrooms and preservice teachers. Sally Brown's third-grade subjects engaged in Lego play, digital photographs, and Story Visualizer to craft multimodal stories. Carol Williams also has stories to share about the role of play and experimentation in a Multimodal Literacies course.

Friday, July 15, 4:00 p.m.–5:15 p.m.

D Sessions

D.06 Oxford

Multiple Ways to Advocate Holistic and Authentic Literacy Practices

Themes: Literacy and Social Action, Language and Culture, Literature and the Imagination, Reading and Miscue Analysis/EMMA

Audience Interest: Elementary, New Teachers, Teacher Educators, Curriculum Specialists

Presenters: Koomi Kim, New Mexico State University, Las Cruces; Peter Duckett, Bahrain Bayan School, Bahrain; Susan Olsen, Salisbury University, Salisbury, MD; Nicole Justice, Salisbury University, Salisbury, MD; Beth Leib, Salisbury University, Salisbury, MD

Annotation: We will share multiple ways to work with diverse children and their families by focusing on what makes sense to children and their families. By sharing and discussing our stories as holistic literacy educators and advocates, we can reflect on a theory of reading that explains the many cues and experiences that readers use to construct meaning. We will specifically include how we use miscue analysis, eye movement and miscue analysis (EMMA), and authentic and socioculturally relevant children's literature. We will conclude with teaching and learning implications.

D.07 Bedford

No Right Answers: Building Student Authority through Active, Visual, Inquiry-Based Learning

Themes: Literacy within and across the Curriculum, Writing

Audience Interest: High School, Teacher Educators, Adult Literacy/College

Presenters: Martha Schulman, Cooper Union, New York, NY; Gwen Hyman, Workshop Teaching, New York, NY

Annotation: Student writers often have difficulty thinking past a "right answer" approach. This workshop presents visual- and active-learning techniques that disrupt this mindset by helping students read analytically and ask authentic questions. Participants will discuss and try out a range of activities that build student authority and engagement.

D.08 York

Lessons in Logic Help Developing Readers Take Command of Complex Informational Texts

Theme: Reading and Miscue Analysis/EMMA

Audience Interest: Middle School, High School, New Teachers, Teacher Educators, Curriculum Specialists, Adult Literacy/College, Upper Elementary

Presenter: Joan Lazar, Teaneck Public School System, Teaneck, NJ (North Fork TAWL)

Annotation: Instruction that shows learners how to think logically and flexibly in response to clues in written language is the instruction that improves students' comprehension of complex math, social studies, and science texts. This presentation will highlight how to teach developing readers to use logic to comprehend complex informational texts better.





Friday, July 15, 5:15 p.m.–6:15 p.m.

Social Hour

Crystal Ballroom, 7th Floor

Please join us for refreshments and entertainment.

Featuring two All-State Awarded flutists from Clayton High School:

Leah Peipert & Maddie Goedgebuure



Saturday, July 16, 8:00 a.m.–9:30 a.m.

Refreshments available in the Crystal Ballroom, 7th Floor

Saturday, July 16, 8:30 a.m.–9:15 a.m.

PLENARY SESSION

Crystal Ballroom, 7th Floor



Introducing Anne Haas Dyson: Debra Goodman, Hofstra University, Hempstead, NY



Featured Speaker: Anne Haas Dyson, University of Illinois Urbana-Champaign

How Come He's in Kindergarten? Writing (Righting) Inclusion and Equity in a Permeable Curriculum

Annotation: In this talk, Anne Haas Dyson explores a concept she first discussed 25 years ago, that of permeability—the quality of an enacted curriculum whose energy comes from the diversity of children's experiences and resources. Such a curriculum lives in the intersection of teachers' and children's worlds. To illustrate, Dyson tells two stories; each features an African American boy from a low income home, both fans of certain kinds of music, and both potentially on the edge of primary classroom life. But the boys are not classmates; they are separated by thousands of miles, almost 30 years, and changes in federal- and state-sponsored regulation of curricula. As stories do, the newer one echoes the old, but the curricular outcomes could not be more different.

Joy of Teaching Award Recipient

Shelli Thelen, Mary Paxton Keeley Elementary, Columbia, Missouri

Presented by Lenny Sánchez, University of Missouri, Columbia

Saturday, July 16, 9:30 a.m.-11:45 a.m.

SYMPOSIUM SESSIONS (EF)

These 2¼-hour sessions provide an opportunity for firsthand experiences and in-depth discussion on a focused topic. We are offering three symposium sessions at the same time so that everyone can participate.

EF.01

Sussex

Critical Conversations about Race, Power, and Education in Our Schools and Communities

Themes: Literacy and Social Action, Language and Culture

Audience Interest: Teacher Educators, K–12 Teachers

Chair: Kathryn Mitchell Pierce, Saint Louis University

Presenters: Sarah Miller, Educators for Social Justice, Clayton, MO; Meredith Labadie, Educators for Social Justice, Clayton, MO; Rebecca Rogers, Educators for Social Justice, Clayton, MO; Alexander Cuenca, Urban Education Learning Collaborative, Saint Louis University; Lauren Arend, Teaching St. Louis, Saint Louis University, MO; April Fulstone, Clayton Equity Project and Wydown Middle School, Clayton, MO; Adelaide Lancaster, We Stories Project, St. Louis, MO

Respondent: Richard J. Meyer, University of New Mexico, Albuquerque.

Annotation: Three programs in the St. Louis area work to promote conversations and effective classroom practices to create more equitable educational experiences in our schools and communities. Participants will be actively engaged in learning from these groups, sharing their own experiences, and collaboratively constructing individual and shared action plans.

EF.02

London

Read, Write, Do, Talk, Draw . . . That's What Scientists Do! Rebuilding Our Curricular Framework to Support Strong Teaching and Learning

Themes: Digital and Visual Literacies, Literacy within and across the Curriculum, Professional Learning, Writing

Audience Interest: Elementary, Middle School, Curriculum Specialists

Presenters: Nicole Caulfield, Metropolitan School District of Wayne Township, Brownsburg, IN; Stacy Neal, Metropolitan School District of Wayne Township, Brownsburg, IN; Anne Olson, Metropolitan School District of Wayne Township, Brownsburg, IN; Rick Crosslin, Metropolitan School District of Wayne Township, Brownsburg, IN

Annotation: This session spotlights one district's curricular framework that supports the development of rich content understanding while also nurturing growth in language and literacy. This framework incorporates elements of inquiry, balances hands-on science with content literacy practices, and moves students from isolated mastery of discrete literacy skills toward integrated, applied use.

EF.03

Sutton

Reclaiming Curiosity: Having the Courage to Inquire with Kids

Strand: Early Childhood Education

Themes: Literacy and Social Action, Digital and Visual Literacies, Literacy within and across the Curriculum

Audience Interest: Early Childhood, New Teachers

Presenters: Emily Zuccaro, Early Childhood Research Center, Louisville, KY; Christie Angleton, Early Learning Campus, Jeffersontown, KY; Janelle Henderson, JB Atkinson Academy, Louisville, KY; Katherine Warren, JB Atkinson Academy, Louisville, KY; Kathryn F. Whitmore, Early Childhood Research Center, Louisville, KY; Tasha Tropp Laman, Nystrand Center for Educational Excellence, Louisville, KY

Annotation: What teachers know to be best for children's learning cannot always be carried out within constraints of prescribed curricula; yet with reflection and professional courage, teachers can engage children in authentic learning. We share teacher research stories of brave classroom teachers who elevated inquiry in early childhood classrooms.



Lunch is on your own: 11:45 a.m.–1:00 p.m.

**See the WLU restaurant information webpage at:
<http://bit.ly/260UXAu>**

Local restaurant information is also available from the concierge at the Clayton Plaza Hotel Lobby, and copies of the information on our website are available at the WLU Summer Institute Registration/Information Desk.



Saturday, July 16, 1:15 p.m.-2:30 p.m.

G Sessions

G.01 Sussex

Advocate and Activate for Whole Language: Strategizing to Ensure Our Future

Theme: Literacy and Social Action
*Audience Interest: Elementary, Middle School,
High School*

Presenters: Rick Meyer, University of New Mexico, Albuquerque; Bess Altwerger, Towson University, Baltimore, MD

Annotation: Join us in identifying issues and developing strategies for actions and advocating for our practices as whole language teachers. Learn and share ideas for use at school, community, local, state, and national levels. Strategies for families and friends of public education will also be explored.

G.02 London

The Maryann Manning Family Literacy Center: Continuing the Literacy Legacy

Strand: Early Childhood Education
Theme: Professional Learning
*Audience Interest: Elementary, Early Childhood,
High School, Teacher Educators*

Presenters: Lynn Kirkland, University of Alabama at Birmingham; Kelly Hill, University of Alabama at Birmingham; Fran Perkins, Birmingham City Schools, AL

Annotation: The establishment of the Maryann Manning Family Literacy Center will be discussed in an interactive venue, along with strategies for family and community engagement.

G.03 Sutton

Using *Minecraft* to Invite “Struggling” Students into School-Based Literacy Activities

*Themes: Language and Culture, Digital and Visual
Literacies*
Audience Interest: Elementary

Presenter: Margaret Boling Mullin, Rhoades Elementary, MSD of Wayne Township, Indianapolis, IN

Annotation: This presentation explores ways in which I tapped into “struggling” students’ interest in *Minecraft* to help them engage with literacy activities in a “remedial” summer school program. Participants will explore ways in which they might incorporate their own students’ pop culture interests in the school curriculum.

G.04 Tudor

Empowering Student Voices and Social Engagement through Writing

Teacher to Teacher Session
*Themes: Literacy and Social Action, Digital and Visual
Literacies, Literacy within and across the
Curriculum, Adult Literacy, Writing*
*Audience Interest: High School, New Teachers,
Adult Literacy/College*

Presenters: Melody Niesen, University of Central Missouri, Warrensburg; Kristina Gladfelter, University of Central Missouri, Warrensburg; Amanda Drake, University of Central Missouri, Warrensburg

Annotation: Our teacher-to-teacher conversation will discuss our successes and limitations in engaging 21st-century students as activists. In addition, we will share techniques, strategies, and best practices that encourage teachers to view student writing as a platform for encouraging social action and civic engagement.

Saturday, July 16, 1:15 p.m.-2:30 p.m.

G Sessions

G.05 Ascot

Retrospective Miscue Analysis: Revaluing Readers

Themes: Literacy and Social Action, Language and Culture, Reading and Miscue Analysis/EMMA, Adult Literacy

Audience Interest: Elementary, New Teachers, Teacher Educators, Administrators, Adult Literacy/College

Presenters: Kelly Allen, University of Arizona, Tucson (Tucson TAWL); Yang Wang, University of South Carolina, Columbia; Ellen Leigh Seale, Saint Joseph Catholic School, Columbia, SC; Blythe Reynolds, Nursery Road Elementary School, Columbia, SC

Annotation: These presenters work with inservice and preservice teachers, supporting and encouraging the use of Retrospective Miscue Analysis as an instructional and assessment tool that challenges and disrupts word-focused views of reading and negative self-perceptions and teacher perceptions of readers who struggle. Kelly Allen uses miscue analysis and Retrospective Miscue Analysis with undergraduate students who report deconstructing and revaluing themselves as readers. Yang Wang and her colleagues introduce reading teachers to Retrospective Miscue Analysis within reading conferences.

G.06 Oxford

Exploring LGBTQA+ Children's and Young Adult Literature across the Year: Building Community, Finding Space, and Developing Critical Curriculum

Themes: Literacy and Social Action, Language and Culture, Literacy within and across the Curriculum, Professional Learning, LGBTQA+ Audience Interest: Elementary, New Teachers, Curriculum Specialists

Presenters: Selena E. Van Horn, University of Missouri Columbia; Nicole Burks, Columbia Public Schools, MO; Jessica Scott, Columbia Public Schools, MO

Annotation: Presenters of this interactive session invite participants to explore children's and young adult literature focused on lesbian, gay, bisexual, transgender, queer, and ally (LGBTQA+) topics and characters. Presenters will share their process for evaluating literacy curriculum and will guide attendees through collaboratively evaluating literacy lessons for inclusion across the year.

"The creative work of educators involves constantly affirming the potential of whole language learning communities to examine the reality that surrounds us using multiple literacies and a critical lens."

*—Caryl Crowell,
WLU President*



Saturday, July 16, 2:45 p.m.-4:00 p.m.

H Sessions

H.01

Sussex

Struggle and Loss in an Age of Looming Retention: The Silencing of Whole Language in Elementary Classrooms

Theme: Literacy and Social Action

Audience Interest: Elementary, Early Childhood, Administrators

Chair: Renita Schmidt, The University of Iowa, Iowa City

Presenters: Meg Jacobs, Cornell College, Mount Vernon, IA; Heidi Meyer, The University of Iowa, Iowa City

Annotation: Testing mandates and reading proficiency requirements in the state of Iowa have grave consequences for the children and teachers in elementary classrooms. Strict control of what counts as reading, what counts as good teaching, and what counts as research and data delegitimize and diminish whole language philosophy and practice.

H.02

London

A Focus on Student Learning: How Do We Move Our Writers Forward?

Themes: Professional Learning, Writing

Audience Interest: Elementary, Middle School, High School

Presenters: Sandra Taylor-Marshall, McFarland School District, McFarland, WI; Jennifer Breezee, McFarland School District, McFarland, WI

Annotation: Are you looking to engage in collaborative conversations with fellow teachers and students that focus on student learning and moving writers forward? Then join us for this session! Learn how to use collaborative conversations to inform instruction and provide writers with effective feedback in the form of strengths and actionable next steps. This process involving collaboration and ongoing feedback will ultimately demystify the writing process and take the guesswork out of writing for students, thus effectively moving student writers forward.

H.03

Sutton

Redefining Young Adult Literature: Adolescents' Reading and Writing on Fan-Based Websites

Themes: Literature and the Imagination, Digital and Visual Literacies

Audience Interest: Middle School, High School, Teacher Educators

Presenters: Shauna Wight, Southeast Missouri State University, Cape Girardeau; Helen Maschmeyer, Southeast Missouri State University, Cape Girardeau

Annotation: The presenters will challenge traditional definitions of young adult literature to include fan-based spinoffs, mashups, artwork, and games that reflect the shared passions and interests of adolescent readers and writers. Through this broader conception of Young Adult Literature, we can engage reluctant students and build upon their digital literacies within the classroom.

H.04

Tudor

What's New in Miscue Analysis? Assessing Readers of Scientific Informational Texts

Themes: Literacy and Social Action, Language and Culture, Reading and Miscue Analysis/EMMA, Literacy within and across the Curriculum, Adult Literacy

Audience Interest: Elementary, Early Childhood, Middle School, High School, New Teachers, Teacher Educators, Curriculum Specialists, Adult Literacy/College

Presenters: Keri-Anne Croce, Towson University, Baltimore, MD; Debra Goodman, Hofstra University, Hempstead, NY

Annotation: This conversation session revisits miscue analysis in light of converging and diverging perspectives about what it means to read scientific informational texts. Participants will discuss strategies used by linguistically diverse readers drawn from 140 reading miscue sessions. Presenters share new approaches to miscue coding of scientific texts.

Saturday, July 16, 2:45 p.m.-4:00 p.m.

H Sessions

H.05 Ascot

Negotiating New Identities: Chinese Study-Abroad High School Students Describe Their Transition Experiences

Themes: Language and Culture/ESOL, Digital and Visual Literacies

Audience Interest: High School, Administrators, ESOL

Presenter: Jennifer Stowe, University of South Carolina, Columbia

Annotation: There are approximately 274,000 Chinese students currently studying in the United States. This presentation describes how 11 Chinese study-abroad high school students portrayed their transition experiences and will solicit insights and experiences from the audience to further our understanding of these students' unique social, emotional, and pedagogical needs.

H.06 Oxford

Publish in *Talking Points*: Conversations with the Coeditors

Audience Interest: ALL

Presenters: Sally Brown, Georgia Southern University, Statesboro, GA; Deborah MacPhee, Illinois State University, Normal,

Annotation: This session will recruit teachers, media specialists, teacher educators, and other support personnel to become actively engaged with WLU by submitting an article for publication in *Talking Points*. We will offer brainstorming, drafting, and editing support to participants who attend this session. This session provides an opportunity to publicly acknowledge the important role of whole language in the teaching of literacy and to celebrate the projects, activities, concepts, and ideas that highlight the successes of a whole language approach.

H.07 Bedford

Integrating Digital Literacies: A Lens for Critical Thinking

Themes: Digital and Visual Literacies, Literacy within and across the Curriculum

Audience Interest: Middle School

Participants: Kelli Westmoreland, Booksource, St. Louis, MO

Annotation: Becoming literate today involves communication through and with multiple modalities. This session will share ideas for integrating digital literacies with authentic literature, encouraging students to think independently, creatively and critically.

"You'll go home with new friends, new ideas to occupy your mind, and renewed energy to maintain holistic, responsive, and relevant learning experiences within your individual classrooms and schools."

-Caryl Crowell, WLU President

Saturday, July 16, 4:15 p.m.-5:15 p.m.

Delegates Assembly

**Crystal Ballroom, 7th Floor
Refreshments available**

All are welcome to the annual meeting of the WLU membership. By virtue of registering for this conference, all conference attendees are WLU members. Please join us for a discussion of the future of whole language education and the Whole Language Umbrella.



Saturday, July 16, 5:30 p.m.–6:30 p.m.

CLOSING PLENARY SESSION

Crystal Ballroom, 7th Floor

Introducing Donalyn Miller: Jane Baskwill,
Mount Saint Vincent University, Halifax, Nova Scotia



Featured Speaker: Donalyn Miller, author, educator,
Fort Worth, TX

Voice and Choice: Fostering Student Reading Ownership

Annotation: While students are learning the skills of reading, they must also develop a positive reading identity in order to remain readers. By negotiating both academic and personal reading goals, empowering students' reading choices, and providing opportunities for students to share and promote their responses to what they read, we can increase young readers' engagement and effort. In this session, Donalyn Miller shares classroom examples, relevant research, instructional moves, and strategies for supporting young readers as they grow into lifelong readers.



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Kelly Allen	26	Korina Jocson	9	Kathryn Mitchell Pierce	12, 17, 23
Bess Altwerger	25	Chuck Jurich	14	Blythe Reynolds	26
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Lauren Arend	23	Seth Kennard	15	Ariel Robinson	13
Rebecca Rohloff Barria	13, 15	Koomi Kim	20	Rebecca Rogers	23
Jane Baskwill	14	Lynn Kirkland	25	Sioux Roslawski	26
Jennifer Breezee	27	Meredith Labadie	21	Renita Schmidt	13, 27
Sally Brown	19, 28	Tasha Tropp Laman	23	Martha Schulman	20
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Leah Carruth	10	Joan Lazar	20	Ellen Leigh Seale	26
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Keri-Anne Croce	27	Karen Magro	13	Kelly Still	12
Rick Crosslin	23	Prisca Martens	12	Jennifer Stowe	28
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Holly Damico	14	Melissa Mastin	18	Tara Thompson	12
Jack Damico	14	Tanny McGregor	14	Shane Tripp	27
Graeham Dodd	15	Cynthia Merrill	18	Sarah Turnbull	13
Amanda Drake	25	Heidi Meyer	27	Selena E. Van Horn	26
Kathryn Driggers	26	Richard J. “Rick” Meyer	23, 25	Evan Vargas	15
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Jane Fleming	19	Kathleen Mullins	23	Matthew Wheelock	13
Amy Seely Flint	13	Michele Myers	12	Dianne White	17
Alan Flurkey	12	Stacy Neal	23	Kathryn Whitmore	23
Jenna Fournel	7	Ryan Nelson	14	Shauna Wight	27
Jenny Fudickar	10	Melody Niesen	25	Carol R. Williams	19
April Fulstone	23	Katherine O’Daniels	10	Kathy Wright	14
Kristina Gladfelter	25	Susan Olsen	20	Denise Yee-Vignola	18
Don Goble	19	Anne Olson	23	Lois Delwiche Zamzow	14
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Catherine Hamilton	12	Sue Parsons	13		
Hope Harrod	13	Patricia Paugh	14		
Roxanne Henkin	19	Christina Pelatti	12		
Susan Houser	12	Fran Perkins	25		
Gwen Hyman	20	Mitali Perkins	8		

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