

FRIDAY, JULY 20

11:30 a.m. – 12:45 a.m.

B SESSIONS

B.01

Session

**Lessons in Logic Help Struggling Readers Take Command of Informational Texts
Broadway 1**

This session presents amusing lessons, which show learners how to employ logic more effectively to understand written language as required by the Common Core State Standards. The lessons mirror the thinking processes of proficient readers, helping struggling readers to see that they can comprehend far more than they realized.

Presenter: Joan Lazar, Teaneck School System, Teaneck, NJ

B.02

Session/Panel

**What Jen Taught Us—Celebrating the Life and Work of Jennifer Wilson
Broadway 2**

This session continues the conversation about the work of Jennifer Wilson that was begun in Chicago at NCTE. Join us in celebrating her contributions to WLU and the teaching profession. We'll discuss her work in critical talk, content area literacies and teaching.

Presenters: Martille Elias, University of Missouri—St. Louis; Jean Dickinson, University of Missouri, Columbia; Carol Gilles, University of Missouri, Columbia; Tiffany Haulton, Danville Community High School, Danville, IN; Pamela Jewett, University of South Carolina, Columbia, SC; Danielle Johnson, Columbia Public Schools, Columbia, MO; Lisa Schwab, Unity Jr. High, Cicero, IL; Tasha Tropp Laman, University of South Carolina, Columbia, SC

B.03

Session/Panel

**Providing Authentic Literacy Activities for Students Who Live in Poverty through Promoting Inquiry-Based Learning in the Content Areas
Gateway 4**

In this workshop, audio clips, video clips, and student work samples that demonstrate the power of inquiry-based learning will be shared. We will demonstrate some of the authentic literacy activities and other instructional techniques that teachers have used in their classrooms to promote inquiry-based learning, critical thinking, and problem solving in science, social studies, and math. In turn, all workshop participants will have opportunities to participate in learning activities that will demonstrate the potential that inquiry-based learning can have for all learners. Additionally, workshop participants will engage in discussion, collaboration, and reflection about their own experiences related to the literacy development of culturally, linguistically, and economically diverse learners.

Presenters: Megan Nason, Nicky Gilleland, Paul Baldwin, Lois Zangara, North Georgia College and State University, Dahlonega, GA

B.04

Workshop (Part 2 of A.04)

Reading: The Grand Illusion

Gateway 2

An experiment will show that it is an illusion that readers see all the words and letters when they read. The panel will discuss a comprehensive understanding of how readers make sense of print consistent with a view of how the brain makes sense of the world.

Presenters: Steven Strauss, Columbia, MD; Peter Fries, Central Michigan University, Mt. Pleasant, MI; Ken Goodman, University of Arizona, Tucson, AZ; Eric Paulson, Texas State University at San Marcos

B.05

Session/Panel

Powerful Talk in Early Childhood: Joyful Engagement in Literacy

Gateway 3

How do educators plan for intentional and powerful talk in classrooms and schools? Presenters will share the powerful talk discovered in work with early childhood students (PreK–2nd grade) as well as powerful talk around student work with other professionals (e.g. teachers, literacy leaders/coaches). Participants will take away ideas for uncovering powerful talk with students and colleagues through joyful engagement in literacy!

Presenters: Denise Kelly, Springfield Public Schools, Springfield, MO; Shonna Crawford, University of Missouri, Columbia, MO (PhD student) & Evangel University, Springfield, MO (Assistant Professor of Education)

B.06

Session

Modified Miscue Analysis in a Brief Reading Conference: Better than DIBELS!

Gateway 5

Description: DIBELS is quick, but often misidentifies students who need or don't need support and fails to provide a picture of reading in all its complexity. A modified miscue analysis protocol in a 10- to 15-minute reading conference can provide the kind of information teachers need to plan meaningful instruction.

Presenter: Caryl Crowell, Borton Magnet School, Tucson Unified SD, Tucson, AZ

B.07

Roundtable

Finding Joy in New Possibilities: Adolescent Girls Using Blogs and Other Digital Practices to Explore and Narrate their Lives and Negotiate Multiple Identities

Gateway 1

This interactive presentation will explore the ways adolescent girls push beyond the constraints of the classroom and use personal blogs and digital art spaces to engage with a wide range of literacy practices, to articulate and continuously renegotiate multiple identities, and ultimately exert power over their world.

Presenter: Kattie Hogan, Wayne State University, Detroit, MI

B.08*Roundtables***Maneuvering within a Mandated Literacy Curriculum
Market Street Room**

This research examines the impact of mandated literacy curriculum on the reading experience of both the teacher and the students. The results from this research study provide insight into how a teacher maneuvered within the mandated literacy curriculum while still prioritizing students in classroom decision-making.

Presenter: David Costello, University of South Australia, Adelaide

**The Boys in the Back Room Meet the Liberals under the Bed: Politics in Children's Literature
Market Street Room**

Historically, children's literature perpetuated the status quo and was respectful of traditional values. More contemporary authors, however, have presented themes which question political structures and address environmental issues. Respected authors such as Dr. Seuss, Leo Lionni, Marcus Phister, Judi Barret, and Doreen Cronin integrate social commentary into children's books creating a vehicle for exploration of ideas. This session will explore themes such as war and peace, socialism, environmental disaster, and gender identity in the context of children's literature.

Presenter: Hilary Pollack, University of Wisconsin, River Falls, WI