Friday
November 16

Registration and Information
7:00 a.m.–6:00 p.m.
Exhibit Hall/Marquee Ballroom

Who’s Where Counter
For Locating Convention Registrants
7:00 a.m.–6:00 p.m.
Exhibit Hall/Marquee Ballroom

Exposition of Professional and Instructional Materials
Noon–6:00 p.m.
Exhibit Hall/Marquee Ballroom

Today’s Timetable: An Overview
8:00 a.m.–9:15 a.m.  Friday General Session
8:00 a.m.–5:15 p.m.  Meetings of Committees
9:30 a.m.–10:45 a.m. A Sessions
9:30 a.m.–12:15 p.m. AB Session
11:00 a.m.–12:15 p.m. B Sessions
12:30 p.m.–1:45 p.m.  C Sessions
12:30 p.m.–2:15 p.m.  Luncheons
2:30 p.m.–3:45 p.m.  D Sessions
2:30 p.m.–5:15 p.m.  DE Sessions
4:00 p.m.–5:15 p.m.  E Sessions
5:30 p.m.–7:00 p.m.  Annual Business/Board of Directors Meeting
7:15 p.m.–Midnight  Cultural Celebration and Social Event
7:30 p.m.–10:00 p.m. College Celebration and Reception
8:00 p.m.–10:00 p.m. The Swapping Ground: An Evening of Storytelling
8:30 p.m.–10:30 p.m. Fountain of the Muse

NCTE’s 21st Century Literary Map Project
9:30 a.m.–5:15 p.m.
Exhibit Hall/Marquee Ballroom

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.
Meetings and Events

Children's Literature Assembly Board Meeting
7:00–9:30 a.m.
Grand Ballroom Room 119, Level One
Chair: Lettie K. Albright, Texas Woman's University, Denton

Open Hearings on Resolutions
9:15–11:00 a.m.
Directors Boardroom, Level Two
Committee Members: Adam Banks, University of Kentucky, Lexington, Chair
Kristin Hamilton, University of Maryland, College Park, Associate Chair
Shari Frost, Blitstein Teachers Institute, Chicago, Illinois
Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, New York
Samuel Reed III, Middle School Literacy Teacher, Philadelphia, Pennsylvania

Black Caucus Executive Committee Meeting
9:15–10:45 a.m.
Producers Room, Level Two
Co-chairs: Elaine Richardson, The Ohio State University, Columbus
David E. Kirkland, Michigan State University, East Lansing and New York University, New York

Black Caucus Open Forum Meeting
11:00 a.m.–12:15 p.m.
Room 204, Level Two
Co-chairs: Elaine Richardson, The Ohio State University, Columbus
David E. Kirkland, Michigan State University, East Lansing and New York University, New York

Jewish Caucus Open Forum Meeting
4:00–5:15 p.m.
Directors Boardroom, Level Two
Co-chairs: Roxanne Henkin, The University of Texas, San Antonio
David Bloome, The Ohio State University, Columbus

First-Timers' Coffee: Mentoring Matters
7:00–8:00 a.m.
Grand Ballroom Room 116/117, Level One
Winners of the Random House Foundation, Inc. Teacher Award for Literacy will be announced. Sponsored by Random House, Inc.

With a conference of this breadth and depth, take the time to join us for coffee and continental breakfast, and get some tips on making the most of your convention experience. Hear and meet with Jonathan Kozol, who will announce the award winners and talk about the importance of mentoring.

People attending the Convention for the first time will be wearing yellow ribbons on their name badges. Please welcome them.
Friday
General Session
8:00–9:15 a.m.
Premier Ballroom, Level Three

Presiding: Sandy Hayes, NCTE President-Elect, Becker Middle School, Minnesota

Presentation of the NCTE LeaderShift Initiative: Advancement of People of Color Leadership Award: Keith Gilyard, NCTE President, Pennsylvania State University, University Park will present the award to Geneva Smitherman, Michigan State University, East Lansing

Introducing Speaker: Mike Roberts, Rowland Middle School, Salt Lake City, Utah

Speaking: Sir Ken Robinson, PhD, is an internationally recognized leader in the development of education, creativity, and innovation. As one of the world’s leading speakers, he has a profound impact on audiences everywhere. The videos of his 2006 and 2010 talks to the TED Conference have been seen by an estimated 200 million people in more than 150 countries. He works with governments in Europe, Asia, and the United States of America, as well as with international agencies, Fortune 500 companies, and some of the world’s leading cultural organizations. In 1998 he led a national commission on creativity, education, and the economy for the UK government. All Our Futures: Creativity, Culture and Education (The Robinson Report) was published to wide acclaim in 1999. He was the central figure in developing a strategy for creative and economic development as part of the peace process in Northern Ireland, working with the ministers for training, education enterprise, and culture. The resulting blueprint for change, Unlocking Creativity, was adopted by politicians of all parties and by business, education, and cultural leaders across the province. He was one of four international advisors to the Singapore government for its strategy to become the creative hub of Southeast Asia. For twelve years, Robinson was professor of education at the University of Warwick in the United Kingdom and is now professor emeritus. He has received honorary degrees from the Rhode Island School of Design, Ringling College of Art and Design, the Open University, the Central School of Speech and Drama, Birmingham City University, and the Liverpool Institute for Performing Arts. In 2003 he received a knighthood from Queen Elizabeth II for his services to the arts. He speaks to audiences throughout the world on the creative challenges facing business and education in the new global communities. Robinson’s book The Element: How Finding Your Passion Changes Everything (2009) is a New York Times bestseller and has been translated into 21 languages. His latest book is a 10th anniversary edition of his classic work on creativity and innovation, Out of Our Minds: Learning to Be Creative.
Meetings of Council Committees

NCTE committees meeting between the hours of 8:00 a.m. and 5:15 p.m. on Friday 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.

Committee on Affiliates
12:30–3:45 p.m., open
Directors Boardroom, Level Two
Chair: Claire Lamonica, Illinois State University, Normal

Committee on International Concerns
12:30–1:45 p.m., open
Producers Room, Level Two
Chair: Angelica Fuentes, The University of Texas, Brownsville

Committee on Research
9:15–11:00 a.m., working
Vista Ballroom Room 206, Level Two
Chair: Valerie Kinloch, The Ohio State University, Columbus

Lesbian, Gay, Bisexual, and Transgendered Issues in Academic Studies Advisory Committee
4:00–5:15 p.m., open
Producers Room, Level Two
Chair: R. Joseph Rodriguez, The University of Texas, Austin

NCTE Award for Excellence in Poetry for Children Selection Committee
8:00–9:30 a.m., working
Diego Restaurant, Convention Center Walkway
Chair: Barbara Ward, Washington State University, Richland

NCTE/NCATE All Program Reviewers Meeting
7:30–9:15 a.m., working
Studio Room 6, Main Floor by Grand Garden Arena
Chair: Paul Yoder, Truman State University, Kirksville, Missouri

Orbis Pictus Award for Outstanding Nonfiction in Children’s Literature
9:30–10:00 a.m., open; 10:00 a.m.–12:15 p.m., working
Diego Restaurant, Convention Center Walkway
Chair: Fran Wilson, Madeira Elementary School, Cincinnati, Ohio

Committee on Racism and Bias
11:00 a.m.–12:15 p.m., open
Producers Room, Level Two
Chair: Sheila Carter-Tod, Virginia Tech, Blacksburg

WILLA (Women in Literacy and Life Assembly) Board Meeting
7:30–9:30 a.m.
Producers Room, Level Two
Chair: James Cercone, Buffalo State College, New York
## A Sessions
9:30–10:45 a.m.

<table>
<thead>
<tr>
<th>Tech-on-the-Go</th>
<th>Tying It All Together: Creating Community Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30–10:45 a.m.</td>
<td></td>
</tr>
<tr>
<td>Level Two Foyer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ordinary to Extraordinary: Incorporating Technology into Assessment</th>
<th>Students come to classes with varying levels of technology access and ability. Building community online is challenging. In this session we will investigate and explore three tools that bring it all together: Nings, wikis, and hashtags.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave those papers at school, take your computer home instead...ELA teachers will discover new uses for Google docs and wiki spaces in their instruction, as they teach with the Common Core. approach 21st century learners, and assess student work.</td>
<td>Presenter: Erin Busch-Grabmeyer, Chippewa River Writing Project, Alma, Michigan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presenter: LeeAnn Spillane</th>
<th></th>
</tr>
</thead>
</table>

Name badges are required for admission to all sessions.
Initials in parentheses at the end of session titles indicate the level of instruction to which a session is addressed: (E) elementary, (M) middle level, (S) secondary, (C) college, (T) Teacher Education, and (G) general, or all levels. Many sessions are aimed at more than one level as indicated by combinations of parenthetical initials.

**Featured Session**

**A.01 Ignite Spotlight: The Pecha Kucha as Creative Connection (G)**

Katie Dredger, Sara Kajder, and Crystal Beach

**Grand Ballroom Room 122, Level One**

The pairing of visual and auditory media is a part of our students’ everyday literacy practices. This panel will examine how encouraging students to move from consumers of these media to producers of Pecha Kuchas can help ignite critical literacy, creativity, and connections with the world around them. Presenters will look at how teacher education methods courses at Virginia Tech engaged preservice teachers with a New Literacies (Knoebel & Lankshear, 2007) outlook on how the visual can truly impact student learning. Through Pecha Kucha-style presentations, student teachers challenged themselves to use effective visuals to examine their beliefs and demonstrate their learning. In addition, one of the teachers from the program will share how she has taken what she learned during the courses and applied it to her classroom today. Not only has she realized her role in promoting reading and writing, but she has also found that Pecha Kuchas utilize New Literacy strategies that tie into her students’ active literacy practices.

**Chair:** Sara Kajder, Shadyside Academy Middle School, Fox Chapel, Pennsylvania

**Presenters:** Katie Dredger, Virginia Tech, Blacksburg
Crystal Beach, Buford High School, Georgia and The University of Georgia, Athens

**A.02 VISUAL LITERACY: READING FOR MEANING IN A MULTIMEDIA WORLD (G)**

Room 106, Level One

Sponsored by the NCTE Media and Digital Literacy Collaborative

How can teachers prepare students for a world in which they can “watch a newspaper, listen to a magazine, and see a phone call,” extending literacy skills beyond print? This lively, interactive session will demonstrate curriculum-driven approaches to media literacy education and inquiry-based methods that build visual literacy and ELA skills.

**Chair:** Cyndy Scheibe, Ithaca College, New York

**Presenters:** Cyndy Scheibe, Ithaca College, New York, “Reading the Dream of Vegas through Collective Deconstruction of Photographs”
Faith Rogow, Insighters Educational Consulting, Ithaca, New York, “Connect Teachers and Learners: Using a Media Literacy Lens to Reveal the Critical Thinker in Every Student”
Frank Baker, Media Literacy Clearinghouse, Columbia, South Carolina, “Ignite Student Learning with Film Analysis”

**A.03 ENGLISH TEACHERS IGNITING LITERACY FOR INCARCERATED STUDENTS: INSPIRING WRITING IN THE INSIDE TO CONNECT TO THE OUTSIDE (G)**

Room 203, Level Two

Committed to the belief that education must not stop with incarceration, these presenters will explore strategies for teaching inmates the transformative power of literacy. They will discuss methods of reading and writing with diverse, detained learners, share student work, and facilitate a frank discussion of the challenges of this work.

**Presenters:** Peter Williamson, University of San Francisco, California
Deborah Appleman, Carleton College, Northfield, Minnesota
A.04 MAKING WRITING SING AND DANCE WHILE ATTENDING TO THE COMMON CORE (G)
Grand Ballroom Room 113, Level One
Engage with these speakers in a demonstration of how young people (and adults) can experience growth in sentence variety, voice, coordination and subordination, diction, and rhythm while writing with evidence and passion. This interactive session will focus on the cumulative sentence and include connections to the common core.
Chair: Sherry Swain, National Writing Project, Mississippi State, Mississippi
Presenters: Sherry Swain, National Writing Project, Mississippi State, Mississippi
Julie Schweers, Northside Independent School District, San Antonio, Texas
Richard L. Graves, Auburn University, Alabama
Georgia Edwards, Northside Independent School District, San Antonio, Texas

A.07 CREATING SPACE FOR ALL STUDENTS: CENSORSHIP IGNITES AUTHORS OF LGBT LITERATURE (G)
Room 102, Level One
Sponsored by the Standing Committee Against Censorship, open to all
Two popular YA authors will discuss how the "chilling effect" of censorship has kept LGBT issues out of school libraries and classrooms. Join this panel as they share experiences and answer questions about the importance of using literature to provide safe spaces for expressions of self-identities.
Chair: Carol Revelle, University of North Texas, Denton
Tradebook Authors: Catherine Ryan Hyde, Random House Children's Books, New York, New York
Matt de la Peña, Random House Children's Books, New York, New York

A.05 SCHOOL IMPROVEMENT, NOT SCORE IMPROVEMENT: WRITING WORKSHOP AS INSPIRATION FOR PROFESSIONAL DEVELOPMENT (G)
Grand Ballroom Room 119, Level One
Learn why these teacher leaders at two schools rejected the recent focus on student achievement data in professional development. Inspired by the goals and methods of the workshop model, they created and defended alternate models of professional development that honor the teacher as learner and professional. And they were accredited, to boot!
Chair: Penny Kittle, Kennett High School, North Conway, New Hampshire
Presenters: Maja Wilson, University of Maine, Orono, "A Bit of Blasphemy: The Case against Student Achievement"
Theresa Shoop, Ludington High School, Michigan
Melissa Russell, Ludington High School, Michigan
Jan Rowe, Ludington High School, Michigan
Laura Powers, Ludington High School, Michigan
Dale Horowski, Ludington High School, Michigan
Kristi Zimmerman, Ludington High School, Michigan
Sierra Holmes, Ludington High School, Michigan

A.06 NCLE SESSION—CHANGING THE CONVERSATION ABOUT SCHOOL REFORM (G)
Room 101, Level One
In this session, National Center for Literacy Education leaders will discuss the research and resources which they are providing free of charge to school teams so they can strengthen teacher agency and local school change initiatives. Based upon current results of their professional learning initiatives, they will provide strategies for helping the opinion-makers in your community to become agents of change.

Presenters: Kent Williamson, Executive Director, National Council of Teachers of English, Urbana, Illinois
Kali Lonnie Dunsmore, Ball Foundation, Glen Ellyn, Illinois

Nevada Showcase
A.08 INSPIRING YOUNG WRITERS THROUGH SUMMER CAMPS (G)
Room 104, Level One
For two weeks each summer, young Las Vegas writers (grades 1–12) connect with Southern Nevada Writing Project teachers to do what they love to do—write! In this interactive, multimedia session, writing camp teachers will share writing, lessons learned, and a plethora of strategies that explain why kids and teachers return year after year.
Co-chairs: Jessica Carroll, Vegas PBS, Las Vegas, Nevada
Melisa Jaramillo, Paradise Professional Development School, Las Vegas, Nevada
Presenters: Kara Danielson, Paradise Professional Development School, Las Vegas, Nevada
Karen Ames, Walter Bracken Magnet School for Math and Science Technology, Las Vegas, Nevada

Friday Morning, 9:30–10:45 a.m.  51
A.09 CONNECTING 21ST CENTURY LITERACIES TO ENGLISH CLASSROOM INSTRUCTION (G)
Grand Ballroom Room 112, Level One
From video games to Prezi to iPad apps, these presenters will offer English teachers novel points of entry into the non-school worlds of their students.
Presenters: Jennifer Shettel, Millersville University of Pennsylvania, Millersville, “IGNITE Learning with Apps for Reading and Writing!”
Erica Holan, Rutgers University, The State University of New Jersey, New Brunswick, “Press Start to Learn: How Video Games Are Revolutionizing the Way We Think”
Reactor/Respondent: Jennifer Shettel, Millersville University of Pennsylvania, Millersville

A.10 Author Strand
RACHEL COHN, ALAN LAWRENCE SITOMER, AND CHRIS CRUTCHER
Humor, Insights, Ferocity, Passion: Three YA Authors Talk YA Books (G)
Grand Ballroom Room 115, Level One

Join three notable YA authors—Rachel Cohn, Alan Lawrence Sitomer, and Chris Crutcher—as they provide insight into how (and why) reaching today’s students with meaningful, rich, varied literature is essential to connecting kids to, and igniting, their dreams.
Chair: Steven Engel, University of Michigan, Ann Arbor
Presenters: Rachel Cohn, author, Disney Book Group, New York, New York
Alan Lawrence Sitomer, California Teacher of the Year Foundation, Los Angeles

A.11 MAKING SENSE OF ASSESSMENT: REALISTIC PROGRESS MONITORING FOR CLASSROOM TEACHERS (G)
Room 205, Level Two
Classroom teachers have access to increasing data about their students from state and district required assessment tools. In addition, teachers have long used observations and classroom-based assessments to monitor student learning and to plan instruction. This session will focus on making use of data from a variety of assessment tools in planning for instruction. Examples will include state, district, and classroom level assessments.
Chair: Kathryn Mitchell Pierce, School District of Clayton, Missouri
Presenters: Kathryn Mitchell Pierce, School District of Clayton, Missouri
Diane Stephens, University of South Carolina, Columbia

A.12 GROWING LITERATE LEARNERS (E)
Studio Room 3, Main Floor by Grand Garden Arena
What do poetry, inclusion, and struggling readers have in common? Come and find out about various instructional strategies and approaches used by teachers to support growing readers.
Chair: Deborah Ann Jensen, Hunter College, The City University of New York, New York
Janet Fagal, Skaneateles School District, New York, “Growing Literate Learners through the Joy of Poetry”
Kelly Andrews-Babcock, Killingly Public Schools, Danielson, Connecticut, “Meeting of … Research, Standards, and Tasks”

A.13 MOTIVATING WRITERS TO FULLY ENGAGE (E)
Vista Ballroom Room 209, Level Two
Resistant and struggling writers often challenge teachers’ repertoires of strategies. Pressures from mandates and policies may derail both teachers and students. These presenters will offer a veritable buffet of practical strategies for helping to motivate and sustain writers in the act of writing.
Chair: Angela Cannady, Richmond Public Schools, Virginia
Presenters: Janet Towell, Florida Atlantic University, Miami, “Motivating Reluctant Writers (K–4)”
Jennifer Sanders and Rebecca Damron, Oklahoma State University, Stillwater, “Student-Led Writing Centers in the Elementary School: Teaching Students to Become Peer-Tutors”
Patricia Jacobs, University of Florida, Gainesville, “Journey of Struggling Writers: Progress in a Fourth Grade Testing Year”
A.15  BROADENING THE COMMUNITY OF LEARNERS (E)
    Room 307, Level Three
Faculty from the Center for Inquiry (K–5) and their university partner will share classroom vignettes, videotapes, and artifacts of children’s learning to illuminate curricular structures and instructional strategies that support children’s learning by redefining and broadening the base of a learning community.

Chair: Lyn Mueller, Center for Inquiry, Columbia, South Carolina

Presenters: Jennifer Barnes, Center for Inquiry, Columbia, South Carolina
Amanda Mahowald, Center for Inquiry, Columbia, South Carolina
Michelle Kimpson, Center for Inquiry, Columbia, South Carolina
Tiffany Livingston, Center for Inquiry, Columbia, South Carolina

Reactor/Respondent: Lyn Mueller, Center for Inquiry, Columbia, South Carolina

A.16  DREAMING, CONNECTING, AND IGNITING THROUGH EXPOSITORY TEXT (E-M)
    Room 103, Level One
Many students struggle with the demands of reading and writing expository texts on large-scale assessments. This session will explore a range of instruction from “nonfiction poetry” to lessons based on the “new nonfiction.” Participants will discover how to prepare students for these exams without jeopardizing the integrity of teaching and learning.

Chair: Miriam Martinez, The University of Texas, San Antonio

Presenters: Laura Lee Stroud, Hopewell Middle School, Round Rock, Texas, “Dreaming, Connecting, and Igniting with Multicultural Nonfiction”
Sharon O’Neal, Texas State University, San Marcos, and Diane Lapp, San Diego State University, California, “Dreaming, Connecting, and Igniting through the ‘New Nonfiction’”
Abby Brady, Region XIII Education Service Center, Austin, Texas, “Dreaming, Connecting, and Igniting with Nonfiction Poetry”

A.17  STORYLINE: THE EFFECTS OF ENGAGEMENT AND MOTIVATION ON STUDENTS’ WRITING OF EXPOSITORY AND PERSUASIVE TEXT (E-M)
    Room 107, Level One
This presenter will demonstrate Storyline, a content area strategy, as a tool for engaging, motivating, and improving students’ writing of authentic expository and persuasive text. She will provide hands-on opportunities to participate in this research-based strategy and practical suggestions for motivating students to write more and more effectively.

Presenter: Leisa Standish, Macquarie University, Wahroonga, Australia
A.18 READING GLOBALLY: ENGAGING WITH “WORLD-CHANGING” CHILDREN’S AND ADOLESCENT LITERATURE (E–M)
Grand Ballroom Room 117, Level One
Children's and adolescent literature can invite students to read globally by immersing them in story worlds to experience how people live and think around the world. Each presenter in this session will share books that were “world-changing” for students, the significant engagements around those books, and students’ responses.
Co-chairs: Susan Corapi, University of Arizona, Tucson
Kathy G. Short, University of Arizona, Tucson
Presenter: Kathy G. Short, University of Arizona, Tucson,
“Open a Book . . . Open a Mind . . . Open the World” Recognizing the Familiar in the Far Away, Orono
Literacy Community
Jane Wellman-Little and Cynthia Crosser, University of Maine, Orono
What Is Global Literature? Teacher Talk Long Island
Literacy Community
Esmeralda Carini, Windward District Office - Department of Education, Kaneohe, Hawaii
Students Responding to Shifts in Traditions, Hobgood
Literacy Community
Janna McClain, Hobgood Elementary School, Murfreesboro, Tennessee
Travel the World through the Eyes of Literature, Harlee
Literacy Community
Christiana Succar, Harlee Middle School, Bradenton, Florida
Journey on the Silk Road: Creating a Google Lit Trip, Shaker Heights Literacy Community
Sue Corbin, Shaker Heights Middle School, Ohio
Maureen Carroll, Shaker Heights Middle School, Ohio
John Koppitch, Shaker Heights Middle School, Ohio
Jessica O’Brien, Shaker Heights Middle School, Ohio
Jennifer Weisbarth, Shaker Heights Middle School, Ohio
Paul Repasy, Shaker Heights Middle School, Ohio
Same but Different: Knowing Ourselves and Valuing and Respecting Other Cultures, Pot Spring Literacy Community
Prisca Martens, Towson University, Maryland
Exploring Central and South America through International Books, Martin Luther King Literacy Community
Karen Thomas and Lauren Freedman, Western Michigan University, Kalamazoo, and Anne Hawkinsion, Martin Luther King Middle School, Benton, Michigan
Third Graders Finding Themselves While Exploring International Environmental Stories, Global Environment Literacy Community
Gerrie Wiersberg, Fruitland Intermediate School, Salisbury, Pennsylvania, and Ernie Bond, Salisbury University, Maryland
Global Text Sets to Welcome Newcomers and Promote Understandings of Diverse Cultures, Saturday Book Group Literacy Community
Carol Gilles, University of Missouri, Columbia
Thinking Another Way with the Rule of Hats, Madeira Literacy Community
Kristy Wanstrath, Madeira City Schools, Cincinnati, Ohio
Global Literature from the Western Edge, Vashon Island Literacy Community
Merna Hecht, Vashon Island Literacy Community, Washington

Poster Session

A.19 ELEMENTARY AND MIDDLE LEVEL GALLERY OF POSTERS (E–M)
Grand Ballroom Foyer, Level One
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  Titles and Presenters
1 “Understanding the USBBY Outstanding International Book List: Trends and Patterns of the First Six Years,” Naomi Watkins, University of La Verne, California, Lauren Aimonette Liang, University of Utah, Salt Lake City, and Virginia S. Williams, student, University of Utah, Salt Lake City
2 “Captivating Students through Teens for Literacy,” Amber Swain and Kelli Hamilton, East Broad Street Elementary School, Savannah, Georgia, and Jaime Berry, Allen Berger, and John Hobe, Armstrong Atlantic State University, Savannah, Georgia
3 “Character Trait T-Shirts,” Donna Ingram, Etowah County Schools, Gadsden, Alabama
4 “Dreaming, Connecting, and Igniting a Classroom of Care: Taking a Lesson from Thirteen Reasons Why,” Amy Schechter, University of South Florida, Tampa, Brooke Eisenbach, Tomlin Middle School, Plant City, Florida, and Jennifer Denmon, Boca Ciega High School, St. Petersburg, Florida
5 “Literacy Coaching: Rekindling the Vision,” Diana Porter, Eastern Kentucky University, Richmond
6 “Ignite the Past: A Multidisciplinary Approach to American Folklore,” Kimberlee Osenga, USD 475 Geary County Schools,
Junction City, Kansas, and Amanda Graham, Kansas State University, Manhattan

Friday Morning, 9:30–10:45 a.m.

7 "‘Writing Makes Me Feel Good’: Identity Development of Middle School Students with Individualized Education Plans (IEPs) in Inclusive Settings,” Jennifer Lapointe, University of Rochester, New York

8 “Small Group Literacy Instruction: An Inquiry and Insights of Grouping Variations in First Grade,” Cindy Jones and Brooke Henriksen, Utah State University, Logan

9 “Focused Writing Strategies for Writing in the Elementary Classroom,” Judith Holbrook and Carol Hancock, Fayette County Schools, Peachtree City, Georgia, and Dawn Burnette, Burnette Academy, Blairsville, Georgia

10 “Fair Instruction through Literature: Stories from the Field in Southern California,” Rebecca Heneise, Los Feliz Charter School for the Arts, Los Angeles, California

11 “Class Encyclopedia,” Ilisa Lieberman, Florida International University, Miami

A.20 CONNECTING ENGAGEMENT AND PRACTICE TO IGNITE COMPREHENSION OF PICTURE BOOKS AND GRAPHIC NOVELS (E–M–S)

Room 109, Level One

Teachers know the excitement elicited by an engaging picture book or graphic novel. In this session, participants will engage with picture books and graphic novels as readers in order to better understand and scaffold strategies for capitalizing on engagement and increasing student comprehension. Participants will leave with ideas and minilessons that can be used with their own students.

Chair: Pompeya Gettler, Clark County School District, Las Vegas, Nevada

Presenters: Lynne Watanabe, Michigan State University, East Lansing, “Multimodal Texts: Scaffolding for Students and Teachers”
Kristin Mclhagger, Michigan State University, East Lansing, “Picture Books: Complexity for All Ages”
Laura Jimenez, Michigan State University, East Lansing, “Graphic Novels: More than Just Engaging”

A.21 MULTIDIMENSIONALITY OF ENGLISH LANGUAGE LEARNERS: DISCOURSES, TEXTS, AND IDENTITY (E–C)

Pearl Restaurant, Convention Center Walkway

The presenter in this session will discuss how second language learners become socialized in an elementary classroom using read-alouds.

Presenter: Christian Zuniga, The University of Texas, Austin, “‘Are you going to read that in English?’ Influence of Read-Alouds and Drama on Participation and Language Use in a Second Grade Dual Language Classroom”

A.22 WHEN TRADITIONAL TEXTS MEET CONTEMPORARY TOOLS: ORAL COMMUNICATION, DRAMA, GRAPHIC NOVEL, AND FILM (E–M–S)

Room 108, Level One

See what happens when traditional texts meet contemporary tools. These presenters will demonstrate how to ignite student engagement with language using drama strategies and making connections between graphic novels and film.

Presenters: Tim Murnen, Bowling Green State University, “Process Drama and the Common Core: Creating Contexts for Readers and Writers”
Ashley Dallacqua, The Ohio State University, Columbus, “Exploring the Connection between the Graphic Novel and Film and What It Means to the Language Arts Teacher”

A.23 USING PICTURE BOOKS AT HIGHER LEVELS (M–S)

Grand Ballroom Room 111, Level One

Picture books don’t have to be relegated to elementary school—there are many great titles that can add accessibility and diversity to your middle school and high school lessons. In this panel, authors, teachers, and literacy advocates will teach you how to incorporate picture books into an upper-level curriculum.

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

Presenters: ReLeah Cossett Lent, consultant, Peachtree Publishers, Atlanta, Georgia
Deborah Hopkinson, author, Peachtree Publishers, Atlanta, Georgia, “Not Just for Little Kids: Using Picture Books to Develop Historical Thinking Skills”
Claire Rudolf Murphy, author, Peachtree Publishers, Atlanta, Georgia
A.24 IGNITING PASSIONS FOR STORY-TELLING AND ENGAGING ENGLISH LANGUAGE LEARNERS (M–S)  
Vista Ballroom Room 208, Level Two
These panelists will demonstrate strategies for incorporating technology into the English learner classroom, designing appropriate instructional plans for adolescent English learners, and encouraging student writers to think critically and share personally.
Chair: Maneka Brooks, Stanford University, California
Presenters: Andrew Schoenborn, Michigan Council of Teachers of English, Midland; “This I Believe: Digital Storytelling”  
Jayne Kraemer, Kentucky Department of Education, Frankfort; “English Learners in a Digital Age”  
Maneka Brooks, Stanford University, California; “More than a Test Score: Affirming the Linguistic Backgrounds of Adolescent English Learners”

A.25 YOU DON’T HAVE TO BE A HACKER TO MAKE THE TECHNOLOGY IN YOUR CLASSROOM WORK FOR YOU! (M–S)  
Studio Room 6, Main Floor by Grand Garden Arena
The proliferation of consumer technology has changed the way we think about teaching. Research has documented that when used creatively, tools like smartboards, laptops, tablets, and smartphones can enhance everything from content creation to student engagement. But what happens when our tech resources are limited or when what we have breaks down? This session will teach you how to be your own tech support, by giving you the tools, apps, digital resources, AND the courage to fix, update, and repurpose your equipment without spending tons of money.
Presenters: Cornelius Minor, Teachers College Reading and Writing Project, New York, New York  
Timothy Lopez, Teachers College Reading and Writing Project, New York, New York  
Mary Hauser, Tompkins Square Middle School, New York, New York

A.26 INTEGRATING NEW MEDIA LITERACY IN SECONDARY ELA INSTRUCTION (M–S)  
Studio Room 2, Main Floor by Grand Garden Arena
Multimedia, embedded in learning goals, integrates learners’ skills and interests with academic literacy development. In this session, presenters will share strategies for integrating multimedia in culturally relevant ways for rigorous and challenging instruction. Participants will be invited to join in a collective construction of new learning goals using multimedia/technology to promote diverse learners’ academic achievement.
Chair: Paula M. Carbone, University of Southern California, Los Angeles

Presenters: Tamra Pica, TIPS South Hill Academy, West Covina, California, “Blurring Poetry Genres to Answer: What Do I Know, Where Do I Come From, Who Am I?”  
Cameron Foster Klum, student, University of Southern California, Los Angeles, “Asked and Answered: Building Critical Thinking and Writing Fluency through Multimedia Oral-History Storytelling”  
Jacob Cholak, student, University of Southern California, Los Angeles, “Civil Disobedience through Multimedia”

A.27 CONNECTING THE DOTS: ELA, COMMON CORE, AND 21ST CENTURY SKILLS (M–S)  
Room 110, Level One
Tim Magner, Executive Director of the Partnership for 21st Century Skills, P21 members, and school level practitioners will provide an overview on integrating the ELA Common Core and 21st century skills, and present strategies and valuable information from the P21 Common Core toolkit. Participants will learn how fusing the 3R’s with the 4C’s can make ELA challenging, relevant, and engaging for students.
Presenters: David Meyers, president, The Writer’s Express, a Division of Wireless Generation, Cambridge, Massachusetts  
Timothy Magner, Partnership for 21st Century Skills, Washington, DC

A.28 SHAKESPEARE SET FREE—ACT 1: HOW PREREADING STRATEGIES AND ACTIVITIES THAT FOCUS ON LANGUAGE WILL EASE YOUR STUDENTS INTO SHAKESPEARE (M–S–C)  
Grand Ballroom Room 124, Level One
Sponsored by the Folger Shakespeare Library, open to all Shakespeare Set Free—Act 1 will briefly introduce the teaching philosophy of the Folger Shakespeare Library and then demonstrate a variety of dynamic prereading 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: Christina Porter, Revere Public Schools, Massachusetts
Presenters: Kevin Costa, McDonogh School, Owings Mills, Maryland; “The Readiness Is All”  
A.29  IGNITING PASSION FOR READING: CONNECTING RELUCTANT READERS WITH THE HIGH-INTEREST TEXTS (M–S–C)
Studio Room 8, Main Floor by Grand Garden Arena

Before anything meaningful can happen in the literature classroom, students must accept the invitation to read the assigned texts. In this session, panelists will show how to use multigenre research projects, encourage social interaction based on texts, and integrate high-interest literary nonfiction into the secondary classroom.

Chair: Michael Gandy, Clark County School District, Las Vegas, Nevada

Presenters: Jeffrey Parker, Norman Howard School, Rochester, New York, “Using the Multigenre Research Project with Struggling Learners”
Michael Gandy, Clark County School District, Las Vegas, Nevada, “Igniting Interest in Even the Most Reluctant Readers”
William MacVay, The University of Texas–Pan American, Edinburg, “Not Reading: The 800 lb. Mockingbird in the Classroom”

A.30  THROUGH THE LENS OF TIME (M–S–C–T)
Grand Ballroom Room 123, Level One

In this session, United States Holocaust Memorial Museum Teacher Fellows will describe how they use Holocaust memoirs and photographs to ignite a dream in students to connect with the past to create a peaceful global community in the future, and show how multimedia and multigenre projects can be used to connect YA dystopian novels and modern genocides with the Holocaust.

Chair: Grant T. Smith, Viterbo University, La Crosse, Wisconsin

Presenters: Tina Solomon, Alvin Community College, Texas, “Using Photographs from WWII to Ignite a Dream in Students”
Lynne Ravas, Lower Dauphin Middle School, Hummelstown, Pennsylvania, “Connecting Holocaust Artifacts and Literature to Ignite a Dream in Students”
Rene MacVay, Saint Augustine High School, San Diego, California, “Connecting Dystopian Novels with the Holocaust to Ignite Students’ Dreams”

Room 301, Level Three

In this panel, preservice English teachers will discuss the impact of merging video games into the traditional secondary English canon, by examining the narrative structure and immersion experiences offered in video role-playing games—including the Zelda and Final Fantasy series, Fable II, Bioshock, Mass Effect, and the MMORPG World of Warcraft. Each panelist will demonstrate how structuring “gameful” classroom environments results in invigorated student learning and a critical focus on the power of play.

Chair: Angela Hampton, The University of Texas, Austin

Presenters: Nicole Stouffer, Shippensburg University, Pennsylvania
Shannon Mortimore-Smith, Shippensburg University, Pennsylvania
Travis Horton, Shippensburg University, Pennsylvania
Heather Frady, Shippensburg University, Pennsylvania

A.32  WHEN TEACHING GRAMMAR JUST DON’T MAKE SENSE: HOW TEACHERS AND TEACHER EDUCATORS CAN TEACH IT (M–T)
Grand Ballroom Room 118, Level One
Sponsored by the CEE/CES Joint Commission on Assessment, open to all

With Common Core State Standards, writing and grammar are essential. “Why do I have to learn grammar?” The answer is: (1) basic building blocks, (2) be active, (3) need theory first, (4) analyze others, and (5) be multilingual. Presenters will provide practical pedagogical strategies for teachers and teacher educators.

Chair: Beverly Ann Chin, University of Montana, Missoula

Presenters: Kenan Metzger, Rockhurst University, Kansas City, Missouri, “If Teaching Grammar Doesn’t Work, Then How Are We Supposed to Teach It?”
Stephanie Knight, Tesseract School, Phoenix, Arizona, “Why Do I Have to Learn Grammar: The Five Big Ideas for Teachers Who Want to Teach Grammar”

Respondent: James Blasingame, Arizona State University, Tempe

A.33  COMING SOON TO A CLASSROOM NEAR YOU: APPLYING SCREENWRITING TECHNIQUES TO ENHANCE THE STUDY OF TRADITIONAL CLASSROOM TEXTS (S)
Grand Ballroom Room 114, Level One

In this session, presenters will describe reading strategies inspired by the world of screenwriting that enable students to identify and understand story structures, character growth, and story worlds. Participants will receive sample lessons that empower students to access traditional texts using reading and speaking activities associated with screenwriting.

Chair: Anna Upson, Glenbrook North High School, Northbrook, Illinois

Presenters: Anna Upson, Glenbrook North High School, Northbrook, Illinois
Martha Keller, Adlai E. Stevenson High School, Lincolnshire, Illinois
A.34 REIMAGINING BUFFY, HARRY, AND KATNISS: TRANSMEDIA STORYTELLING AS A RESPONSE TO LITERATURE (S)
Grand Ballroom Room 120, Level One

Presenters in this session will examine fan-made transmedia responses to the works of Suzanne Collins (The Hunger Games Trilogy), Joss Whedon (Buffy), and J.K. Rowling (Harry Potter), including fan-fiction, videos, remixes, games, machinima, and social media, and explore and discuss the possible classroom applications of transmedia storytelling as a response to literature.

Chair: Anne Pegram, Falls Church High School, Virginia

Presenters:
Rose Tirotta, Hofstra University, Hempstead, New York, “Borrowing Buffy's Universe”
Jeanne Henry, Hofstra University, Hempstead, New York, “Harry Potter: The Story That Need Never End”

A.36 BUILDING ON STRENGTH: TEACHING ENGLISH AS IF ADOLESCENTS ALREADY KNEW WHAT THEY WERE DOING (S)
Grand Ballroom Room 121, Level One

Presenters in this session will describe English and literacy classrooms that build curriculum on what students already know and can do in their literate lives, while simultaneously reaching for significant and rigorous understandings about language and literacy. Presenters will discuss language study and academic literacies, and share reading and writing strategies.

Chair: Randy Bomer, The University of Texas, Austin

Presenters:
Allison Skerrett, The University of Texas, Austin, “Part of Who I Am: Adolescents' Literate Choices as Statements of Identity”
Deb Kelt, Akins High School, Austin, Texas, “An Appreciative Classroom in the Context of a Not-Always-Appreciative School”
Randy Bomer, The University of Texas, Austin, “Deficit vs. Appreciative Curricula: Taking Students' Existing Literacies as an Object of Inquiry”
Katherine Bomer, author/consultant, Austin, Texas, “Already Composed: Building Upon the Intelligent Work That Has Already Been Done in Students' Emerging Drafts of Their Writing”

A.37 LETTING GO: HOW TO GIVE YOUR KIDS CONTROL OVER THEIR LEARNING (S)
Hollywood Theater, Main Floor across from the Grand Buffet Restaurant

No one learns to drive a car by having someone else take the wheel. Join these presenters as they explore how students can drive their own learning through an inquiry-based approach. They will also discuss the importance of the relationship between the teacher, the librarian, and the student in this model.

Chair: Melinda McBee Orzulak, Bradley University, Peoria, Illinois

Presenters:
Marci Zane, Hunterdon Central Regional High School, Flemington, New Jersey
Catherine Stutzman, Hunterdon Central Regional High School, Flemington, New Jersey
Heather Hersey, Lakeside School, Seattle, Washington
Meg Donhauser, Hunterdon Central Regional High School, Flemington, New Jersey

A.38 STANDING UP: USING THEATER TO EMPOWER STUDENTS TO CREATE A POSITIVE, SAFE, AND INCLUSIVE SCHOOL AND CLASSROOM ENVIRONMENT (S)
Room 302, Level Three

These presenters will describe interactive ways in which to start discussions about healthy relationships, positive language, and bullying; theatrical exercises that help students build empathy and understand consequences; and how to use simple theater games, role playing activities, and forum theater techniques to empower students to create a positive school environment.

Chair: Ferial Pearson, Avenue Scholars Foundation, Omaha, Nebraska

Presenters:
Ashley Spessard, RESPECT2, Omaha, Nebraska
Ferial Pearson, Avenue Scholars Foundation, Omaha, Nebraska
Patricia Newman, RESPECT2, Omaha, Nebraska
A.39 INCENDIARY PROSE: MAKING MEANING FROM STREET FICTION (S–C)
Room 305, Level Three
This interactive panel will consider the conflicts, nuances, and implications for education that emerge from research on how young people make meaning of street fiction and the role it plays in their understanding of literacy practices.
Chair: Marc Lamont Hill, Teachers College, Columbia University, New York, New York
Presenters:
- Karin Van Orman, Teachers College, Columbia University, New York, New York
- Bianca J. Baldridge, Teachers College, Columbia University, New York, New York
- Jamila Lyiscott, Teachers College, Columbia University, New York, New York
- Tara Conley, Teachers College, Columbia University, New York, New York

A.40 IRONY AND CHAOS AS STRUCTURAL DEVICES IN CORMAC MCCARTHY’S THE ROAD: HOW CLASSICAL RHETORICAL DEVICES AND THEIR EFFECTS WITHIN IRONIC AND CHAOTIC CONTEXTS CREATE ORDER AND POWER IN THE MIND (S–C)
Room 303, Level Three
In this session designed for an AP Language and Composition class, the presenters will show how McCarthy’s structure for The Road is largely determined by the irony and chaos enveloping the two main characters, and how this book offers numerous examples of various rhetorical devices in close proximity, which enhances students’ ability to differentiate among various devices.
Presenters:
- Chris King, Bethlehem High School, Bardstown, Kentucky
- Lynn Hamilton, Bethlehem High School, Bardstown, Kentucky
- Matt Bowling, Bethlehem High School, Bardstown, Kentucky

A.41 “STAKES IS HIGH”: USING A CRITICAL POP CULTURE PEDAGOGY TO ENGAGE AND EMPower STUDENTS (S–C–T)
Room 304, Level Three
In this panel, a diverse group of presenters (including a Latina, an African American male, a white female, and a white male) will discuss the triumphs and challenges of incorporating a critical pedagogy of pop culture into the high-stakes environments in which each of them teaches.
Presenters:
- Lindy Johnson, doctoral student, The University of Georgia, Athens, “Pop Culture in the Preservice Classroom”
- Chris Clayton, doctoral student, The University of Georgia, Athens, “Pop Culture and African American Literature”
- Darren Rhym, Gainesville State College, Georgia, “Critical Hip-Hop Pedagogy”
- Melissa Perez, Jasper County High School, Monticello, Georgia, “Latin American Pop Culture”

A.42 TEXTING IS RUINING OUR SCHOOLS! DISPELLING THE MYTHS ABOUT “NEW LITERACIES” AND STANDARDIZED ENGLISH LANGUAGE INSTRUCTION (S–C–T)
Studio Room 1, Main Floor by Grand Garden Arena
Following this year’s NCTE theme, these presenters seek to ignite the public discourse around social networking and video gaming to support writing instruction. They will begin by asking audience members to set up their own cell phones to Tweet questions and comments to be addressed by panel members.
Presenters:
- Ingrid Graves, Montana State University–Northern, Great Falls, “Microblogging as a Cognitive Support for Language Instruction”
- Larry Tinnerman, Indiana State University, Terre Haute, “Using Instant Messaging to Bridge Reading Comprehension in a Teacher Preparation Course”
- Crystle Martin, University of Wisconsin, Madison, “Video Games, Reading, and the Power of Interest”

A.43 EXCHANGE THROUGH WRITING: HIGH SCHOOL AND COLLEGE COLLABORATION STRENGTHENING WRITERS (S–C–T)
Room 308, Level Three
This panel will examine the experiences, values, and limitations of a writing partnership between students in an urban high school and students in a college classroom at a private university. Included in the discussion will be the participating Drake professor, Roosevelt High School English teachers, and a Drake student.
Presenters:
- Jody Swilky, Drake University, Des Moines, Iowa
- Eryn Johnson, Des Moines Public Schools, Iowa
- Petra Lange, Des Moines Public Schools, Iowa
- Benjamin Hoffman, Drake University, Des Moines, Iowa
A.44  CONNECTING AROUND TRANSFER: MULTI-INSTITUTIONAL RESEARCH ON WRITING TRANSFER (S–C–T)
   Studio Room 10, Main Floor by Grand Garden Arena
From first-year composition through advanced technical communication, writing curricula are constructed under the foundational premise that writing knowledge can be "transferred" across critical transitions. But what do we really know about writing transfer? Presenters in this session will discuss a multi-institutional research seminar focused on writing transfer and describe the results.
Chair: Jessie Moore, Elon University, North Carolina
Presenters: Jessie Moore, Elon University, North Carolina, "Connecting Teacher-Scholars: Igniting Multi-Institutional Research"
Irene Clark, California State University, Northridge, "Students' Awareness of Genre and Rhetoric"
Chris Anson, North Carolina State University, Raleigh, "Current Research on Writing Transfer"

A.45  YES THEY CAN! A STRATEGY FOR TRANSFORMING DEVELOPMENTAL WRITERS INTO COLLEGE WRITERS (S–C–T)
   Studio Room 7, Main Floor by Grand Garden Arena
These presenters will offer a practical, research-based strategy for transforming developmental writers into college writers. Using an assignment that explores the path to becoming literate and using authors such as Sherman Alexie and Isabel Allende, they will demonstrate a reading/writing process that leads developmental writers to write full-length college essays.
Chair: Kia Jane Richmond, Northern Michigan University, Marquette
Presenters: Erlinda Legaspi, City College of San Francisco, California
Alexandria Leyton, City College of San Francisco, California
Chante McComick, City College of San Francisco, California

A.46  JANE ADDAMS AND AUGUST WILSON
   Room 306, Level Three
Jane Addams and August Wilson both provide models of telling stories about the city for students, teachers, and teacher educators. These presenters will tell stories of students telling stories of the city, inspired by Addams and Wilson.
Chair: Brian Charest, University of Illinois, Chicago
Presenters: Abby Kindelsgarper, Austin Career Academy, Chicago, Illinois, "Telling Stories with August Wilson"
Darren Tuggle, Kelvyn Park High School, Chicago, Illinois, "Scaling Fences with Jane, William, and August: Meeting the Objective and Subjective Needs of Future University Students and Future Teachers"
David Schaafsma, University of Illinois, Chicago, "Jane Addams and Storytelling the City"

A.47  CEE OPENING SESSION ROUNDTABLES: EXPLORING POSSIBILITIES AND PRACTICES IN TEACHER PREPARATION (C)
   Grand Ballroom Room 116, Level One
This session will kick off a full day of CEE-sponsored sessions. The roundtables will explore the challenges and possibilities of teacher education. Join aspiring, new, and experienced teacher educators in this wide-ranging session.
Chair: Marshall George, Fordham University, New York, New York

Table Number  Roundtable Leaders and Topics

1  Todd Finley and Sharilyn Steadman, East Carolina University, Greenville, North Carolina, "The Flattening of English Interns' Perceptions of Student Engagement"

2  Orrin Murray and Nicole Olcese, Pennsylvania State University, University Park, "Igniting Reflection through Teacher Video Analysis"

3  Susan Gridland-Hughes and Julia Boch, Bard College, Annandale-on-Hudson, New York, "Crossing the Streams of Disciplinary Inquiry and Educational Theory: A Case Study of One English Teaching Methods Course"

4  Dawan Coombs, The University of Georgia, Athens, and Kate Goodwin, Charlottesville High School, Virginia, "Using Dialogical Theory to Imagine Possibilities for Practice"

5  Jennifer Clifton, Arizona State University, Tempe, and Lindsay Kovel, North Cobb High School, Kennesaw, Georgia, "Dismissing Others, Enacting Dominance: High School Students, Preservice Teachers, and Other Self-Other Norms in Public Life"

6  Stephanie Shelton, doctoral student, The University of Georgia, Athens, "Not Paralyzed by Fear: The Challenges and Advantages of Connecting Curriculum to LGBTQ Issues to Ignite Awareness and Change"
A.48  APPROACHES TO TEACHING ENGLISH LANGUAGE LEARNERS (C)
Room 204, Level Two

Teachers at all levels need to better understand the needs of English language learners (ELLs) and how to meet those needs. These presenters will share research and instructional strategies focusing on simultaneous linguistic and cultural learning, sheltered content, and explicit teaching of the English language.

Chair: Gerald Siegel, York College of Pennsylvania, York

Karie Mize and Carmen Caceda, Western Oregon University, Monmouth, “Sheltering English in Language Arts Lessons: Making What You Know Explicit for ELLs”

A.49  RETHINKING REVISION (C)
TYCA Studio Room 9, Main Floor by Grand Garden Arena

Using contemporary theory and classroom-based research on revision instruction and student revision practices, this TYCA strand session will explore what students do with teacher comments and describe strategies for improving students’ revisions.

Cheryl Hogue Smith, Kingsborough Community College, City University of New York, Brooklyn, “Taming Chaotic Thought through Metacognitive Revision”
Carolyn Calhoun-Dillahunt, Yakima Valley Community College, Washington, “Meeting at the Margins: Teacher Commentary and Its Impact on Student Revision”

A.50  BRINGING COLLEGE ENGLISH INTO THE 21ST CENTURY: STRATEGIES FOR EMBRACING NEW MEDIAS AND TECHNOLOGIES (C)
Room 202, Level Two

These presenters will explore innovation—the “art of making new”—in the use of media and technology in the classroom. From a pedagogy which centers on teaching students innovation in their literacy acts to using multiple literacies in film studies courses to develop curricula based on WPA’s technology plank, the presenters will provide concrete classroom strategies grounded in theory for embracing contemporary literacy in college-level English courses.

Presenters: Linda Norris, Indiana University of Pennsylvania, Indiana, “Igniting the Media Literacy Spark: Starting a Film Club and Film Club Website”
James Beitler, Roger Williams University, Bristol, Rhode Island, “Igniting Innovation: Teaching Literacy in the Art of Making New”
A.51 MAKING LEARNING MEANINGFUL AND RELEVANT: EXAMINING IDENTICAL COURSES WITH DIFFERING PRACTICUM EXPERIENCES (C–T) 
Vista Ballroom Room 210, Level Two
Using a sociocultural approach, these presenters will discuss findings from a collective case study (Merriam, 1998) that explores preservice elementary teacher beliefs regarding the importance of practicum experience, in an investigation of two identical diagnostic literacy courses offered at a state college in the school of education, one with practicum and one without.
Chair: Detra Price-Dennis, The University of Texas, Austin
Presenters: Nayelee Villanueva, University of Nevada, Las Vegas
Amanda VandeHei, University of Nevada, Las Vegas
Kyle Kaalberg, University of Nevada, Las Vegas

A.52 ROOKIES, GREENHORNS, AND PADAWANS: BUILDING AND MAINTAINING A MENTORING/APPRENTICE INITIATIVE IN A COLLEGE WRITING PROGRAM (C–T) 
Sea Blue Restaurant, Convention Center Walkway
This panel will address the importance of strong graduate student teacher training by describing a successful mentoring/apprenticeship program that juggles the interests of very different academic populations—administration, faculty, and graduate students. Such programs are increasingly necessary as professional development opportunities for graduate students who are facing a tough job market.
Chair: Debra Matthews, Macon State College, Georgia
Presenters: Michael McCamley, University of Delaware, Newark
Christine Cucciare, University of Delaware, Newark
Rachel Zeleny, doctoral candidate, University of Delaware, Newark
Michael Parillo, graduate student, University of Delaware, Newark
Erica Jansen, graduate student, University of Delaware, Newark

A.53 ENGLISH AND TESOL TEACHER CANDIDATES EXPLORE THE COMMON CORE STANDARDS THROUGH COLLABORATIVE INQUIRY (T) 
Vista Ballroom Room 207, Level Two
These presenters will report the results of a study of English and TESOL teacher candidates using an inquiry-based approach involving annotation and low-stakes writing to promote understanding of the Common Core Standards in a graduate level methods class at Lehman College in The Bronx, New York.
Chair: Amanda Gulla, Lehman College, The City University of New York, Bronx
Presenters: David Hyman, Lehman College, The City University of New York, Bronx
Margo DelliCarpini, Lehman College, The City University of New York, Bronx
Holly Fairbank, Maxine Greene Center for Aesthetic Education, New York, New York
AB Session
9:30 a.m.–12:15 p.m.

AB.01 WHAT DO GENDER ROLES AND SEXUALITY HAVE TO DO WITH ENGLISH CLASS? EVERYTHING! (G)
Room 201, Level Two

Centered on a screening of the highly acclaimed documentary, Straightlaced—How Gender's Got Us All Tied Up, this cutting-edge discussion will explore the roles of gender, culture, and sexuality in high school students' lives. This presenter will focus on how gender-role and racial stereotypes, cultural expectations, and homophobia limit all youth in being their most authentic selves, and showcase strategies and curriculum for making schools safer, more inclusive, and more effective for all.

Chair: Roxanne Henkin, The University of Texas, San Antonio
Presenter: Debra Chasnoff, President and Senior Producer, Groundspark, San Francisco, California
### Tech-on-the-Go
11:00-12:15 p.m.
Level Two Foyer

<table>
<thead>
<tr>
<th>Creating Digital Textbooks: Learning by Doing</th>
<th>Digital Tools and the Common Core: Making Thought Visible</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the push for buying digital texts increases, so does the need for more than an online digitized version of a book. Rather than buying the books, how can we leverage public domain works and fair use to help students craft their own versions of digital texts that demonstrate the CCSS for language arts in ways that are meaningful for students? How do we assess these products?</td>
<td>The Common Core embraces collaboration and technology in the classroom. Come explore digital tools and interactive methods for structuring student learning, engaging diverse learners, and deepening critical thinking skills. We will also problem-solve and show how to meet CCSS anchor standards through technology.</td>
</tr>
</tbody>
</table>

**Presenter:** Jen Ansbach, Manchester Township High School, New Jersey  
**Presenter:** April Niemela, Jenifer Junior High School, Lewiston, Idaho

---

**Help students “catch their tigers”!**  
Learn about imaginative writing and student choice in Session B.11.
Featured Session

B.01 Ignite Spotlight: Building Professional Learning Networks (G)

Will Richardson, Bud Hunt, Meenoo Rami, Bill Bass, Jean Duffy, Paul Allison, Carla Beard, Paul Oh, James Burke, and Darren Cambridge

Grand Ballroom Room 122, Level One

Will Richardson

In a 20-minute talk, Will Richardson will focus on creating your own personal learning network. The Ignite presentations will highlight a variety of professional learning experiences from professional learning communities to teaching teams to social networking as professional development.

Chair: Bud Hunt, St. Vrain Valley School District, Longmont, Colorado
Presenter: Will Richardson, author, Corwin Press and Solution Tree, New Jersey

Meenoo Rami, Science Leadership Academy, Philadelphia, Pennsylvania, “#engchat as Professional Learning”
Bill Bass, Parkway Schools, Chesterfield, Missouri, “Establishing Formal Professional Learning Communities in School”
Jean Duffy, Becker Schools, Minnesota, “Newbies: Initiation into Professional Learning Communities”
Darren Cambridge, American Institutes for Research, Washington, DC
Paul Allison, The Bronx Academy Senior High School, New York, “Teachers Teaching Teachers: Why Our Webcast Might Need a New Name”
Paul Oh, National Writing Project, Berkeley, California, “Building Ecosystems of Teacher Leadership”
James Burke, Burlingame High School, California

B.02 IGNITING THE CLASSROOM WITH CRITICAL MEDIA LITERACY (G)

Room 106, Level One
Sponsored by the NCTE Media and Digital Literacy Collaborative

In this interactive session, presenters will explore core concepts of critical media literacy as applied in classrooms from kindergarten to high school. They will show how students can use an inquiry-based framework to think critically about media and information as they analyze and create their own multimodal messages. Standards-based lesson plans will be provided.

Chair: Jennifer Powers, Green Mountain College, Poultney, Vermont
Associate Chair: Clifford Lee, University of California, Los Angeles

Presenters: Jeff Share, University of California, Los Angeles, “Critical Media Literacy in Action”
Peter Carlson, Animo South Los Angeles High School, Los Angeles, California, “Critical Media Literacy Transforms Classroom Spaces”
Joshua Cook, University of California, Los Angeles

Reactor/Respondent: Antero Garcia, Colorado State University, Fort Collins

B.03 BEYOND THE POETRY UNIT (G)

Grand Ballroom Room 111, Level One
Sponsored by the Assembly for National Board Certified Teachers, open to all

Why limit the teaching of poetry—as literature, as craft—to a discrete unit, some drudgery to be grimaced through and then discarded as whew-done! Instead, immerse students in the hearing, reading, writing, and performing of poetry all year long in ways that are easily accessible, non-threatening, and inspiring.

Presenters: Gurupreet Khalsa, University of South Alabama, Mobile, “Beyond the Poetry Unit”
Linda M. Dowling, Moore Intermediate School, Florence, South Carolina, “Responding to the Inner Voice”
Shahe Mankerian, Hovsepian School, Pasadena, California, “Poe Is Not the Only Poet”
Friday Morning, 11:00 a.m.–12:15 p.m.

B.05  RETHINKING TEXT TYPES:
WE ARE ALL STORYTELLERS (G)
Grand Ballroom Room 119, Level One
All great writing—from essays to research papers—begins with the ability to tell a good story. This session will focus on the importance of storytelling across genres, and how recognizing this importance helps to move young writers beyond the traditional boundaries of genre as defined by the Common Core Standards.
Chair: Sheila Benson, University of Northern Iowa, Cedar Falls
Presenters: Kelly Gallagher, Anaheim Union High School District, California, “Beyond Literary Analysis: Fostering Expressive and Reflective Thinking”
Thomas Newkirk, University of New Hampshire, Durham, “It’s All about Plot—How We Really Read and Write Non-fiction”

B.06  DRIVE YOUR STUDENTS TO SUCCESS:
DELIVER RIGOROUS INSTRUCTION VIA ENGAGEMENT (G)
Room 203, Level Two
Research indicates that when students are engaged, learning sticks. Learn how to reinforce instruction with activities that are “hands-on” and “minds-on.” Take thinking to a higher level by increasing rigor in the classroom. All activities support RTI Tier II instruction and Common Core Standards. There’s no sitting still in this session.
Chair: Jane Feber, consultant, Jacksonville, Florida
Presenters: Jane Feber, consultant, Jacksonville, Florida
Diane Bondurant, Tenoroc High School, Lakeland, Florida

B.07  VISUAL LITERACY WITH A FLARE! (G)
Room 105, Level One
Students are immersed in images but often fail to think critically about them or create images as they read and write. In this session, the presenters will demonstrate how visual literacy can help students interpret, create, and use images to increase literacy skills. Also, find out about a schoolwide writing contest dubbed “Picture This!”
Chair: ReLeah Cossett Lent, consultant, Peachtree Publishers, Atlanta, Georgia
Presenters: David Finkle, Southwestern Middle School, DeLand, Florida
Mamie Oatis, Southwestern Middle School, DeLand, Florida
Andrea Finkle, Southwestern Middle School, DeLand, Florida

B.08  TEACHING IS A POLITICAL ACT! SOCIAL
JUSTICE, CRITICAL LITERACY (G)
Room 108, Level One
This panel will describe the transformative power of critical literacy. The presenters will analyze classrooms and pedagogy using the lenses of critical literacy and social justice.
Chair: Cristina Kirklighter, Texas A&M University, Corpus Christi
Presenters: Laura VanDerPloeg, Laura Schneider VanDer-Ploeg Educational Consulting, Seattle, Washington, and Alissa Heikkila, Seattle, Washington, “The Promise and Practice of Socially Just Teaching in Diverse High School Classrooms”
Scott Ritchie, Kennesaw State University, Georgia, “Negotiating Critical Literacy in the Middle Grades: Interrogating Stereotypes with Latino Students”

B.09  ¡MI VIDA ES IMPORTANTE! BECOMING
SOCIAL ACTIVISTS AND CRITICAL
THINKERS BY FACING ADVERSITY HEAD ON! (G)
Vista Ballroom Room 209, Level Two
These presenters will describe a co-constructed curriculum in a school in the South Bronx that engages students in 21st century literacies and critical thinking. The presenters will focus on various human intelligences and the development of a critical conscience which leads to higher-level thinking that supports individual identities while helping students to prepare for the future.
Chair: Tiana Silvas, PS 277, New York City Public Schools, New York
Presenters: Lauren Perovich, PS 277, New York City Public Schools, New York
Caitlin Mahoney, PS 277, New York City Public Schools, New York

B.10  READING WHERE YOU ARE: PLACE IN
THE NEGOTIATIONS OF LITERATE IDENTITIES (G)
Studio Room 9, Main Floor by Grand Garden Arena
The presenters in this session will explore the roles of place in the building of literate lives and negotiations of literate identities. They will offer examples from the construction of life narratives, civic literacies, and teacher education.
Chair: Tom McCulley, Heartland Community College, Normal, Illinois
Presenters: Patrick Shannon, Pennsylvania State University, University Park, “Reading Wide Awake: Space and Place”
Karen Eppley, Pennsylvania State University, Altoona, “My Dad Drives a Truck and Plays the Banjo: Preservice Teachers Consider Place”
Jacqueline Edmondson, Pennsylvania State University, University Park, “Telling It Like It Is: Reading Place in Life Stories”
B.11  NCTE AUTHOR STRAND: CLEARING THE WAY FOR TIGERS: WAYS TO PUT IMAGINATIVE WRITING AND STUDENT CHOICE AT THE CORE (G)
Premier Ballroom Room 314, Level Three

Learn how to help students “catch their tigers” in this discussion of how to expand the roles of imaginative writing, student choice of topics and genres, and student-devised criteria for assessment, as described in Judy Rowe Michaels’ Catching Tigers in Red Weather: Imaginative Writing and Student Choice in High School.

Chair: Judy Rowe Michaels, Princeton Day School, New Jersey
Presenters: Tom Romano, Miami University, Oxford, Ohio
Judy Rowe Michaels, Princeton Day School, New Jersey

B.12  A FRAMEWORK FOR EVALUATING AND CONFERRING WITH AUTHORS OF MULTIMODAL, DIGITAL, AND 21ST CENTURY COMPOSITIONS (G)
Room 109, Level One

In this panel, three teacher-researchers will describe an innovative framework for discussing and evaluating multimodal digital texts. Participants will view student examples of digital multimodal compositions, and the panelists will illustrate how the framework provides insight into student work, helps inform next practices, and guides instruction.

Chair: Chuck Jurich, University of New Mexico, Albuquerque
Presenters: Carl Whithaus, University of California, Davis
Becky Rupert, Monroe County Community School Corporation, Bloomington, Indiana
Chuck Jurich, University of New Mexico, Albuquerque

B.13  CULTIVATING NEW VOICES POSTER SESSION (G)
Grand Ballroom Foyer, Level One
Sponsored by the Standing Committee on Research, open to all

This poster session will include research from the fellows in the 2011–2013 cohort of the Cultivating New Voices among Scholars of Color Program (CNV), which is sponsored by the Research Foundation of NCTE. They will present their research and address questions from participants.

Chair: Valerie Kinloch, The Ohio State University, Columbus

<table>
<thead>
<tr>
<th>Poster Number</th>
<th>Title and Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“African American Language in 21st Century Classrooms: From Code-Switching to Critical Language Pedagogies,” April Baker-Bell, Michigan State University, East Lansing</td>
</tr>
<tr>
<td>2</td>
<td>“Differential Roots: Critical Literary and Civic Engagement in the Lives and Communities of African American Youth,” Tamara Butler, The Ohio State University, Columbus</td>
</tr>
<tr>
<td>4</td>
<td>“Benefits of Mentoring and Belonging to a Community of Scholars,” Denise Davila, The Ohio State University, Columbus</td>
</tr>
<tr>
<td>5</td>
<td>“Supporting High School Academic Literacy Development through Computational Thinking and Programming,” Antero Garcia, Colorado State University, Fort Collins</td>
</tr>
<tr>
<td>6</td>
<td>“Educación y Empowerment: Critical Pedagogies, Family Histories, and Literacy Development with 6th Grade Mexican Immigrant Students,” Rosa Jimenez, Arizona State University, Phoenix</td>
</tr>
<tr>
<td>7</td>
<td>“In Search for a Full Vision: The Self-Representation of Black Adolescent Girls through Writing,” Gholnecar Muhammad, University of Illinois, Chicago</td>
</tr>
</tbody>
</table>

Continued on following page
“From Hush Harbors to Hope Harbors: Epistemology, Pedagogy, and Practice,” Monique Evans, The University of Georgia, Athens

“Crossing Literacy Fronteras: Latina Immigrant Mothers’ Navigation of Mainstream Literacy Practices within and beyond a Two-Generation Program,” Karisa Peer, University of California, Los Angeles

“Literals Learning, Identities, and Civic Imaginaries: Youth Remixing Discourses of Production,” Vaughn Watson, Teachers College, Columbia University, New York, New York

“IGNITING PEDAGOGIES OF HOPE, HEALING, AND HUMANIZATION WITH AND AMONGST BLACK FEMALE YOUTH,” Erica Womack, The Ohio State University, Columbus

“Rewriting the Script: Teachers and Students Negotiating Curriculum, Growing into Literacy, and Transforming Scripted Practices in a Kindergarten Classroom,” Haeny Yoon, University of Illinois, Urbana-Champaign

B.14 TEACHER RESEARCH AND CO-RESEARCH TO IMPROVE STUDENT WRITING AND BUILD PROFESSIONAL DEVELOPMENT COMMUNITIES (G) Room 308, Level Three

To improve student expository writing and its instruction, University of Massachusetts, Boston, in partnership with the Calderwood Writing Initiative hosts a cohort of teachers from multiple disciplines and grade levels to research writing practices in the classroom. This panel will describe how teachers can work together as co-researchers to improve student writing and simultaneously build a community professional development network.

Chair: Alison MacDonald, Boston College High School, Massachusetts

Presenters: Brenda LeBlanc, TechBoston High School, Massachusetts
Stephen Gordon, University of Massachusetts, Boston
Kaytie Dowcett, Kennedy Middle School, Waltham, Massachusetts
Rebecca Brown, Mt. Alvernia High School, Newton, Massachusetts
Marli S. Bourgoin, James Otis School, East Boston, Massachusetts
Denise Patmon, University of Massachusetts, Boston
Cleata Brown, Washington Irving Middle School, Dorchester, Massachusetts

B.15 WHAT YOU SHOULD KNOW ABOUT NCLB AND THE COMMON CORE STATE STANDARDS (G) Grand Ballroom Room 113, Level One

Join these presenters for reflections, laced with some humorous insights, on high-stakes teaching and learning.

Presenters: Don Zancanella, University of New Mexico, Albuquerque, and Michael Moore, Georgia Southern University, Statesboro, “What Every Teacher Should Know about the Common Core Standards”
Edward Scott Ibur, Webster Groves School District, St. Louis, Missouri, “No Teacher Left Behind”

B.16 ENCOURAGING THOUGHTFUL DISCUSSIONS IN ELEMENTARY CLASSROOMS THROUGH THE USE OF GREAT LITERATURE, CONFERENCE, SOCIAL NETWORKING, AND COLLABORATIVE WIKIS (E) Studio Room 3, Main Floor by Grand Garden Arena

These presenters will show how to encourage thoughtful discussions to increase interest and comprehension in reading among ALL children, including ELLs, by using great literature, discussion groups, individual conferences, and discussions about social networking and collaborative wikis, in elementary classrooms and at home.

Chair: Mary Cappellini, educational consultant/author, Newport Beach, California

Presenters: Lynn Takacs, Chaparral Elementary School, Calabasas, California, “Implementing Digital Age Online Discussions in Class and at Home”
Elizabeth Hale, Harvard Graduate School of Education, Cambridge, Massachusetts, “Using One on One Reading Conferences to Increase Discussion in the Classroom”
Mary Cappellini, educational consultant/author, Newport Beach, California, “Forming Discussion Groups around Great Read-Alouds Using Multicultural Literature with Social Justice Themes”

B.17 MULTIPLE WAYS OF INTERPRETING AND ACTING UPON OUR WORLDS (E) Room 307, Level Three

Children use 21st century literacies to explore themselves, their communities, and their worlds. They also use them to challenge, interrogate, and act upon those worlds. This session will offer three complementary perspectives on these issues.

Chair: Mitzi Lewison, Indiana University, Bloomington

Presenters: Lyndsie Schultz, Washington University in St. Louis, Missouri, “Digital Storytelling in the Elementary Classroom: Integrating Literacy into All Content”
Tasha Laman, University of South Carolina, Columbia, “Can I Take Pictures of My Chickens? Connecting Writing, Communities, and the Arts in Elementary School”
Lee Heffernan, Fairview Elementary School, Richmond, Indiana, “Four-Dimensional Podcasting for Critical Readers and Writers”

B.18 HISTORY AND POP CULTURE: INTEGRATING LITERATURE IN DIVERSE MANNERS (E)
Room 202, Level Two
These presenters will demonstrate how classroom teachers can integrate the “old” and the “new” in literacy education, by using graphic novels and other quality literature to reach and engage students in new and diverse ways.
Chair: Sylvia Pantaleo, University of Victoria, British Columbia, Canada
Presenters: Heather Sandquist, St. Michaels University School–Junior School, Victoria, British Columbia, Canada, and Sylvia Pantaleo, University of Victoria, British Columbia, Canada, “Paneling in Graphic Novels: Much to Learn, Much to Teach”
Jenn Manak, Bridgewater State University, Massachusetts, “Revolutionary America’s Struggle for Independence: Integrating Children’s Literature into Intermediate Elementary Social Studies”

B.19 IPADS: HOW TO INTEGRATE THEM INTO STUDENT LEARNING TOMORROW (E)
Room 302, Level Three
Are you wondering what to do with those iPads in your room? Join these presenters to see how students are creating blogs, stop-motion videos, podcasts, and more, in general education and special education settings.
Chair: Melanie Koss, Northern Illinois University, DeKalb
Presenters: Melanie Koss, Northern Illinois University, DeKalb, and Donna Wakefield, National-Louis University, Chicago, Illinois, “Evaluating Children’s Book Apps for Use in Educational Settings”
Joanne Starnes and Melissa Scott, Flint Hill School, Oakton, Virginia, “Applications in Language Arts”

B.20 ELEMENTARY ROUNDTABLE PRESENTATIONS (E)
Studio Room 8, Main Floor by Grand Garden Arena
This session will break in the middle to allow you to choose two of the following topics for an in-depth discussion with the presenters.
Chair: Frank Chiki, Chamiza Elementary School, Albuquerque, New Mexico
Presenters: Maika Yeigh, Willamette University, Portland, Oregon, “One Child, One Study of Response to Intervention”
Lori Norton-Meier, University of Louisville, Kentucky, “Questions, Claims, and Evidence: Elementary Students (K–3) Using Nonfiction Reading and Writing While Engaging in Science Inquiry”

B.21 MAKING PEDAGOGICAL DECISIONS IN A STANDARDS-DRIVEN TIME: INSTRUCTIONAL IMPLICATIONS OF TEXT CHOICES, TEXT MEANING-MAKING OPPORTUNITIES, AND TEACHER BELIEFS (E–M–S)
Room 205, Level Two
This session will focus on text selection, meaning-making with texts, and teacher beliefs in current educational policy contexts. Together the presenters will (1) critically analyze texts highlighted as quality K–5 fiction by the CCSS, (2) describe research on verbal/nonverbal text meaning-making by secondary students in a non-CCSS-adopting state, and (3) explore Korean literacy teachers’ beliefs/practices related to Korean national standards.
Chair: Kim Jasper, Stockton High School, Missouri
Presenters: Bong Gee Jang and Gail Lovette, University of Virginia, Charlottesville, and Hyesun Paik, doctoral student, Korea University, Sungouk-Gu, Seoul, “Korean Secondary Literacy Teachers’ Beliefs about the Korean National Curriculum and Standards and Their Implications for American Education”
Kathleen Reilly, Towson University, Maryland, “Artist or Author? Constructing Meaning through Images and Verbal Texts in Secondary English Language Arts”
Karla Moller, University of Illinois, Urbana-Champaign, “Fictional Literature in the Time of Common Core Standards”

B.22 IGNITING THE LOVE OF READING IN YOUR STRUGGLING READERS (E–M–S)
Studio Room 6, Main Floor by Grand Garden Arena
Two elementary, a middle school, and two high school teachers will join an author of young adult literature to share the ways in which they have made reading cool and accessible for the students who struggle with reading the most. Attendees will leave with ideas and strategies which they can implement immediately in their classrooms.
Chair: Kellee Moye, Hunter’s Creek Middle School, Orlando, Florida
Presenters: Katherine Sokolowski, Washington School, Monticello, Illinois, “Creating a Classroom of Readers”
Kellee Moye, Hunter’s Creek Middle School, Orlando, Florida, “Setting the Mood”
Gordon Hultberg, Intermountain Christian School, Salt Lake City, Utah, “Struggling with Choice”
Jennifer Fountain, Tegeler Career Center, Pasadena, Texas, “Miss, I Finished . . .”
Lynne Eichel, Cambridge City Schools, Ohio, “Book Bandits Stealing Time to Read”
B.23  EIGHT GREAT AMERICAN YA NOVELISTS  
(M–S–T)  
Grand Ballroom Room 117, Level One  
Sponsored by the American Literature Assembly,  
open to all  
In this roundtable session, keynote speakers will consider  
the impact of the young adult genre on American literature  
and secondary classrooms. Table leaders will then engage  
attendees in conversations about teaching the works of  
great American YA novelists and describe each author’s  
impact on young adult literature and adolescent literacy.  
Co-chairs: Alan Brown, Wake Forest University, Winston-  
Salem, North Carolina  
Carol Pope, North Carolina State University, Raleigh  
Keynote Speakers: John Noell Moore, The College of  
William and Mary, Williamsburg, Virginia  
Joseph Milner, Wake Forest University, Winston-Salem,  
North Carolina  
Jeffrey Kaplan, University of Central Florida, Orlando  
Jeff Wilhelm, Boise State University, Idaho  
Table Number  
Roundtable Leaders and Topics  
1 Wendy Glenn, University of Connecticut,  
Storrs, “Laurie Halse Anderson”  
2 Steven Bickmore, Louisiana State University,  
Baton Rouge, “Robert Cormier”  
3 Joan Kaywell, University of South Florida,  
Tampa, “Chris Crutcher”  
4 Lisa Scherff, Florida State University,  
Tallahassee, “John Green”  
5 Jacqueline Bach, Louisiana State University,  
Baton Rouge  
6 Jennifer Buehler, Saint Louis University,  
Missouri, “Walter Dean Myers”  
7 Chris Crowe, Brigham Young University,  
Provo, Utah, “Mildred D. Taylor”  
8 Pamela “Sissi” Carroll, Florida State University,  
Tallahassee, “Virginia Euwer Wolff”  

B.24  WRITING THE CURRICULUM: REVISITING  
AUTHORING AS A CURRICULAR FRAMEWORK (E–M–T)  
Studio Room 7, Main Floor by Grand Garden Arena  
A teacher study group will engage participants in a con-  
versation about varied interpretations of “writing and the  
curriculum” and implications for learning experiences and  
teaching practices. Presenters will share children’s writings  
and multimodal compositions within a curricular framework  
grounded in children’s lives and inquiries.  
Chair: Debra Goodman, Hofstra University, Hempstead,  
New York  
Presenters: Lori Rosendale, Lawrence Public Schools, New  
York, “Revaluing ‘Struggling Writers’ through Meaningful  
Curricular Engagements”  
Lissette Demm, Hofstra University, Hempstead, New York  
Kim-Marie Cortez-Riggio, Glenwood Landing Elementary  
School, Glen Head, New York  
Susi Bostock, Half Hollow Hills School District, Dix Hills,  
New York  
Jillian Rivera, MS 172, Floral Park, Queens, New York  
Alan Flurkey, Hofstra University, Hempstead, New York  

B.25  MENTOR TEXTS: MOVING WRITERS  
TOWARD GREATER INDEPENDENCE (E–T)  
Room 303, Level Three  
Mentor texts serve as models for imagining the possibili- 
ties for crafting prose and poetry. They can also help students  
make reading-writing connections across content areas.  
In this session, participants will interact with text as they  
learn strategies for moving students toward greater inde-  
pendence.  
Chair: Lynne Dorfman, Upper Moreland School District,  
Willow Grove, Pennsylvania  
Presenters: Lynne Dorfman, Upper Moreland School Dis- 
trict, Willow Grove, Pennsylvania, “Using a Poetry Mentor  
Text to Make Reading-Writing Connections”  
Rose Cappelli, West Chester Area School District, Pennsyl- 
vania, “Using a Mentor Text to Move Students Forward in  
Writing”  
Respondent: Mark Overmeyer, Cherry Creek Schools,  
Greenwood City, Colorado  

B.26  LIGHTS, CAMERA, LITERACY! . . . USING  
THE LANGUAGE OF THE MOVING  
IMAGE TO ACHIEVE SUCCESS IN MIDDLE  
SCHOOL ENGLISH PROGRAMS (M)  
Grand Ballroom Room 120, Level One  
Lights, Camera, Literacy! (LCL!), a unique and highly success- 
ful program in Maryland’s Montgomery County Public  
Schools (MCPS), uses the best practices of adolescent  
learning and the pedagogy of moving-image-as-language to  
teach literacy skills to middle school students. This panel  
will include the MCPS director of middle school programs,  
The LCL! program creator, LCL! teachers, and the writer/  
director of Akeelah and the Bee, the film which serves as  
LCL’s anchor text.  
Chair: Arla Bowers, Montgomery County Public Schools,  
Rockville, Maryland  
Presenters: George Mayo, Montgomery County Public  
Schools, Rockville, Maryland  
Arla Bowers, Montgomery County Public Schools, Rockville,  
Maryland  
Lisa Melmed, Montgomery County Public Schools, Rockville,  
Maryland  
Doug Atchison, writer/director, Akeelah and the Bee, Studio  
City, California  
Linda Ferrell, director of middle schools, Montgomery  
County Public Schools, Gaithersburg, Maryland
B.27  COMMUNICATING, CONNECTING, AND COLLABORATING: PROFESSIONAL DEVELOPMENT FORUMS AND FORMATS (M–S)  
Room 301, Level Three  
Encouraging both new and seasoned teachers to become reflective practitioners in the 21st century involves both online and face-to-face formats. The virtual forums available to us, such as Google Docs and other interactive spaces, are proving increasingly successful in the enhancement of practice and the cultivation of professional relationships.  
Chair: Nichole Smith, North Carolina A&T State University, Greensboro  
Presenters: Nichole Smith and Dawn Waegerle, North Carolina A&T State University, Greensboro, “Secondary Content Area Literacy in Inclusive Classrooms: A Presentation of a Staff Development Training Project and Research Results”  
Kate Hoffman and Marianne Bowers, State College Area School District, Pennsylvania, “Facilitating the Growth of Reflective Practitioners via Google Docs”

B.28  THEY CAN TAKE CARE OF THEMSELVES: CONFRONTING STEREOTYPES ABOUT GIFTED STUDENTS IN THE SECONDARY ELA CLASSROOM (M–S)  
Room 102, Level One  
This session will engage participants in discussions about pedagogy for gifted or AP ELA classrooms. The presenters will model instructional strategies for gifted students which participants can implement in their own classrooms.  
Presenters: Daniel Bruno, Stafford County Public Schools, Virginia, “Igniting Gifted Students”  
Michele Black, Stafford County Public Schools, Virginia, “ESOL in the Gifted Classroom”  
Chris Spencer, Stafford County Public Schools, Virginia, “Connecting AP Students to Each Other and Collegiate Analysis through Free Poetry Fridays”

B.29  I AM NOT: USING POETRY TO EMPOWER STUDENTS TO DEFINE THEMSELVES (M–S)  
Grand Ballroom Room 114, Level One  
In this interactive workshop, presenters will show how to use the creation of individual and shared poems to help students define and understand themselves, and provide strategies for teaching poetry and performance, including prewriting activities, teaching figurative language, and incorporating performance techniques into the curriculum in order to build classroom community.  
Chair: Dyan Watson, Lewis and Clark College, Portland, Oregon  
Presenters: Renee Watson, DreamYard Project, Bronx, New York  
Ellen Hagan, DreamYard Project, Bronx, New York

B.30  IGNITING WRITING ACROSS THE CURRICULUM (M–S)  
Grand Ballroom Room 121, Level One  
In this session, panelists will share strategies for utilizing writer response theory, accessing literary archives, and including sustainability education in the school curricula.  
Chair: Lauren McClanahan, Western Washington University, Bellingham  
Jean Fry, Nerinx Hall, Webster Groves, Missouri, “Dream Like the Greats! Connect with Your Muse! Ignite the Imagination! Famous Writers Inspire Writer Response”  
Lauren McClanahan, Western Washington University, Bellingham, “Sustainability Education: Not Just for Science Teachers Anymore!”

B.31  CONNECT—IGNITE! YOUNG ADULT LITERATURE IN TODAY’S ENGLISH CLASSROOM (M–S)  
Hollywood Theater, Main Floor across from the Grand Buffet Restaurant  
How can secondary teachers place young adult literature at the heart of the English curriculum while addressing literary elements and standards? An author, a teacher educator, and a high school teacher will address this question by sharing insights, strategies, and student examples of how to ignite reading with adolescents.  
Chair: Cyndi Giorgis, University of Nevada, Las Vegas  
Presenters: Ashley Nebe, Edward W. Clark High School, Las Vegas, Nevada  
Gabrielle Zevin, author, Macmillan Children’s Publishing Group, New York, New York  
Marie LeJeune, Western Oregon University, Monmouth

B.32  POSITIVELY DEFIANT: BENDING RULES TO ENHANCE STUDENT SUCCESS (M–S)  
Room 104, Level One  
Good teaching is difficult, especially in an era when creativity and dialogue are limited. Join a panel of teachers (just regular ol’ teachers) as they discuss their dreams for better classrooms and the connections they formed which empowered them to ignite thinking in their own communities.  
Chair: Maja Wilson, University of Maine, Orono  
Presenters: Katie Wheeler, Cheyenne, Wyoming  
Kristina Peterson, Exeter, New Hampshire  
Bridget Leonardis, North Andover, Massachusetts  
Mariah Kirsch, Dover, New Hampshire
B.33 IGNITING THE IMAGINATION WITH AUSTRALIAN FANTASY (M–S)  
Grand Ballroom Room 123, Level One

Australian writer (and two-time Printz honor award recipient) Margo Lanagan, her American editor, and an American educator will team up to explore how outstanding Australian fantasy can spark the imaginations of teen readers and lead to expanded global understanding.

Chair: Elizabeth Poe, young adult literature specialist, Morgantown, West Virginia

Presenters: Margo Lanagan, author, Random House, New York, New York, “Mining Folklore for Nuggets of Fantasy”  
Elizabeth Poe, young adult literature specialist, Morgantown, West Virginia, “Making Global Connections via Award-Winning Fantasy”

Respondent: Ruth Cline, University of Colorado, Boulder, retired professor

Megan Birch, Plymouth State University, New Hampshire  
Gail Bourn, Laconia School District, New Hampshire

B.36 SHAKESPEARE SET FREE—ACT 2: HOW GETTING STUDENTS ON THEIR FEET AND WORKING WITH SHAKESPEARE’S LANGUAGE IS EASIER THAN IT SOUNDS (M–S–C–T)  
Grand Ballroom Room 124, Level One

Getting students up and on their feet is an essential way to engage 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: Robert Young, Folger Shakespeare Library, Washington, DC

Presenters: Paul Stevenson, Edison Preparatory School, Tulsa, Oklahoma, “Sneaking Up on Shakespeare's Language”  
Julia Perlowski, Pompano Beach High School, Florida, “Shakespeare in Other Words”

B.34 THE COMMON CORE STATE STANDARDS: CROSS-CONTENT LITERACY, CURRICULAR IDENTITY, AND TRADITIONS (M–S–C)  
Room 306, Level Three

These presenters will explore how English departments, after they adopt the CCSS, maintain their curricular identity and make decisions about curriculum that inspire reflection and professional autonomy. They will also address collaborative work with colleagues in other disciplines.

Chair: David Noskin, New Trier High School, Winnetka, Illinois

Barbara King-Shaver, consultant, Amherst, Massachusetts, “Cross-Content Literacy: Working with Our Colleagues”

B.35 TEACHING RE-SEARCH: USING MULTIPLE PERSPECTIVES TO ASSIST STUDENTS TO RELOOK, RECONSIDER, AND REVISE THINKING AS INQUIRY (M–S–C)  
Room 305, Level Three

Traditionally, school-based research has focused on the “search”—learning to use databases and gather information. Other approaches have focused on personal connections. This interactive session will show how to help students go deeper—to rethink and reconsider information and their experiences in relation to a common course focus.

Chair: Andrew Blake, Delaware State University, Dover  
Presenters: Meg Petersen, Plymouth State University, New Hampshire

Grand Ballroom Room 112, Level One

This session will take participants into a future that is eerily similar to the world in which students are living now. By exploring the scientific, political, and ethical arguments infused in several novels, teachers will learn how to help students analyze the connections between fact and fiction—and the nearly invisible line that often divides the two.

Chair: Jeff Parker, Norman Howard School, Rochester, New York

Presenters: Colleen Ruggieri, Ohio University, Athens, “The Adoration of Jenna Fox: Are We for Real?”  
Julie Rucker, Tift County Public Schools, Tifton, Georgia, “Fahrenheit 451 and Little Brother”  
Linda Rice, Ohio University, Athens, “The Hunger Games and Reality Television: Learning from the Past to Shape the Future”

72 Friday Morning, 11:00 a.m.–12:15 p.m.
B.38 WRITE YOUR OWN MISTERIO: USING FLASH FICTION TO ACCELERATE WRITING (S)
Premier Ballroom Room 315/316/317, Level Three
Attendees will participate in a 50-minute classroom-driven lesson using flash fiction to approach the mystery genre and write a short story. Topics of writing craft will be covered, such as point of view, voice, use of resonant detail, location, and the reader’s logic vs. the writer’s logic.
Chair: Mary Carmen Cruz, Tucson Unified School District, Arizona
Presenters: Bobbi Ciriza Houtchens, San Bernardino City Unified School District, California, “Using Multiple Models to Accelerate Students’ Writing Achievement”
Sarah Cortez, University of Houston, Texas, “Responding to Mystery’s Implicit Invitation”

B.39 NAME IT TO CLAIM IT: USING CATEGORIES TO IDENTIFY AUDIENCE, TONE, AND PURPOSE IN NONFICTION (S)
Premier Ballroom Room 313, Level Three
In this session, presenters will describe how to help students develop a deeper understanding of a writer’s purpose and relationship to the audience through categorizing texts in whole and in part. Posing the question, “What Is It?” opens up a dialogue that leads to more nuanced analysis of non-fiction in writing and discussion.
Chair: Martha Keller, Adlai E. Stevenson High School, Lincolnshire, Illinois
Presenter: Stephen Heller, Adlai E. Stevenson High School, Lincolnshire, Illinois

B.40 “MY ADMINISTRATOR WON’T LET ME”: MEDIA LITERACY AND CORE STANDARDS (S)
Grand Ballroom Room 118, Level One
In this session, the presenters will model analysis of nontraditional media. Then they will lead participants through a lesson in which participants collaboratively construct meaning and apply standards-based literacy skills and traditional literary concepts to demonstrate how they can be used to enhance classroom instruction.
Chair: Leslie David Burns, University of Kentucky, Lexington
Presenters: Brandon Abdon, Highlands High School, Fort Thomas, Kentucky
Renee Boss, Kentucky Department of Education, Frankfort

B.41 CONNECTING LIVED EXPERIENCES AND LITERACIES WITH URBAN HIGH SCHOOLS: LESSONS FOR PEDAGOGY (S)
Room 107, Level One
Teachers experience pedagogical struggles while students interact in academic spaces that challenge their multiple lived experiences through the narrowing of curricula. In this session, presenters will critically analyze their educational research contexts, which often miss rich opportunities to consider students’ multiple identities, positionings, and languages.
Chair: Timothy San Pedro, Arizona State University, Tempe
Danny Martinez, University of California, Los Angeles Limarys Caraballo, Teachers College, Columbia University, New York, New York, “I Don’t Feel Like We Get to Express Ourselves in There: Students’ Narratives of Resistance in a Middle School Classroom”
Discussant: Ramon Martinez, The University of Texas, Austin

B.42 ENGLISH MEETS HISTORY: A PRIMARY SOURCE RESEARCH PROJECT THAT WORKS (S)
Room 110, Level One
An English teacher, a history teacher, and a librarian will present a comprehensive approach to a research project using primary sources that culminates in the creation of a project for National History Day.
Chair: Rebecca Chatham, Denton Public Schools, Montana
Presenters: Candace Greer, Knox County Schools, Knoxville, Tennessee
Sarah Searles, Knoxville, Tennessee
Carrie Halliburton, Knoxville, Tennessee

B.43 IGNITING LITERACY SKILLS THROUGH MULTIMEDIA EXPERIENCES (S)
Premier Ballroom Room 309/310/311, Level Three
Using the principles of multimodal literacy instruction, these presenters will apply music to American literature, make applications to print writing, and show examples of Google “My Maps.”
Chair: Christian Goering, University of Arkansas, Fayetteville
Presenters: William Sewell, University of Central Missouri, Warrensburg, and Christian Goering, University of Arkansas, Fayetteville, “Multimodal Fogerty: Furthering the Message through Research-Based Instructional Strategies”
Lea Rackley, The University of Georgia, Athens, “From Napkins to Text Boxes: Students Learning about Literature through Multimodal Composition in Small Spaces”
B.44 FORGIVENESS IN THE CONTEXT OF A GENOCIDE: A CONVERSATION ON SIMON WIESENTHAL’S AND IMMACULÉE ILIBAGIZA’S PERSPECTIVES (S–C)
Studio Room 1, Main Floor by Grand Garden Arena
Using Simon Wiesenthal’s and Immaculée Ilibagiza’s perspectives on forgiveness as a starting point, these presenters will encourage participants to consider the complexity of forgiveness in the context of a genocide and consider how texts like The Sunflower and Left to Tell can help students to grapple with the meaning of forgiveness in their own lives.

Presenters: Deborah Batiste, Anti-Defamation League, New York, New York
Gatsinzi Basaninyenzi, Alabama A&M University, Huntsville

Reactor/Respondent: Beverly Ann Chin, University of Montana, Missoula

B.45 CONNECTING VISIONS TO REALITIES: DEVELOPING WRITING CENTERS AND WRITING CENTER NETWORKS (S–C)
Room 101, Level One
Sponsored by the International Writing Centers Association, an NCTE Assembly, open to all
Using a conversation-style format, experienced secondary and university writing center leaders will lead participants in a discussion about developing writing centers within different institutional contexts and the benefits of networking within local, regional, and national writing center communities.

Chair: Kevin Dvorak, Nova Southeastern University, Fort Lauderdale, Florida
Presenters: Shanti Bruce, Nova Southeastern University, Fort Lauderdale, Florida
Andrew Jeter, Niles West High School, Skokie, Illinois
Jaimie Crawford, Berkeley Preparatory School, Tampa, Florida

B.46 USING GEN-X WRITERS TO IGNITE STUDENTS’ INTEREST IN AMERICAN INDIAN LITERATURE (S–C)
Studio Room 2, Main Floor by the Grand Garden Arena
In this session, presenters will discuss how three Gen-X writers—Spokane/Coeur d’Alene writer Sherman Alexie and Cherokee writers Daniel H. Wilson and Santee Frazier—can help teachers ignite students’ interest in American Indian literature, and also offer suggestions for reading and writing assignments based on selections of their work.

Chair: Timothy Petete, University of Central Oklahoma, Edmond

Presenters: Shay Rahm-Barnett, graduate student/lecturer, University of Central Oklahoma, Edmond, “‘Glowing Like Oil in a Gutter-Puddle’: Santee Frazier’s Poetry Fires Up Student Learning”

Timothy Petete, University of Central Oklahoma, Edmond, “‘Teaching Robopocalypse: Fueling Discipline Knowledge in the (Current) Era of Genre-Bending Fiction”

B.47 REIMAGINE WRITING: MULTIMODAL AND DIGITAL COMPOSITION IN ENGLISH EDUCATION (S–C–T)
Studio Room 10, Main Floor by Grand Garden Arena
This interactive session will focus on English/language arts teacher candidates’ composing in digital media. The panel will offer a variety of examples of multimodal compositions written by teacher candidates, including hypertext poems, digital videos, and multimodal memoirs. They will also provide strategies for scaffolding, and explain how teacher candidates can overcome their print-centric “habits of mind” in order to compose effectively in new digital and multimodal environments.

Chair: Natalie L. Belcher, Delaware State University, Dover

Presenters: Blaine Smith, Vanderbilt University, Nashville, Tennessee
Melanie Hundley, Vanderbilt University, Nashville, Tennessee
Tori Holbrook, Georgia State University, Atlanta

B.48 THE SPEAKING-WRITING CONNECTION: COMPOSING IN THE AGE OF SIRI (S–C–T)
Grand Ballroom Room 115, Level One
As speech recognition technology advances, software like Siri and Dragon NaturallySpeaking makes it possible to voice our thoughts and watch them appear as written text. In this session, presenters will explore classroom implications of this technology and share projects that engage students in composing processes that begin with speaking and end with writing.

Chair: Erick Gordon, Lehman College, The City University of New York, Bronx

Erick Gordon, Lehman College, The City University of New York, Bronx, “Speaking Worlds: Oral History with English Language Learners”
Christine Gentry, doctoral student, Teachers College, Columbia University, New York, New York, “Speak, Memory: Storytelling in the Writing Classroom”
B.49 CONNECTING ENGLISH METHODS AND HIGH-LEVERAGE TEACHING PRACTICES (S–T)
Vista Ballroom Room 207, Level Two
Drawing on recent emphasis in scholarship on high-leverage practices, these panelists will examine their teaching of three such practices—leading discussion, scaffolding writing, and planning inquiry-based units. The presenters will give an overview of learning activities from methods courses and lead a frank discussion about the challenges of this work.
Chair: Peter Williamson, University of San Francisco, California
Presenters: Paul Morris, San Francisco State University, California
Nelson Graff, San Francisco State University, California

B.50 THE CONTEMPLATIVE MIND AND THE COLLEGE CLASSROOM (C)
Vista Ballroom Room 210, Level Two
Tobin Hart and many other mindfulness education scholars have pointed out that how we know is just as important as what we know. These scholars note, however, that contemplative approaches are typically excluded in favor of the rational and empirical. In this session, the presenters will argue that in a 21st century classroom, nonlinear thinking should be valued just as highly as rational/empirical thought.
Chair: Beatrice S. Moore, St. Joseph’s University, Philadelphia, Pennsylvania
Presenters: Alana Sherrill, Johnson and Wales University, Charlotte, North Carolina, “The Science of the Contemplative vs. the Rational Mind”
Pat MacEnulty, Johnson and Wales University, Charlotte, North Carolina, “The Transformative Power of a Contemplative Pedagogy”
Ken Harmon, Johnson and Wales University, Charlotte, North Carolina, “Practical Applications of Contemplative Practice in the Composition Classroom”

B.51 EDMODO: ONLINE COLLABORATION IN HIGHER EDUCATION (C)
Vista Ballroom Room 208, Level Two
In this session, participants will learn how to integrate a free Web-based social network, Edmodo, into their teaching. This platform has been used to help preservice teachers to connect, collaborate, and share, and research findings indicate that using it can deepen preservice teacher understandings of new literacies of the 21st century.
Chair: Jessica Baxter, Valdosta State University, Georgia
Presenters: Jessica Baxter, Valdosta State University, Georgia
Ann M. Unterreiner, Valdosta State University, Georgia

B.52 DEVELOPING TRANSLITERACY: USING SOCIAL NETWORKS IN THE CLASSROOM (C)
Room 304, Level Three
In this session, participants will learn how to successfully bridge the gap between students’ social communities online and the educational community of the classroom, to create a meaningful and successful learning experience.
Chair: Rosalie Kiah, Norfolk State University, Virginia
Presenters: Sarah F. Lisha, De Anza College, Cupertino, California
Amy Leonard, De Anza College, Cupertino, California
Maya Watson, Hartnell College, Salinas, California
Jill Quigley, De Anza College, Cupertino, California

B.53 STUDENTS’ DIGITAL PROJECTS, ONLINE LITERATURE AND POP CULTURE DISCUSSION GROUPS, AND TWITTER AS A RESEARCH TOOL (C)
Room 103, Level One
These three presenters will show how their respective students use Twitter, Facebook, and online discussion groups to both research and produce their work.
Presenters: Emily Simnitt, Boise State University, Idaho, “Twitter and the ZPD: Bridging the Digital Divide in the Composition Classroom”
Lindsay Sabatino, Indiana University of Pennsylvania, Indiana, “Igniting Students’ Passion for Writing: Integrating Our Students’ Digital Literacies”
Margaret Johnson, Idaho State University, Pocatello, “Connecting Ideas: Teaching Literature, Pop Culture, and Creative Writing Together”
Exposition of Professional and Instructional Materials

Noon–6:00 p.m.
Exhibit Hall/Marquee Ballroom

The latest developments in professional instructional materials are featured in nearly 200 exhibit booths, including NCTE Publications—the newest professional publications from the Council.

In addition to booths displaying instructional and professional materials, there are Council-sponsored booths offering special services or concentrating on special areas of interest or concern.

NCTE Central—Exhibit Hall/Marquee Ballroom
2013 Convention in Boston—552
Exhibitor Services—353
Assembly for Advisers of Student Publications/Journalism Education Association—450
Gay/Straight Educators’ Alliance (GSEA)—449
International Writing Centers Association—349
NCTE Affiliates, Assemblies, and the Advisory Committee Program to Recognize Excellence in Student Literary Magazines—351
National African American Read-In—649
Two-Year College English Association—649
Whole Language Umbrella—550
Anderson’s Bookshop—147
## C Sessions
### 12:30–1:45 p.m.

<table>
<thead>
<tr>
<th>Tech-on-the-Go</th>
<th>The Who, What, Where, and When of Student E-Reading and Why It Works</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exploring RAW INK</strong></td>
<td><strong>The Who, What, Where, and When of Student E-Reading and Why It Works</strong></td>
</tr>
<tr>
<td>RAW INK Online is a digitally-based extension of the English I I learning community at Silver Creek High School. The current year’s students help to guide the site’s activity. RAW INK Online hosts over eighty young adult authors and representatives of the publishing business. In this session, RAW INK Online’s lead learner will share what the community has celebrated in the past five years.</td>
<td>E-reader and app technology is changing what, where, and how students choose to read. In this session, participants will learn about what is available, what it can do, where and how it is being used, and why you should share it with your students.</td>
</tr>
</tbody>
</table>

**Presenter:** Paul Hankins, Silver Creek High School, Sellersburg, Indiana  
**Presenter:** Cindy Minnich, Upper Daubin High School, Elizabethville, Pennsylvania

---

**Interested in authentic, contextually rich learning in inquiry-based classrooms? Attend Session C.10 to learn more.**
**Featured Session**

**C.01 Where Does It Live: Building Systems and Structures around What You Believe (G)**

Chris Lehman
Grand Ballroom Room 122, Level One

The myth of the single teacher, bucking the odds to be that one great teacher in a school, may make for a great Hollywood movie, but it rarely—if ever—leads to lasting, effective change. We must examine the manner in which our schools and classrooms are set up so that the greatest number of students, teachers, and even principals can thrive and learn and feel valued. This session will focus on looking at institutional change, so that attendees can explore what they value and then examine the systems in their districts, schools, and classrooms to discover what must change to reflect those values.

**Presenter:** Chris Lehman, principal, Science Leadership Academy, Philadelphia, Pennsylvania

---

**C.02 COLLABORATING TO STRENGTHEN THE COMMON CORE STANDARDS IN WRITING: STANDING ROCK RESERVATION SECONDARY AND COLLEGE INSTRUCTORS ASSESS WRITING TOGETHER (G)**

These presenters will describe research and reflection on collaborative writing assessment among middle, secondary, and college instructors on an Indian reservation where they hope to improve the high school to college transition for Native American students. Presenters will suggest ways in which the Common Core Standards can be supplemented to better meet the needs of college-bound students.

**Chair:** Heather Bruce, Missoula, Montana

**Presenters:**
- Kelly Sassi, North Dakota State University, Fargo
- Mary Kateri Laughlin, graduate student, North Dakota State University, Fargo
- Carla Gerriets, Sitting Bull Tribal College, Fort Yates, North Dakota
- Lori Hach, Sitting Bull Tribal College, Fort Yates, North Dakota

---

**C.03 SAVE OUR SCHOOLS: IGNITING A VISION FOR TEACHING THOUGHTFUL LITERACY (G)**

This roundtable will focus on the essential need to effect change by empowering educators to ignite a vision that will lead to reclaiming our classrooms. NCTE Reading Collaborative Members will facilitate discussions that focus on initiatives which we can all take to teach thoughtful literacy that is not test-driven and constricted by required mandates.

**Co-chairs:** Michael Shaw, St. Thomas Aquinas College, Sparkhill, New York
- Yvonne Siu-Ru-yan, The University of Northern Colorado, Greeley

**Keynote Speakers:**
- Bess Altwerger, Towson University, Maryland
- Rick Meyer, University of New Mexico, Albuquerque
- Jesse Turner, Central Connecticut State University, New Britain

**Table Number Roundtable Leaders**

<table>
<thead>
<tr>
<th></th>
<th>Joanne Yatvin, Portland, Oregon, retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Guofan Wán, Ohio University, Athens</td>
</tr>
<tr>
<td>3</td>
<td>Elisa Waingort, Cotopaxi Academy, Quito, Ecuador</td>
</tr>
<tr>
<td>4</td>
<td>Yvonne Siu-Ru-yan, The University of Northern Colorado, Greeley</td>
</tr>
<tr>
<td>5</td>
<td>Michael Shaw, St. Thomas Aquinas College, Sparkhill, New York</td>
</tr>
</tbody>
</table>

---

**Friday Afternoon, 12:30–1:45 p.m.**
C.05  TEACHING ABOUT LGBT ISSUES IN SCHOOL? IT'S STILL ELEMENTARY (G)
Room 201, Level Two
In the 1990s the groundbreaking documentary film It’s Elementary—Talking about Gay Issues in School helped change the assumptions about why and how educators should address lesbian, gay, bisexual, and transgender issues in their classrooms. A decade later, the filmmakers went back and interviewed some of the students from the K–8 classrooms in the original film. The results were profound, and a powerful testament to the importance of weaving anti-bias education into the curriculum. This presenter will share some of the footage from the follow-up film and offer strategies for taking action today.
Chair: Roxanne Henkin, The University of Texas, San Antonio
Presenter: Debra Chasnoff, President and Senior Producer, Groundspark, San Francisco, California

C.06  CHANGING ROLES OF LITERACY SPECIALISTS AND COACHES (G)
Room 107, Level One
Sponsored by the International Reading Association, open to all
Based on a national survey of over 2,800 respondents, this session will share findings on the changing roles and responsibilities of literacy specialists and coaches. A joint effort of IRA and NCTE, the session is intended to assist relevant stakeholders with decision-making against the backdrop of national trends for these professionals.
Chair: Virginia Goatley, International Reading Association, Newark, Delaware
Presenters: Sharon Frost, Blstein Institute, Chicago, Illinois
Rita Bean, University of Pittsburgh, Pennsylvania
Virginia Goatley, International Reading Association, Newark, Delaware
Jack Cassidy, San Antonio, Texas

C.07  LET'S GIVETHEM SOMETHING TO TALK ABOUT (G)
Studio Room 3, Main Floor by Grand Garden Arena
Book talks, choice, and grand conversations are proven effective literacy tools. These presenters will describe their innovative approach of combining these strategies with current technology to transform preservice teachers’ identities as readers and writers. Come prepared to share, interact, and leave with powerful instructional strategies for igniting the literacy identities of YOUR learners.
Chair: Shannon Collins, Cornerstone Middle School, Baxter, Tennessee
Presenters: Shannon Collins, Cornerstone Middle School, Baxter, Tennessee
Sandy Smith, Tennessee Technological University, Cookeville
Cecilia Jenkins, Cornerstone Middle School, Baxter, Tennessee
C.08 WHAT DO TEACHERS NEED TO KNOW ABOUT LANGUAGE? AND WHY? INITIAL FINDINGS FROM A PROJECT APPLYING SYSTEMIC FUNCTIONAL LINGUISTICS TO TEACHING WRITING (G)
Vista Ballroom Room 210, Level Two
Sponsored by the North American Systemic Functional Linguistics Association, open to all
Systemic Functional Linguistics is a powerful theory of language, but how can the theory be adapted for use in primary and secondary classrooms? This presenter will describe initial findings from studies of grammar related to the teaching of narrative writing in classrooms in primary and secondary schools.

Chair: Peter Fries, Central Michigan University, Mount Pleasant
Presenter: Mary MacKen-Horakik, University of New England, Armidale, Australia

C.09 CONNECTIONS THAT SPARKED INSTRUCTIONAL DESIGNS AND KINDLED AN UNDERSTANDING OF TEACHING AND LEARNING: ILLUMINATING THREE SECOND-YEAR ENGLISH TEACHERS’ MEANING-MAKING FROM CLASSROOM EVENTS THROUGH NARRATIVE INQUIRY (G)
Vista Ballroom Room 209, Level Two
These presenters will draw from a recent dissertation to illustrate how one teacher’s meaning-making guided her decisions while teaching poetry, and how another teacher’s meaning-making guided her planning, teaching, and reflection on her lesson, her students’ learning, and her perception of herself as a teacher.

Chair: Christi Edge, Northern Michigan University, Marquette
Kathryn Boney, Tara Payor, and Nina Graham, University of South Florida, Tampa, “Scripted Connections, Smoldering Dreams: Language Arts Teachers’ Experiences with Scripted Curricula”

C.10 NCTE AUTHOR STRAND—AUTHENTIC, CONTEXTUALLY RICH LEARNING IN INQUIRY-BASED CLASSROOMS (G)
Room 110, Level One
Join two NCTE authors as they discuss the information that is in these two new publications. Diane Parker, author of Planning for Inquiry, will answer the following questions: “What is inquiry-based planning? How can teachers build a rich curriculum based on students’ wonderings while remaining accountable to standards?” Lorraine Wilson, coauthor of Teaching Phonics in Context, believes that children learn phonics as they engage with authentic literacy events—reading, writing, innovating on rhyme, looking for patterns, and building upon patterns they find. No commercial programs are necessary.

Presenters: Diane Parker, NCTE consultant and author, Planning for Inquiry: It’s Not an Oxymoron!, Wahiawa, Hawaii
Lorraine Wilson, NCTE consultant and coauthor, Teaching Phonics in Context, North Carlton, Victoria, Australia

C.11 ENGAGING BOYS AS READERS AND WRITERS (G)
Premier Ballroom Room 315/316/317, Level Three
Many boys don’t see themselves as readers or writers, so they struggle in these areas. This session will look at how we can do a better job of connecting with boys to understand their world and ignite a passion for reading and writing.

Chair: Erin Reilly-Sanders, The Ohio State University, Columbus
Presenter: Ralph Fletcher, author/consultant, Lee, New Hampshire, “Engaging Boy Writers”
C.12  REALIZING THE DREAM: THE AFRICAN AMERICAN READ-IN CHAIN AND STRATEGIC, LITERACY-BASED PARTNERSHIPS (G)
Room 303, Level Three
Sponsored by the Black Caucus, open to all
The participants in this session will be exposed to and participate in pinpointing ways to make dreams a reality in the interest of addressing literacy both in and out of schools. Both the presenters and the audience will explore best practices for forming partnerships between educational institutions and the wider community.
Chair: Jerrie Scott, The University of Memphis, Tennessee
Presenters: Sabrina Brinson, Missouri State University, Springfield, “Literacy for Boys and Girls: The Barber–Beauty Shop Connection”
Ezra Hyland, University of Minnesota, Minneapolis, “Partnerships Are Possible: Connecting University Programs with the Community”
Gloria Snowden, Johnson C. County NAACP, Overland Park, Kansas, “Connecting Organizations with the Broader Community”
Patrick Oliver, Speak Loudly, Little Rock, Arkansas, “Bringing the Community Together through Literature”

C.14  WOMEN SCHOLARS OF COLOR EXPLORING THE INTERSECTIONS OF RACE, GENDER, AND STATUS IN THE ACADEMY (G)
Studio Room 2, Main Floor by Grand Garden Arena
Sponsored by the Cultivating New Voices Among Scholars of Color (CNV) Mentoring Program, open to all
These four panelists are former fellows in the Cultivating New Voices Among Scholars of Color (CNV) mentoring program. They will discuss their experiences in the academy and consider the roles played by race, ethnicity, and gender in relation to personal obligations such as family and community, and professional responsibilities such as completing graduate school, defending the dissertation, finding a job, and publishing. They will also talk about their research trajectories, how expectations of race and gender have influenced their research, and how educational institutions and professional organizations can perpetuate practices that place an undue burden upon scholars of color.
Chair: Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, New York
Presenters: Swati Mehta, Boston College, “‘Not Sayin’ Sorry for My Saree or Anything Else’: Identity Politics of a Desi Womyn Getting Her Doctorate in Education”
Jung Kim, Lewis University, Romeoville, Illinois, “No Hyphens, Colons, or Fragments, but Pushing for an Integrated Whole”
Keisha Green, Rutgers University, The State University, New Brunswick, New Jersey, “The Way We Hear Ourselves Is Different from the Way Others Hear Us’: Textured Testimonies of Double Consciousness, Intersectionality, and Complexity from the Life of an Emerging Black Woman Scholar”
Limarys Caraballo, Teachers College, Columbia University, New York, New York, “Where I’m From Is a Place Divided’: Negotiating Multiple Selves in Academia and Beyond”
Discussant: Valerie Kinloch, The Ohio State University, Columbus, “Do You Even See Me? Women of Color and/in the Academy”

C.15  USING IPAD AND IPHONE LLAPPS (LITERACY LEARNING APPS) IN THE ENGLISH LANGUAGE ARTS CLASSROOM (G)
Hollywood Theater, Main Floor across from the Grand Buffet Restaurant
Sponsored by the NCTE Media and Digital Literacy Collaborative, open to all
Each of these presenters will deliberate and elicit examples of specific classroom uses of apps in English language arts classrooms which foster learning, and ask attendees to recommend their preferred apps designed to foster certain literacies.
Chair: Richard Beach, University of Minnesota, Minneapolis
Presenters: David O’Brien, University of Minnesota, Minneapolis, “iPad and iPhone App Affordances for Accessing Information, Social Bookmarking, Reading Annotations, and e-Books to Learn”
Elizabeth Boeser, Jefferson High School, Bloomington, Minnesota, “iPad and iPhone App Affordances for Argumentative Writing, Discussions/Social Networking, and Online Role-Play to Learn”
Richard Beach, University of Minnesota, Minneapolis, “iPad and iPhone App Affordances for Blog/Wiki Writing, Images, Audio, and Video to Learn”
C.16 CLASS, YOUTH, AND CULTURAL TEXTS: REVISITING THE POLITICS OF ECONOMIC POWER (G)
Room 204, Level Two
In this international panel, the presenters will focus on representations of social class across a variety of cultural texts, including children’s and young adult literature, films, blogs, and multimodal narratives created by youth. Each presenter will address how everyday texts address economics and inequality, its causes and its potential remedies, and how class intersects with race, ethnicity, and gender.
Chair: Carmen Medina, Indiana University, Bloomington
Presenters: Carmen Medina, Indiana University, Bloomington, “Implicating Ourselves through Literary and Dramatic Encounters”
Elizabeth Marshall, Simon Fraser University, Burnaby, British Columbia, Canada, “Children’s Literature for the 99%”
Darryl Hall, Indiana University, Bloomington, “Diasporan Identity and Culture: Toward a Critical Pedagogy of Visual Culture”
Maria del Rocco Costa, Universidad de Puerto Rico, San Juan, “Implicating Ourselves through Literary and Dramatic Encounters”

C.17 ENHANCING ELLS’ READING SKILLS THROUGH MUSIC, STORYTELLING, AND DIGITAL MEDIA (G)
Room 105, Level One
In this session, presenters will give an interactive demonstration focused on teaching reading skills through multiliteracies including music, storytelling, and digital media, to maximize the learning experience of ELLs. Participants will be invited to discuss their experiences working with this population and will receive a set of educational resources.
Presenters: Ileana Cortes Santiago, Purdue University, West Lafayette, Indiana
Zaira Arvelo-Alicea, Purdue University, West Lafayette, Indiana

C.18 WRITING THE IMAGINATION: TEACHING K–3 STUDENTS TO CRAFT MEANINGFUL REALISTIC FICTION (E)
Room 304, Level Three
This panel will show participants how to teach K–3 students to write focused, meaningful, realistic fiction. Participants will leave with a comprehensive overview of the unit, including a sequence of whole class minilessons, tools for assessment, predictable teaching for differentiated instruction, and how to use suggested mentor texts.
Chair: Jenny Bender, Northampton Public Schools, Massachusetts
Presenters: Mary Ellen Reed, Jackson Street Public School, Northampton, Massachusetts
Nancy Harlow, Leeds Public Schools, Massachusetts
Karen Bryant, Leeds Public Elementary School, Northampton, Massachusetts
Jenny Bender, Northampton Public Schools, Massachusetts
Mary Bates, Jackson Street Public School, Northampton, Massachusetts

C.19 COMMUNICATION AND COLLABORATION: INTEGRATING TRADITIONAL AND NEW LITERACIES WITH CONTENT AREA STUDIES (E)
Room 301, Level Three
Presenters in this interactive session will explain how online tools can broaden student language literacy and develop skills and strategies necessary for comprehending, communicating, and collaborating online. Learn how elementary students and teachers collaborate on content area studies using online tools such as videoconferencing, blogs, and social networking sites to transform learning.
Chair: William Yang, Scarsdale Public Schools, New York
Presenters: William Yang, Scarsdale Public Schools, New York
Paul Tomizawa, Scarsdale Public Schools, New York
Susan Luft, Scarsdale Public Schools, New York
Michelle Inello, Scarsdale Public Schools, New York
Shoshana Cooper, Scarsdale Public Schools, New York
Peter McKenna, Fox Meadow Elementary School, Scarsdale, New York

C.20 LITERACY ESSENTIALS: EXAMINE KEY LITERACY COMPONENTS (INSTRUCTION, ASSESSMENT, ENVIRONMENT) DESIGNED TO ELEVATE THE WORK THAT MATTERS! (E)
Room 205, Level Two
Striving readers deserve excellent teachers who understand exemplary literacy practices and use every moment of the day to increase student achievement. Presenters in this session will profile literacy essentials and examine key literacy components (instruction, assessment, environment) designed to improve teaching and reduce time-wasting as teachers do the work that matters!
Chair: Mary Howard, author/consultant, Heinemann, Broken Arrow, Oklahoma
Presenters: Mary Howard, author/consultant, Heinemann, Broken Arrow, Oklahoma, “Leading the Way with Foundational Understandings: Key Literacy Components Linked to Student Success”
Kelly Davis, Howard County Public School System, Maryland, “Maximize What You Teach, Create Where You Teach, Do the Work That Matters ... in an Optimal Learning Environment”
Jane Olson, ISD 196, Apple Valley, Minnesota, “Knowing the Learner: Linking Instruction to Formative Assessments and Focused Observation”
C.21  LINKING ASSESSMENT, CLASSROOM PLANNING, AND THE COMMON CORE (E)
   Premier Ballroom Room 313, Level Three
The Common Core brings many new opportunities and challenges to teachers, and nowhere is that more evident than in the planning process. This workshop will link assessment and instruction with a step-by-step process of connecting assessments and lesson planning.
   Chair: Tammy Mulligan, Teachers for Teachers, Massachusetts
   Presenters: Kathy Provost, Hudson Public Schools, Massachusetts
   Tammy Mulligan, Teachers for Teachers, Massachusetts
   Clare Landrigan, Teachers for Teachers, Massachusetts

C.22  IGNITING STUDENT INTEREST: TEACHING CREATIVELY IN AN ERA OF STANDARDS (M–S)
   Grand Ballroom Room 121, Level One
Presenters in this session will provide support for the importance of engagement and enjoyment in the secondary English classroom. They will describe a rationale for incorporating creativity, inquiry, and a sense of playfulness into teaching and demonstrate several activities and strategies. Handouts will be provided.
   Chair: Linda Hanrahan, Ithaca College, New York
   Presenters: Melissa Blitzstein, Mt. Olive Middle School, Budd Lake, New Jersey, “Learning through Cooperation and Friendly Competition”
   Elizabeth Bleicher, Ithaca College, New York, “Teaching Creatively in an Era of Standards”

C.23  INTEGRATING TECHNOLOGY WITH THOUGHTFUL COMPREHENSION INSTRUCTION (E–M)
   Studio Room 6, Main Floor by Grand Garden Arena
In the 21st century, technology touches every aspect of our lives. The modern literacy classroom integrates technology with thoughtful comprehension instruction across the curriculum. Presenters in this session will show how students use online collaboration, multiliteracy, and visual literacy experiences to apply comprehension strategies in new and meaningful ways as they learn in various disciplines.
   Presenters: Stephanie Harvey, Stephanie Harvey Consulting, Denver, Colorado, “From Information to Knowledge”
   Kristin Ziemke Fastabend, Chicago Public Schools, Illinois, “Integrating Technology with Literacy in Primary Grades”
   Katie Muhitaris, Chicago Public Schools, Illinois, “Integrating Technology with Literacy in Intermediate Grades”
   Anne Goudvis, Public Education and Business Coalition, Denver, Colorado, “Comprehension at the Core”

C.24  I LUV SH8SPR: TEACHING 21ST CENTURY SKILLS THROUGH THE TIMELESS CLASSICS OF THE BARD (E–M)
   Grand Ballroom Room 112, Level One
Adolescents in the 21st century have needs that surpass those of previous generations. Learn how to build a Shakespearean repertoire culminating in a festival that celebrates classic themes using new and nontraditional methods. Participants in the activities will receive a menu detailing options to take home to further develop your students’ technology, communication, and critical thinking skills. Festival events include 60-second Shakespeare videos, a recitation contest, study of abridged and unabridged versions of plays, a Shakespearean Sonnet Slam, text-based adaptations, and more.
   Chair: Linda Reynolds, Sterling School, Greenville, South Carolina
   Presenters: Linda Reynolds, Sterling School, Greenville, South Carolina
   Sara Newell, Sterling School, Greenville, South Carolina
   Pamela Dechau, Sterling School, Greenville, South Carolina

C.25  AN AUTHOR’S TOOLKIT: TECHNIQUES FROM THE PROS (E–M–S)
   Grand Ballroom Room 113, Level One
Three award-winning and critically acclaimed young adult authors will demonstrate professional techniques adapted for the classroom (K–12) which motivate students to write what they know, fear, believe, love, and dream.
   Tradebook Authors: Kathi Baron, WestSide Books, Oak Park, Illinois
   Angela Morrison, Razorbill (Penguin), New York, New York
   Nancy Bo Flood, Front Street, Chinie, Navajo Nation, Arizona

C.26  IGNITE YOUR FIRE FOR TEACHING THROUGH NATIONAL BOARD CERTIFICATION (OR REIGNITE THROUGH RENEWAL!) (E–M–S–T)
   Grand Ballroom Room 117, Level One
   Sponsored by the Assembly for National Board Certified Teachers, open to all
Presenters in this session will engage participants in a conversation about the merits and requirements of National Board certification and renewal through the National Board for Professional Teaching Standards (NBPTS). National Board certified teachers will share experiences and offer suggestions for certification and renewal candidates.
   Chair: Terry Filippo, Chair, Assembly for National Board Certified Teachers, Clemson, South Carolina
   Keynote Speaker: Terry Filippo, Chair, Assembly for National Board Certified Teachers, Clemson, South Carolina
   Rountable Leaders: Gurupreet Khalsa, University of South Alabama, Mobile
   Jason Griffith, Lamberton Middle School, Carlisle, Pennsylvania
C.27 MULTIMODAL ENGAGEMENT: CREATING AN INCLUSIVE CLASSROOM FOR THE 21ST CENTURY (E–M–C)
Room 305, Level Three
These presenters will lead conversations around creating an inclusive classroom for English language learners, students with disabilities, and students with diverse abilities and needs, using multimodal methods including story boxes and visual literacy.
Chair: Ambika Raj, California State University, Los Angeles
Presenters: Venessa Lizarde, Los Angeles Unified School District, California, “Story Boxes for the Visually Impaired”
Ryan Hannig, Total Education Solutions, Los Angeles, California, “Visual Literacy”
Andrea Mauk, Los Angeles Unified School District, California, “ELL and Gifted Students”

C.28 HOW PICTURES TALK: EXPLORING CHARACTER IN PICTURE BOOKS (E–T)
Studio Room 7, Main Floor by Grand Garden Arena
These presenters will explore the devices that picture book illustrators use to convey characters’ traits, feelings, and thoughts, and children’s attention to these devices as they interpret the characters. Audience members will be invited to participate in small groups to investigate how illustrators develop characters in a variety of quality picture books.
Chair: Lori Prior, The University of Texas, San Antonio
Presenters: Angeli Willson, The University of Texas, San Antonio
Lori Prior, The University of Texas, San Antonio
Miriam Martinez, The University of Texas, San Antonio

C.29 UNLEASHING AND HARNESING THE POWER OF TALK TO CONSTRUCT AND DEMONSTRATE MEANINGFUL UNDERSTANDINGS OF TEXTS, OURSELVES, AND THE WORLD (M)
Room 306, Level Three
Presenters in this session will explore the valuable role of talk in the middle school classroom, from collaborative talk that helps students to move from confusion to insight as they read, to the more deliberately crafted talk that allows them to feel the power of the spoken word to move and change hearts and minds.
Chair: Mary Ehrenworth, Teachers College Reading and Writing Project, New York, New York
Presenters: Vicki Vinton, independent literacy consultant, Brooklyn, New York
Jessica Cuthbertson, Aurora Public Schools, Colorado

C.30 INTEGRATING GLOBAL AND INTERNATIONAL CHILDREN’S LITERATURE TO IGNITE SOCIAL JUSTICE (M)
Room 203, Level Two
These presenters will share several components of their course experiences that inspired transformative learning for them, and introduce intercultural curricular models and ideas for the classroom such as booklists and paired text sets. They will also demonstrate multiple applications for global and international children’s literature which promote social justice and intercultural education.
Chair: Yoo Kyung Sung, University of New Mexico, Albuquerque
Presenters: Genny O’Herron, University of New Mexico, Albuquerque
Breshaun Joyner, University of New Mexico, Albuquerque
Jennifer Buntjer, University of New Mexico, Albuquerque

C.31 TURNING OVER THE REINS: CREATING STRUCTURES FOR STUDENT-LED DISCUSSION (M–S)
Rainbow Room 123, Level One
As career educators devoted to improving urban education, few things give us more pleasure than the moments when the students run the classroom. Empowering students to lead their own discussions increases buy-in, fosters an intellectual community, and improves student writing. The presenters in this interactive session will offer concrete strategies for encouraging text-based, student-led discussions.
Chair: Joanna Dolgin, New York, New York
Presenters: Kathleen Schechter, East Side Community High School, New York, New York, “Fostering Independence in the Reading and Discussion of Nonfiction Texts”
Leona Gross, East Side Community High School, New York, New York, “Empowering Middle School Students to Run Their Own Literary Discussions”
Joanna Dolgin, New York, New York, “Student-Led Text-Based Seminars in the High School Classroom”
Elisa Zonana, East Side Community High School, New York, New York

C.32 BUT IT IS IN THE ANTHOLOGY (M–S)
Rainbow Room 308, Level Three
These presenters will discuss how the political climate has forced teachers to change how and what they teach.
Chair: Yolanda Sotelo, Tucson Unified School District 1, Arizona
Presenters: Sally Rusk, Pueblo High School, Tucson, Arizona
Yolanda Sotelo, Tucson Unified School District 1, Arizona
C.33 SUPPORTING EXCELLENCE, TRANSFORMING OUR PROFESSION (G)
Studio Room 1, Main Floor by Grand Garden Arena

In this interactive session, the presenters will suggest two ways in which to redesign the education system so that it develops, supports, and celebrates accomplished teaching, and makes our profession what it truly deserves to be.

**Chair:** Kristin Hamilton, University of Maryland, College Park

**Presenters:**
- Ron Thorpe, President and CEO, National Board for Professional Teaching Standards, Washington, DC, “Advancing the Teaching of the English Language Arts: Our Best Thinking”

C.34 WRITING, TECHNOLOGY, AND THE COMMON CORE (M–S)
Grand Ballroom Room 119, Level One

National Writing Project Teacher Consultants will demonstrate how to invigorate the learner and teacher alike through innovative writing instruction, by exploring different genres and technologies and using the Common Core State Standards as the foundation.

**Chair:** Troy Hicks, Central Michigan University, Mount Pleasant

**Presenters:**
- Elizabeth Nelson and Penny Lew, Chippewa River Writing Project, Greenville, Michigan, “Narrative Writing”
- Jeremy Hyler, Chippewa River Writing Project, Greenville, Michigan, “Informational Writing”
- Erin Busch-Grabmeyer, Chippewa River Writing Project, Alma, Michigan, “Argumentative Writing”

C.35 RIDING THE WAVE OF BLOOD AND BRAINS INTO THE SOULS OF OUR STUDENTS (M–S–T)
Grand Ballroom Room 114, Level One

How can teachers reanimate lifeless English classrooms? Three teachers who have lived and worked among the moldering masses will share how they breathed life into the traditional language arts curriculum through connections to pop culture.

**Chair:** Chris Crowe, Brigham Young University, Provo, Utah

**Presenters:**
- Jonathan Ostenson, Brigham Young University, Provo, Utah, “Bringing Life to Grammar Instruction”
- Deborah Dean, Brigham Young University, Provo, Utah, “Bringing Writers to Life”
- Chris Crowe, Brigham Young University, Provo, Utah, “Using the Undead as a Bridge to Reading”

C.36 THE POWER OF QUESTIONS: URBAN TEACHERS CREATING SOCIAL JUSTICE CURRICULUM WITH ESSENTIAL QUESTIONS (M–S–T)
Room 106, Level One

Essential questions can move students to action. In this session, urban teachers will show how to use essential questions to connect learning objectives and creative projects with literature, to move students from textual knowledge to social action. Workshop activities on how to use essential questions for social justice will be demonstrated.

**Chair:** Laura Snyder, Brown University, Providence, Rhode Island

**Presenters:**
- Laura Snyder, Brown University, Providence, Rhode Island, “Creating Identity and Community through Essential Questions-Based Creative Projects”
- Elizabeth Gore, Leadership Public Schools, Richmond, California, “Using Critical Theory and Essential Questions to Interrogate Literature and Community”

C.37 LITERACY IN THE EYES, HANDS, AND BODIES OF STUDENTS: TEACHING LITERACY THROUGH THE ARTS IN WESTERN AND SOUTHERN CITIES (M–S–C–T)
Premier Ballroom Room 314, Level Three

Techniques and materials from the visual and dramatic arts are perfect tools for engaging students’ eyes, hands, and bodies as they read literature, compose texts, and think critically in English classrooms. Presenters in this session will describe practices which help students improve reading and writing, and gain confidence in speaking.

**Chair:** Michelle Zoss, Georgia State University, Atlanta

**Presenters:**
- Alisha White, Georgia State University, Atlanta, “Drawing Understandings of Literary Characters”
- Sherelle Patisaul, Winder-Barrow High School, Winder, Georgia, “Moving and Speaking Bodies as Critical Thinkers”
- Joanna Ho, Clark High School, Las Vegas, Nevada, “Storytelling in the Oral Tradition”
- Joanne Anglin, Rockdale Career Academy, Conyers, Georgia, “Student-Created Scripts and Films to Support Composing Practices”
- Gabrielle Alarcon, Sutton Middle School, Atlanta, Georgia, “Viewing Art, Reading the Autobiography of Malcolm X”
- Michelle Zoss, Georgia State University, Atlanta, “Visual Note-Taking for Striving Readers”
C.38 HELPING ENGLISH LEARNERS USE SIGNAL WORDS IN GRAPHIC NOVELS TO COMPREHEND SEQUENTIAL AND CAUSE/EFFECT RELATIONSHIPS (M–S–C–T)
Premier Ballroom Room 312, Level Three
In this session, presenters will highlight the importance of teaching English learners to identify sequential and cause/effect relationships in order to comprehend upper-grade texts. Using excerpts from highly motivational graphic novels, they will model two interactive strategies (Sentence Strips + Timelines and Metacognitive Mapping) that offer an effective context for these comprehension processes.
Chair: Janice Pilgreen, University of La Verne, California
Presenters: Janie Stahly, University of La Verne, California
Lindsey Pilgreen, Pasadena Community College, California
Janice Pilgreen, University of La Verne, California
Bonnie Bicksler, University of La Verne, California

C.39 SHAKESPEARE SET FREE—ACT 3: HOW TABLETS, SMARTBOARDS, AND WEB 2.0 TOOLS CAN GET YOUR STUDENTS CLOSER TO SHAKESPEARE’S TEXTS (M–S–C–T)
Grand Ballroom Room 124, Level One
Sponsored by the Folger Shakespeare Library, open to all
These presenters will show how interactive (smart) boards and Web 2.0 technology can be used to teach Shakespeare in a production-based approach. These tools seamlessly integrate performance with technologies such as video, audio, and smartboards. 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: Chris Shamburg, New Jersey City University, Jersey City, “Shakespeare in Bytes and Pieces”
Gregg Long, Lake Park High School, Roselle, Illinois, “Bard 2.0: Using the Web and Online Resources to Teach Shakespeare”
Amy Ulen, Ridgeline Middle School, Yelm, Washington, “Give Me Your Hand—Art Thou Learned? Enhancing Performance-Based Shakespeare Units with Interactive Whiteboards”

C.40 REACHING OUT, REACHING IN: USING WRITING TO CONNECT AND INSPIRE MIDDLE SCHOOL AND COLLEGE STUDENTS (M)
Room 104, Level One
The Letter Exchange links middle school AVID students from primarily low-income families whose parents have not completed college with first-year university students from similar backgrounds. Panelists will share and elicit information about efforts to improve student writing, further academic achievement, and develop awareness of the expectations for college.
Chair: Ilene Miele, University of California, Santa Barbara
Presenters: Kristin Storey, RJ Frank Intermediate School, Oxnard, California, “From Middle School to College: Making Dreams Come True”
Kathy Patterson, University of California, Santa Barbara, “Writing with Authority: Novice Writers Take the Role of Expert”
Ilene Miele, University of California, Santa Barbara, “Tough Times Inspire Creative Solutions”
Robert Krut, University of California, Santa Barbara, “Expanding Contexts: New Assignments, New Avenues, New Arenas”
Jennifer Johnson, University of California, Santa Barbara, “Reading, Writing, Speaking: Making Mentors Out of First-Year College Students”
Leslie Hammer, University of California, Santa Barbara, “What’s in It for Me? College Students’ Perspectives on the Letter Exchange”

C.41 PORTFOLIOS: VOICES AND CHOICES IN THE ENGLISH CLASSROOM (S)
Premier Ballroom Room 309/310/311, Level Three
Often lacking in portfolios is genuine reflection and voice—the most engaging and relevant piece. Portfolios can promote rich narratives and ignite a desire to write. Pop culture and 21st century technology makes this real to them. These presenters will argue that when the connection is there, this is not just an assignment, it’s their life.
Chair: Michelle Swinford, Bozeman High School, Montana
Presenters: Jane Wyatt, Bozeman High School, Montana
Michelle Swinford, Bozeman High School, Montana
Marguerite Nutt, Bozeman High School, Montana

C.42 CONCEIVING, CREATING, AND MAINTAINING A HIGH SCHOOL WRITING CENTER (S)
Room 302, Level Three
These presenters are writing instructors from two high schools and a large research university who direct writing centers staffed by peer tutors. The high school directors will tell how they dream and ignite their centers. The
university director will describe efforts to connect the high school writing centers in his area.

**Chair:** Clyde Moneyhun, Boise State University, Idaho  
**Presenters:** Jesse Moneyhun, Boise High School, Idaho, “How to Start a High School Writing Center”; Clyde Moneyhun, Boise State University, Idaho, “Networking Writing Centers”  
Maura Brantley, Mountain Home High School, Idaho, “Teacher/Tutor Collaborations”  
Anna Daley, Mountain View High School, Idaho, “Trusting the Tutors”

---

**Poster Session**

**C.43 SECONDARY GALLERY OF POSTERS**  
**PART I (S)**  
**Grand Ballroom Foyer, Level One**

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** | **Titles and Presenters**  
--- | ---  
1 | “Teaching Critical Literacy for the 21st Century: Igniting New Possibilities for Traditional and Contemporary Texts,” Marci Glaus and Bailey Herrmann, graduate students, University of Wisconsin, Madison, and Jessica Gallo, University of Wisconsin, Madison  
2 | “Conceding the Necessity of School: Scout, Atticus, and Learning to Read,” Lori Atkins Goodson, Wamego High School, Kansas, and Todd Goodson, Kansas State University, Manhattan  
3 | “Digital Conversations: Pair Urban Youth with Preservice Teachers to Explore Academic Language and Youth Literacy Practices,” Robyn Seglem, Illinois State University, Normal  
4 | “YA Futuristic Dystopias: Dream the Solution, Connect the Research, Ignite the Future,” Kimberly Jones, Auburn University, Alabama, and Latasha Hamilton, doctoral student, Auburn University, Alabama  
5 | “Learning Centers in Secondary Classrooms: Feasible and Fantastic,” Summer Mossofan Barry, Dixie State College, St. George, Utah

---

**C.44 LIGHTING FIRES IN THE CLASSROOM: SPARKING MORE EFFECTIVE RESPONSES TO POETRY (S)**  
**Grand Ballroom Room 115, Level One**  
**Sponsored by the College Board AP Literature and Composition Development Committee, open to all**

Using multimedia sources and questions from the AP Literature and Composition Exam, experienced teachers from the AP Literature and Composition Development Committee will describe stimulating strategies for teaching poetry and discuss how students can transcend passive reading, formulate thoughtful interpretations, and craft cogent, insightful responses to poetry.

**Chair:** Minaz Jooma, Millburn High School, New Jersey  

---

**C.45 PASSIONQUEST: CLASSROOM OUTFITTERS FOR INQUIRY ADVENTURE (S)**  
**Grand Ballroom Room 111, Level One**

Learning is NOT a spectator sport. Challenge your students to rappel into research on the ropes of their passions, questions, and dreams. Have them grapple to tackle mountains of metaphor, and RAFT in uncharted terrain. No helmet required, just your strong heart and nerves of steel.

**Chair:** Nanci Werner-Burke, Mansfield University, Pennsylvania  

---

**C.46 AH HA! ALLUSIONS: CONNECTING THE LITERARY DOTS (S)**  
**Grand Ballroom Room 120, Level One**

Would your students know how to describe a “Walter Mitty” or a “Panglossian”? Clearly, literature builds upon other literature and we can’t possibly read it all. Come learn how to research and integrate some “ah-ha” allusions into your existing lesson plans to help your students connect the literary dots.

**Chair:** Kristina Adams, Beavercreek High School, Ohio  
**Presenters:** Debbie Hermane, Beavercreek High School, Ohio, “Biblical Allusions”; Sara Anderson, Beavercreek High School, Ohio, “Pop Culture Allusions”; Kristina Weiss, Beavercreek High School, Ohio, “Mythological Allusions”
C.47 BEYOND BOUNDARIES: COLLABORATIVE AND TRANSNATIONAL RESEARCH IN LITERACY, SOCIAL JUSTICE, AND SERVICE LEARNING (S–C)
Room 307, Level Three
These panelists will present individual, yet interconnected research and engage attendees in a critical conversation about collaborative research and transformative teaching methods that can empower students to be agents in their communities, in their classrooms, and with their own learning process.
Chair: Marcelle Haddix, Syracuse University, New York
Presenters: Tamara Butler, student, The Ohio State University, Columbus, “Echoes and Revolutions: Uncovering Foundations of Activism through Cross-Generational Narratives”
Emily Nemeth, doctoral student, The Ohio State University, Columbus, “Reconceptualizing Pedagogical Approaches to Empower Youths’ Literacy Practices”
Heather Hill, doctoral student, The Ohio State University, Columbus, “Mutuality as Requisite for Coalition in a Flat World: Constructing Shared ‘Place’ Online Amongst Ethnically-Different Marginalized Girls in America”
Discussant: Lisa Patel Stevens, Boston College, Chestnut Hill, Massachusetts

C.48 KEEPING THEM OFF THE LEDGE: SUPPORTING THE DEVELOPMENT OF PRESERVICE AND EARLY CAREER ENGLISH TEACHERS (S–C–T)
Room 103, Level One
In an effort to support the growth of English educators, a panel of university faculty and early career teachers will discuss instructional strategies and partnerships which promote the development of preservice teachers and the ongoing support and recognition of early career teacher leaders in English education.
Chair: Somer Lewis, University of North Carolina, Wilmington
Presenters: Denise Ousley-Exum, University of North Carolina, Wilmington
Taylor Thomas, Ashley High School, Wilmington, North Carolina
Jana Clancey, New Hanover High School, Wilmington, North Carolina

C.49 INTRODUCING, INTEGRATING, AND ASSESSING CRITICAL THINKING ACROSS THE CORE CURRICULUM AND ACROSS MAJORS (C)
Room 102, Level One
At liberal arts colleges, teachers who address critical thinking as a student-centered learning outcome in the core curriculum and in the majors are faced with a daunting task. Presenters in this workshop will demonstrate how to introduce, integrate, and assess critical thinking skills across the core and majors at the liberal arts college.
Chair: Scott Ritchie, Kennesaw State University, Georgia
Presenters: Lois J. Sheer, Historically Black Colleges and Universities—General Education Alliance, Atlanta, Georgia
Hazel Ervin, Paine College, Augusta, Georgia

C.50 DIGITAL DREAMS AND VIRTUAL VISIONS: MULTIMODAL COMPOSITION AND THE VARIOUSLY PREPARED COLLEGE WRITER (C)
Room 202, Level Two
This panel will examine the ways in which modern technology and electronic media offer educators and students the tools through which the landscapes of learning can be transformed. Presenters will show how practitioner research demonstrates not only the liberatory advantages afforded to college writers by multimodal mediums but also how these tools can inspire a more democratized classroom environment in which the primacy of identity is valued and all participants are co-learners, engaged in an ongoing process of discovery.
Chair: Debra Goodman, Hofstra University, Hempstead, New York
Presenters: Josefa Pace, Hofstra University, Hempstead, New York
Elizabeth Hynes-Musnisky, Nassau Community College, Garden City, New York and Hofstra University, Hempstead, New York
Marilyn Buono, Hofstra University, Hempstead, New York
Melinda Smith, Hofstra University, Hempstead, New York

88 Friday Afternoon, 12:30–1:45 p.m.
C.51 PREPARING ENGLISH TEACHERS TO USE TECHNOLOGY IN PEDAGOGICALLY SOUND WAYS: A MULTIFACETED APPROACH (C)
Room 101, Level One
Digital literacies have the power to lead students to dream, connect, and ignite their own learning. Successfully preparing English teachers to create dynamic, technology-rich learning experiences requires a multifaceted approach by teacher preparation programs. This panel will discuss one teacher preparation program’s efforts to dramatically transform preservice teacher learning experiences and effectively prepare its candidates for their 21st century classrooms.

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

C.52 IMPROVING STUDENT LEARNING IN THE EFL CLASSROOM (C)
Vista Ballroom Room 207, Level Two
Presenters in this session will describe the use of mediated and theme projects as strategies for improving literacy learning in the EFL classroom (in China and Taiwan).

Chair: Natalie Dorfeld, Brookfield, Ohio
Presenters: Yang Wang, University of Missouri, Columbia, and Chao Liu, Dongbei University of Finance and Economics, Dalian, China, “Mindful Learning in English as a Foreign Language Learning Class”
Ivy Haoyn Hsieh, Tamkang University, Yilan, Taiwan, “Developing Critical Thinkers through Literacy Activities in an EFL Classroom: An Action Research Approach”

C.53 SUPPORTING AND EMPOWERING GRADUATE student writers: THE IMPLEMENTATION OF A DOCTORAL WRITING SEMINAR (C)
Vista Ballroom Room 208, Level Two
In this session, two higher education faculty members will share their experiences as they refined and implemented a required doctoral writing seminar. They will describe the structure of the seminar, its successes and challenges, reflections from graduate student writers, and plans for moving this course into the future.

Chair: Teresa Christenson, Hamline University, St. Paul, Minnesota
Presenters: Barbara Swanson, Hamline University, St. Paul, Minnesota
Teresa Christenson, Hamline University, St. Paul, Minnesota

C.54 THE USE OF BOOK CLUBS TO IGNITE PASSION IN TEACHER EDUCATION (T)
Studio Room 10, Main Floor by Grand Garden Arena
In this session, three teacher educators will share how they use book clubs to ignite preservice teachers’ curiosities about the world around them, the students they will be teaching, and the ways in which they are impacted by historical, cultural, and family ideologies and how those beliefs influence their reading of the world.

Chair: Stephanie Jones, The University of Georgia, Athens
Presenters: Hilary Hughes-Decatur, Virginia Commonwealth University, Richmond
Sarah Bridges-Rhoads, Georgia State University, Atlanta
Stephanie Jones, The University of Georgia, Athens
Friday Luncheons
12:30–2:15 p.m.

Middle Level
Premier Ballroom 318/319/320,
Level Three

Conference on English Education
Grand Ballroom Room 116,
Level Three

Presiding: Jeffrey N. Golub, Seattle, Washington
Introducing and Presenting Edwin A. Hoey Award: Lori Atkins Goodson, Wamego High School, Kansas
Winner of the Edwin A. Hoey Award: Jason Griffith, Lambermont Middle School, Carlisle, Pennsylvania
Introducing Speaker: Michael Yokoun, Independent Day School, Tampa, Florida
Speaking: Lemony Snicket, author of many popular books (pen name Daniel Handler), had an unusual education and a perplexing youth, and now endures a despndent adulthood. His previously published books include the thirteen volumes in A Series of Unfortunate Events, The Composer Is Dead, and 13 Words. His forthcoming book Who Could That Be at This Hour? is the first question in All the Wrong Questions, a new series available to the general public starting on October 23, 2012. He is represented in all matters literary, legal, and social by Daniel Handler, author of the Printz Honor-award winning Why We Broke Up.

Presiding: Marshall George, Fordham University, New York, New York
Introducing Speaker: David E. Kirkland, Michigan State University, East Lansing and New York University, New York
Speaking: Jonathan Kozol. In the passion of the civil rights campaigns of 1964 and 1965, Kozol gave up the prospect of a promising and secure career within the academic world. moved from Harvard Square into a poor African American neighborhood of Boston, and became a fourth-grade teacher. He has since devoted his life to the challenge of providing equal opportunity within our public schools to every child, of whatever racial origin or economic level. He is presently the most widely read and highly honored education writer in America. Some of his award-winning and bestselling titles include Amazing Grace: The Lives of Children and the Conscience of a Nation, Death at an Early Age, and The Shame of the Nation. Kozol’s newest title, Fire in the Ashes, includes powerful stories about the children he has followed over the past 25 years. The stories are interwoven with descriptions of the crisis in our public schools and the decency of teachers who fight the odds to defend the dignity of children who are largely written off by society.

Those without meal tickets who wish to hear the luncheon speakers will find limited seating at the rear of the room. The speakers are not likely to begin their remarks until 40–60 minutes after the beginning of the meal, so auditors need not be present at the beginning of the function.
Meetings

CCCC New Executive Committee Member Orientation
12:30–4:30 p.m.
Diego Restaurant, Convention Center Walkway
Chair: Malea Powell, Michigan State University, East Lansing

Research in the Teaching of English Editorial Board Meeting
12:30–1:45 p.m.
Sea Blue Restaurant, Convention Center Walkway

Do you know how to get into the Connected Community to find additional handouts? Go to the NCTE Central Membership Booth for help.
## D Sessions

### 2:30–3:45 p.m.

<table>
<thead>
<tr>
<th>Tech-on-the-Go</th>
<th>Capturing Student Work, Creating Digital Portfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2:30–3:45 p.m.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Level Two Foyer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>New Tricks Worth Your Time</strong></td>
<td></td>
</tr>
<tr>
<td>We all want to work toward innovation and need a space to think about how a favorite practice can be transformed with technology. This conversation will give holistic and specific ideas for those new to technology but not new in the classroom. Tools discussed will reflect participants’ questions and may include Google Tools, blogs, wikis, podcasts, and social networking.</td>
<td>As mobile devices become more and more a part of our teaching and learning, there are powerful tools that we can use to capture students’ work and reflections through image, audio, and video. Using mobile apps such as Evernote, VoiceThread, and Three Ring, this presenter will explore how to create digital portfolios that students can share with you, their families, and the world.</td>
</tr>
<tr>
<td><strong>Presenter:</strong> Katie Dredger, Virginia Tech, Blacksburg</td>
<td><strong>Presenter:</strong> Troy Hicks, Central Michigan University, Mount Pleasant</td>
</tr>
</tbody>
</table>
**Featured Session**

**D.01 Ignite Spotlight:**

**Accomplished Teaching: Owning Our Profession (G)**

Antero Garcia, Kristin Hamilton, Ron Thorpe, Ian Salzman, Janelle Quintans Bence, Zanetta Robinson, Cheryl Redfield, Anne Ruggles Gere, Jason Griffith, and Shelbie Witte

**Premier Ballroom Room 314, Level Three**

This session will open with a 20-minute talk by Ron Thorpe who will stimulate your thinking about the contributions of accomplished teachers to the profession. He will be followed by nine Ignite speakers who will each show 20 slides and share their experience and insights on how teachers critically examine their practice, sharpen their sense of agency, or collaborate with others to advance our profession.

**Chair:** Shelbie Witte, NBCT EA/ELA, Florida State University, Tallahassee

**Presenters:**
- Ron Thorpe, President and CEO, National Board for Professional Teaching Standards, Washington, DC, “Improving Student Learning: Taking the Lead”
- Cheryl Redfield, NBCT, Teaching Ambassador Fellow, U.S. Department of Education, Washington, DC, “RESPECTing Teachers”

**Literacy Team Members:** Shelbie Witte, NBCT EA/ELA, Florida State University, Tallahassee, “The Faces of Accomplished Teaching”

---

**D.02 CONFRONTING BULLYING THROUGH DRAMA AND MULTIMODAL TEXTS (M)**

**Vista Ballroom Room 208, Level Two**

In this session, the presenters will describe drama, literature, and multimodal resources which can help students confront bullying and harassment in their lives. They will also share multicultural books and videos and other multimodal resources that can be effectively used to confront bullying and harassment in middle school classrooms.

**Chair:** Roxanne Henkin, The University of Texas, San Antonio

**Presenters:**
- Paula Ressler, Illinois State University, Normal, “Confronting LGBTQ Bullying through Drama”
- Roxanne Henkin, The University of Texas, San Antonio, “Implementing NCTE’s Resolution on Confronting Bullying and Harassment in Our Classrooms: Where Do We Start?”
- Shannon Blady, Alamo Heights Independent School District, San Antonio, Texas, “Mixed-Media Moxie: Students Express Their Opinions on and Experiences with Bullying through Multimodal Projects”

**Respondent:** Shannon Blady, Alamo Heights Independent School District, San Antonio, Texas
D.04 PROFESSIONAL DEVELOPMENT AS INQUIRY CONTINUED: DO WE STILL HAVE TO DO THIS? (G)
Vista Ballroom Room 207, Level Two
What is it like to provide ample time for professional growth? How do we help change practice? In this session, an administrator and two instructional coaches will describe their use of the inquiry approach and invite participants to engage in conversation about this approach to professional development.
Chair: Jennifer Wheat, MSD of Pike Township, Indianapolis, Indiana
Presenters: Jennifer Wheat, MSD of Pike Township, Indianapolis, Indiana
Katherine Reed, MSD of Pike Township, Indianapolis, Indiana
Karen Goldstein, MSD of Pike Township, Indianapolis, Indiana
Patricia Burton, MSD of Pike Township, Indianapolis, Indiana

D.05 THE POWER OF E-TEXTS: BUILDING A NEW VISION OF TEACHING, LEARNING, AND CONNECTING THROUGH DIGITAL DEVICES (G)
Grand Ballroom Room 124, Level One
Participants and presenters will examine how to ignite the ELA classroom using electronic texts and e-tablets. Discussions will provide a critical view of e-readers and explore various approaches for teaching young adult literature, digital story writing, and Shakespeare.
Chair: Carol Pope, North Carolina State University, Raleigh
Presenters: Nicole Nesheim, North Carolina State University, Raleigh, “The Modern, Multidimensional Shakespeare”
Sheryl Long, Chowan University, Murfreesboro, North Carolina, “Using iPads to Ignite the Creative Spark in Primary Writers”
Carol Pope, North Carolina State University, Raleigh, “E-Readers vs. Traditional Texts: Insights from Readers and Young Adult Literature”
Reactor/Respondent: Margaret (Meg) Dulanev, North Carolina State University, Raleigh

D.06 TEACHING TEXT RHETORICALLY (S-C-T)
Room 204, Level Two
A task force was created to address the reduction of remediation in English in California. This Expository Reading and Writing Curriculum group will discuss what it is to teach reading, writing, and critical thinking rhetorically, and what it has meant in the 360 schools in which it has been adopted, and in the state of California’s schools in general.
Presenters: John Edlund, California State Polytechnic University, Pomona
Marcy Merrill, California State University, Sacramento
Karin Wescom, Elk Grove High School, California
Chris Street, California State University, Fullerton
Micah Hendian, Grossmont College, El Cajon, California
D.07 FINDING EXCITEMENT IN GRAMMAR (G)
Hollywood Theater, Main Floor across from the Grand Buffet Restaurant
These presenters will discuss and demonstrate how to make teaching grammar engaging and interesting for all grade levels. They will also include a brief musical performance of grammar songs which they have created that are based on melodies of famous songs.
Chair: Sarah Prisaznuk, State University of New York, Fredonia
Presenters: Sarah Prisaznuk, State University of New York, Fredonia
Emily Paccia, student, State University of New York, Fredonia
Susan Spangler, State University of New York, Fredonia
Tomi Stratton, State University of New York, Fredonia

D.08 PLAYING WITH WORDS: USING GAMES AND TECHNOLOGY TO ENCOURAGE VOCABULARY DEVELOPMENT AND TO ASSESS STUDENT WRITING (G)
Grand Ballroom Room 120, Level One
In this session, the presenters will demonstrate new instructional strategies for engaging today’s learners, encouraging vocabulary development, and evaluating student writing.
Chair: Kelli Stair, National Writing Project, Edwardsburg, Michigan
Sarah Ressler Wright, R.B. Hayes High School, Delaware, Ohio, “Playing with Words: Short, Fun, and Thought-Provoking Games for Vocabulary Development”
Melanie Mayer, Port Aransas Independent School District, Corpus Christi, Texas, “A Dinosaur in a China Cabinet: Breaking Plates and Breathing Fire!”

D.09 A DAY WITH READWRITE THINK.ORG: INCORPORATING TOOLS ACROSS THE CURRICULUM (G)
Studio Room 2, Main Floor by Grand Garden Arena
You may be familiar with the amazing resources on ReadWriteThink.org, but how can you use these resources beyond your language arts lessons? In this session, you will discover tips about how to use ReadWriteThink.org in your educational setting throughout the entire school day. These presenters will discuss reading, writing, listening, and speaking across the curriculum as well as complementary 21st century skills.
Chair: Lisa Storm Fink, National Council of Teachers of English, Urbana, Illinois
Presenters: Christy Simon, National Council of Teachers of English, Urbana, Illinois
Lisa Storm Fink, National Council of Teachers of English, Urbana, Illinois

D.10 TURN IT UP TO 11: ROCK AND ROLL AND YA LITERATURE (G)
Studio Room 1, Main Floor by Grand Garden Arena
From R & B to classic rock to grunge to hip-hop, what we listen to shapes the stories we create. Join Janet Tashjian (For What It’s Worth, The Gospel According to Larry), Cecil Castellucci (The Year of the Beasts), and Blake Nelson (Girl, Rockstar Superstar, and Recovery Road) as they discuss how their record collections have influenced their novels and how the energy of rock and roll fuels their connections to their characters and their readers.
Chair: Melissa Williamson, Arizona State University, Tempe
Presenters: Janet Tashjian, author, Christy Ottaviano Books, Playa Vista, California
Cecil Castellucci, author, Candlewick Press, Somerville, Massachusetts

D.11 APPROPRIATING MEDIA: DILEMMAS AND CHOICE (G)
Studio Room 9, Main Floor by Grand Garden Arena
This session will examine the digital media composition process of collaborative groups.
Presenters: Mary Beth Hines and Jennifer Conner-Zachocki, Indiana University, Bloomington, “I Don’t Play That Game! The Dilemmas of Appropriating Social Networking Tools for the ELA Classroom”
Candance Doerr-Stevens, University of Minnesota, Minneapolis, “Appropriating a Media Voice: The Multimodal Struggle in Digital Media Composition”
Nicholas Husbye, University of Missouri, St. Louis, “Playing through/Designing for Gendered Differences in the Process of Film Production”

D.12 IGNITE THE FIRE WITHIN: TEACHER LEARNING, TEACHER PRACTICE, AND LITERACY COACHING (G)
Vista Ballroom Room 210, Level Two
“The Fire Next Time,” James Baldwin writes. Our learning, practices, and coaching as teachers demand that we be responsive and reflective. Join these presenters to learn about professional growth and leadership that impacts our achievement, and our students’ achievement too.
Chair: V. Lois Taylor, Howard University, Washington, DC
Presenters: Ayanna Jenkins, Ralph Ellison High School, Chicago, Illinois, “Bringing the Spark Back to Your Teaching Practice”
Maika Yeigh, Willamette University, Portland, Oregon, “The Context of Teacher Learning and the Impact on Student Achievement”

Continued on following page

D.13 CONNECTION AND DISCONNECTION: NEGOTIATING MEANING WITH CULTURAL TEXTS (G)
Room 205, Level Two
Sponsored by the Standing Committee on International Concerns, open to all

In this panel, the presenters will explore the negotiation of meaning with cultural texts for English language learners and the building of bridges between cultural worlds.

Co-chairs: Helen Berg, Sam Houston State University, Huntsville, Texas
Mary Petron, Sam Houston State University, Huntsville, Texas
Presenters: Angelica Fuentes, The University of Texas, Brownsville, “Negotiating Meaning in a College World Literature Course Situated on the Texas-Mexico Border”
Barbara Grebeck, Mary Petron, and Helen Berg, Sam Houston State University, Huntsville, Texas, “Cultural Texts and Immigrant Children”
Lori Assaf, Texas State University, San Marcos, “South African Teachers’ Pedagogical Practices: Generative Change and Cultural Texts”
Padmore Abgembiese, The Ohio State University, Columbus, “Crossing the Nile with Jonathan Swift: Semantic and Cultural Issues in Interpreting Classical Texts in an L2 Classroom”

D.14 READ-CONNECT-WRITE: IGNITING INFORMATIONAL WRITING (G)
Room 101, Level One

Informational writing. Expository writing. Standards and tests are clamoring for more and teachers want to take their students’ informational writing to the next level. Come explore how you can help students of any age fall in love with and excel at informational writing.

Chairs: Jeff Anderson, NCTE Consultant, San Antonio, Texas
Presenters: Jeff Anderson, NCTE Consultant, San Antonio, Texas, “Ignite Revision with Mentor Text”
Terry Thompson, North East Independent School District, San Antonio, Texas, “Ignite the Reading-Writing Connection”
Mark Overmeyer, Cherry Creek Schools, Greenwood City, Colorado, “Ignite Ideas for Informational Writing”

D.15 TALKING BACK TO EDUCATIONAL RAINBOW INEQUALITIES: A LETTER FROM A BLACK MOM TO HER SON (G)
Room 8, Main Floor by Grand Garden Arena

The rhetoric of school reform hides the facts: students of color continue to be underserved in our educational system. They are more likely to be pushed out of school by the curriculum, tests, and disciplinary actions. Through an examination of their personal histories, these presenters will talk back to educational inequalities.

Chair: Linda Christensen, Lewis and Clark College, Portland, Oregon
Presenters: Dyan Watson, Lewis and Clark College, Portland, Oregon
Elizabeth Schlessman, Woodburn Public Schools, Oregon
Dianne Leahy, Portland Public Schools, Oregon
Mark Hansen, Portland Public Schools, Oregon
Linda Christensen, Lewis and Clark College, Portland, Oregon

D.16 Author Strand

JANETTE RALLISON, APRILYNNE PIKE, AND R.J. (REBECCA) ANDERSON

Fae-Tal Attraction: The Timeless, International Appeal of Faerie Folk in Young Adult Literature (G)
Room 102, Level One

Janette Rallison
Aprilynne Pike
R.J. (Rebecca) Anderson

Why do stories about fairies and elves have such staying power? What draws teens throughout the world to these stories, and what do they take away from them? Three faerie-focused young adult fantasy writers will discuss fairies in YA literature in an interactive discussion, and invite audience questions and comments.

Chair: Janni Lee Simmer, author, Random House Books for Young Readers, New York, New York
Presenters: Janette Rallison, Walker/Bloomsbury, New York, New York
Lerner Books, Minneapolis, Minnesota, and Hachette, United Kingdom

96  Friday Afternoon, 2:30-3:45 p.m.
D.17 THE ABC’S OF THE COMMON CORE STANDARDS AND USING THEM TO MAKE YOUR YOUNG AUTHORS’ NONFICTION WRITING COME ALIVE! (E)
Room 103, Level One
In this session, a renowned educator, Dr. Nance S. Wilson, and an award-winning children’s book author, Steve Swinburne, will explain the new Common Core Standards and demonstrate how teachers can kickstart a passion for writing and reading nonfiction in the classroom.
Chair: Steve Swinburne, Stephen Swinburne Children’s Books, South Londonderry, Vermont
Presenters: Steve Swinburne, Stephen Swinburne Children’s Books, South Londonderry, Vermont
Nancy S. Wilson, Lourdes University, Sylvania, Ohio

D.18 DIFFERENT WAYS TO USE READ-ALOUDS ACROSS THE DAY (E)
Room 105, Level One
Read-Alouds are not just for reading aloud. They are an opportunity for learners to experience the power and uses of text. In this workshop, presenters will explore the educational uses of fiction and informational texts, including comprehension skills, author’s craft, and content area knowledge.
Chair: Reba Wadsworth, consultant/author, Decatur, Alabama
Presenters: Katie Wears, Teachers College Reading and Writing Project, New York, New York
Brianna Parlitsis, Teachers College Reading and Writing Project, New York, New York
Sadie Halim, Teachers College Reading and Writing Project, New York, New York
Alexis Czeterko, Teachers College Reading and Writing Project, New York, New York

D.19 YES! COMMON CORE AND COACHING CAN BE INSPIRING! (E)
Studio Room 7, Main Floor by Grand Garden Arena
Come and learn ways to collaborate effectively within different contexts: teacher to literacy coach, teacher to teacher, and teacher to student assessment practices.
Chair: Bethanie Fletcher, University of Houston, Texas
Presenters: Robyn Waters, P.S. 230, New York, New York, “Creating a Differentiated Classroom through Individualized Goal-Setting and Assessment”
Lynne Smith and Tammie Sherry, Northern Kentucky University, Highland Heights, “Successes and Suggestions for Implementation of the Common Core State Standards”
Bethanie Fletcher, University of Houston, Texas, “To Mini-Me or Not to Mini-Me: A Literacy Coach’s Quest to Inspire Teachers”

D.20 DEEP STRATEGY INSTRUCTION IN GRADES 3–5 (E)
Vista Ballroom Room 209, Level Two
There is a difference between students’ ability to name comprehension strategies and their ability to apply them. These presenters will explore how teachers who engage in deep strategy instruction can help students apply strategies independently. Video clips will highlight teaching for students’ use of comprehension strategies.
Chair: Denise N. Morgan, Kent State University, Ohio
Presenters: Jeffery L. Williams, Solon City Schools, Ohio
Denise N. Morgan, Kent State University, Ohio
Jessica Kobe, doctoral student, The University of Georgia, Athens
Katie Plesec, Solon City Schools, Ohio
Katy Fogarty, Solon City Schools, Ohio

D.21 EXPLORING WHAT IT MEANS TO BE HUMAN: GENRE AND DIVERSITY IN CHILDREN’S LITERATURE (G)
Room 104, Level One
Diverse classroom libraries can help students explore the full range of what it means to be human. Join panelists in examining and discussing diversity in a range of texts. Participants will receive handouts of recommended titles and suggestions for evaluating gender, historical socioeconomic characterizations, and disability in children’s literature.
Chair: Valerie Walker, Gustavus Adolphus College, St. Peter, Minnesota
Presenters: Valerie Walker, Gustavus Adolphus College, St. Peter, Minnesota, “Playing with Dis/Ability in Schneider Family Award-Winning Young Adult Literature”
Jacqueline LaRose, Eastern Michigan University, Ypsilanti
Suzanne Knezek, University of Michigan, Flint
Thomas Crisp, University of South Florida Sarasota-Manatee, Sarasota

D.22 MAKING THE DREAM A REALITY: CONNECTING CONCEPTS IN CHILDREN’S LITERATURE TO IGNITE WORD CONSCIOUSNESS AND VOCABULARY LEARNING FOR ALL STUDENTS (E–M)
Room 107, Level One
In this session, presenters will describe research-based, multifaceted techniques that make vocabulary instruction a dynamic part of every school day. They will engage participants in using semantic gradients, interactive word walls featuring semantic super clusters, and explorations of children’s literature using conceptually related vocabulary.
Chair: Brian Horn, Illinois State University, Normal
Presenters: Lorie Johnson, Vestavia Hills Elementary-West, Alabama
Connie Buskist, Auburn University, Montgomery, Alabama
Edna Brabham, Auburn University, Alabama
D.23  NOW MORE THAN EVER, POETRY HELPS US DREAM, CONNECT, AND IGNITE: THE NCTE EXCELLENCE IN POETRY FOR CHILDREN COMMITTEE SHARES RECENT FAVORITES (E–M)
Room 106, Level One
Sponsored by the NCTE Excellence in Poetry for Children Committee, open to all

Poetry is often the forgotten part of the language arts curriculum. Teachers may avoid teaching poetry because they are unfamiliar with good children’s poetry or have no idea how to incorporate poetry in the classroom. This session will feature great, recently published poems for children and the presenters will offer suggestions about how to teach them.

Chair: Terrell Young, Brigham Young University, Provo, Utah
Presenters: Mary Napoli, Pennsylvania State University–Harrisburg, Middletown
Jonda McNair, Clemson University, South Carolina
Terrell Young, Brigham Young University, Provo, Utah
Elaine Magliaro, author, Beverly, Massachusetts, retired
Rebecca Kai Dotlich, author, Carmel, Indiana

D.24  THE POWER OF CHOICE: STRENGTHENING INDEPENDENCE IN READERS AND WRITERS WORKSHOP (E–M)
Room 110, Level One

How do teachers encourage readers and writers to become wise, independent decision makers? Rituals and routines that nurture choice and collaboration lead to independent thinkers. This session will focus on the ways we, as educators, can work with children to strengthen their independence and support them in their efforts to become burgeoning readers and writers.

Chair: Patrick Allen, Douglas County Schools/PEBC, Denver, Colorado
Patrick Allen, Douglas County Schools/PEBC, Denver, Colorado, “Negotiating Independence: One-on-One Conferring with Readers”
Tony Keefer, Scottish Corners Elementary School, Dublin, Ohio, “Expanding a Writing Community: Moving beyond Classroom Walls”
AnnMarie Corgill, Trussville City Schools, Alabama, “Inviting Peer Collaboration: Group Conferring in Writers Workshop”

Room 303, Level Three

In this session, teachers and teacher educators will explore and demonstrate strategies, research, and practice that will lead students to become engaged readers at any age, and show how this in turn improves comprehension and motivation. They will discuss how to get students to read, even if they are reluctant readers.

Chair: William Williams, Concord University, Athens, West Virginia
Presenters: William Williams, Concord University, Athens, West Virginia, “Book Clubs in the Blue Ridge: Promoting Reading in Rural Appalachia”
Angela Williams, Virginia Tech, Blacksburg and Montgomery County Schools, Christiansburg, Virginia, and Beatrice Harris, Concord University, Athens, West Virginia, “Inspiring Young Readers through Rockin’ Read-Alouds and Sweet Storyboards”
Mary Alice Barksdale, Virginia Tech, Blacksburg, and Lisa Aker and Tracy Kwock, Montgomery County Schools, Christiansburg, Virginia, “Tailoring 4th Grade Comprehension Instruction to Meet the Needs of Individual Readers”

D.26  TOWARD “FULL-FLEDGED AUTHORING”: INTEGRATING CONTENT AND MECHANICS IN K–6 STUDENT WRITING (E–C–T)
Room 304, Level Three

This panel will offer relevant theory and practical strategies for improving K–6 students’ writing, with a particular focus on successfully integrating content and mechanics in effective and meaningful ways. Presenters will give examples of this effective integration from K–6 urban classrooms and participants will do a brief writing activity in conjunction with the session focus.

Chair: Daniel Meier, San Francisco State University, California
Presenters: Jamal Cooks, San Francisco State University, California, “Making All the Right Moves: Reading”
Daniel Meier, San Francisco State University, California, “Toward a Writing Mind: Effective Ways to Integrate Content and Mechanics in K–6 Student Writing”
Linda Kroll, Mills College, Oakland, California, “Teachers’ Thinking about Learning to Write: The Development of Voice and Conventions”

D.27  ONE YEAR LATER: USING BEST PRACTICES TO IGNITE THE COMMON CORE STATE STANDARDS (M)
Room 307, Level Three

The Common Core State Standards have been adopted by most of the states. In this session, presenters will share strategies implemented by teachers in two different states
who have collaborated, connected, and ignited the Standards in their classes for their students.

**Chair:** Tonya Perry, The University of Alabama, Birmingham

**Presenters:**
- Rod Leonard, Birmingham City Schools, Alabama, “Common Core Standards in the Urban Classroom”
- Rick Joseph, Birmingham Public Schools, Michigan, “Involving Students in the Learning Process”
- Mary James, Hoover City Schools, Alabama, “Getting Students to Think Critically”
- Kathleen Hayes-Parvinka, Southfield Public Schools, Michigan, “Nonfiction in the Middle School Classroom”
- Claire Hardin, Birmingham City Schools, Alabama, “Common Core Standards in the Middle School Classroom”
- Kristie Williams, Birmingham City Schools, Alabama, “Using Technology to Connect Students to the Demands of the Common Core”

**D.28 USING TECHNOLOGY-BASED METHODS AND TOOLS TO INSTRUCT, ASSESS, AND PROVIDE INDEPENDENT PRACTICE TO DIGITAL NATIVE LEARNERS OF ALL ABILITIES (M)**

**Grand Ballroom Room 123, Level One**

In this session, two middle school English teachers will collaborate to align their two middle schools and show teachers of all levels how to instruct and assess digital natives in the classroom using technology including iMovie, Inspiration 8, Tagxedo, Rubistar, and Edmodo.

**Chair:** Katherine Kelly-Garris, Penn Trafford Middle School, Trafford, Pennsylvania

**Presenters:**
- Brandy Lockwood, Trafford Middle School, Pennsylvania, “Literary Analysis through Multimedia: iMovie, Inspiration, and Edmodo”
- Katherine Kelly-Garris, Penn Trafford Middle School, Trafford, Pennsylvania, “Literary Analysis through Multimedia: iMovie, Inspiration, and Edmodo”

**D.29 21ST CENTURY CURRICULUM THROUGH A CLASSIC LENS (M)**

**Room 108, Level One**

In this session, four middle school teachers from different disciplines—English, history, Latin, and library media—will demonstrate how a study of early Greeks to the Age of Discovery can be integrated with 21st century skills, by employing an interdisciplinary curriculum and collaborative teaching.

**Chair:** Darcy Maloney, Louisville Collegiate School, Kentucky

**Presenters:**
- Laurie Vieth, Louisville Collegiate School, Kentucky
- Darcy Maloney, Louisville Collegiate School, Kentucky
- Crystal Kannapell, Louisville Collegiate School, Kentucky

**D.30 PROBLEMATIZING THE TEACHING OF ARGUMENTATIVE WRITING (S)**

**Room 306, Level Three**

The teaching of argumentative writing involves more than effectively teaching a written genre. These presenters will describe their research on the teaching of argumentative writing in secondary classrooms and explain how it shows teachers and students struggling with what counts as knowledge, reconciling contraries, shifting social identities, and what counts as rationality.

**Chair:** Greg Schreur, Grand Rapids Public Schools, Michigan

**Presenters:** Jennifer VanDerHeide, The Ohio State University, Columbus
- Jamie Smith, The Ohio State University, Columbus

**Discussant:** David Bloome, The Ohio State University, Columbus

**D.31 AUTHENTICITY + TECHNOLOGY = ENGAGEMENT (M–S)**

**Room 302, Level Three**

Every teacher’s goal is to take his or her students’ writing to the next level with a focus on authentic communication. DREAM big with us as we embrace the ways in which teenagers CONNECT in the 21st century and IGNITE the energy and potential within our classrooms.

**Chair:** Melinda Wallace, West Jackson Middle School, Jefferson, Georgia

**Presenters:**
- Melinda Wallace, West Jackson Middle School, Jefferson, Georgia, “Using Chat Rooms to Bring Students Together as a Community of Writers”
- Ann Hall, West Jackson Middle School, Jefferson, Georgia, “Taking the Pen-Pal Concept into the 21st Century”
- Sarah Cosey, West Jackson Middle School, Jefferson, Georgia, “Empowering Students with Online Literary Magazines”

**D.32 TEACHER-POETS: CONNECTING WITH STUDENTS THROUGH WRITING (M–S)**

**Grand Ballroom Room 122, Level One**

In this session, three poets who are full-time English teachers at the middle and high school levels will guide participants in poetry-writing exercises that use vivid mentor texts to inspire creative, poetic responses from teachers and students alike. Come ready to connect with colleagues and play with your writing.

**Chair:** Eleanor DesPrez, John Burroughs School, St. Louis, Missouri

**Presenters:**
- Eleanor DesPrez, John Burroughs School, St. Louis, Missouri, “Bright Light: Embarrassment as Inspiration”
- Melissa Simonds, John Burroughs School, St. Louis, Missouri, “Finding the Poems in Your Backyard”
- Melissa Pomerantz, University City, Missouri, “Discovering the Subconscious through Poetry”
D.33 FACILITATING CHOICE WITHIN CURRICULUM CONSTRAINTS (M–S) Room 109, Level One
Two middle school and two high school teachers will explain their rationale and methods for facilitating choice in reading for adolescent learners. These presenters will discuss research support and popular books, and attendees will leave with a variety of methods which they can use to facilitate choice in English, reading, and language arts classes.
Chair: Margaret Lincoln, Lakeview School District, Battle Creek, Michigan
Danielle Kulawiak, Mount Olive High School, New Jersey, “Understanding by Design and Differentiation of Reading Instruction”
Jillian Heise, Indian Community School of Milwaukee, Wisconsin, “Individual Choice and Text Sets in Place of the Whole Class Novel”
Sarah Andersen, Clio Area Schools, Michigan, “Thematic Connections: Pairing YA Novels with Classic Texts”

D.34 TEACHING THE HOLOCAUST THROUGH A SURVIVOR’S ART (M–S) Grand Ballroom Room 118, Level One
For educators faced with the challenge of teaching 21st century learners about the Holocaust, the inclusion of artwork offers a powerful resource to enhance literary study. In this session, a diverse panel of three English teachers, a school librarian, and most importantly, an artist who is a Holocaust survivor, will share lesson materials designed to enrich existing curriculum.
Chair: Margaret Lincoln, Lakeview School District, Battle Creek, Michigan
Presenters: Toshia Tillotson, Sacramento Diocese (St. Patrick’s Academy), California, “Art as an Introduction to the Holocaust for ELL Students”
Cynthia Schofield, Harper Creek Community Schools, Battle Creek, Michigan, “Using Holocaust Art to Transcend the Limitations of Language”
Margaret Lincoln, Lakeview School District, Battle Creek, Michigan, “Holocaust Instruction Meets 21st Century Technology”
Miriam Brysk, University of Texas Medical Branch, Galveston, retired professor; “The Survivor: Her Life and Her Art”
Bill Younglove, California State University, Long Beach, “Art as Holocaust Representation”

D.35 MAKING CONNECTIONS ACROSS THE WRITING PROCESS THROUGH GRAMMAR, REVISION, AND TECHNOLOGY (M–S–C) Grand Ballroom Room 111, Level One
In this session, the presenters will share a variety of strategies for use throughout the writing process, including focusing on advanced grammatical constructions, visualizing revision, and using technology as a process tool.
Chair: John Rearick, Brooklyn, New York
John Rearick, Brooklyn, New York, “The Space between Sucks and Awesome”

D.36 IGNITING STUDENT ENGAGEMENT WITH LITERATURE: CREATING MULTIMODAL RESPONSES TO TEXTS (M–S–C–T) Premier Ballroom Room 309/310/311, Level Three
Presenters in this session will demonstrate how to integrate technology to facilitate students’ multimodal responses to literature, and how multimodal products can be used in teaching the writing process. They will also provide resources which can be used by participants to implement these assignments and strategies in their own classrooms.
Chair: Jennifer Dail, Kennesaw State University, Georgia
Presenters: Jennifer Dail, Kennesaw State University, Georgia Michelle Goodsite, Kennesaw State University, Georgia

D.37 RETHINK, REIMAGINE, REVISE: BIOGRAPHY REPORTS IN A WEB 2.0 WORLD (M–S–C–T) Grand Ballroom Room 115, Level One
By capitalizing on the interest that technology integration inspires in learners, presenters in this session will connect traditional biography/autobiography reports with innovative 21st century literacy skills. They will demonstrate classroom strategies, via a wiki, that are authentic in nature and relate to standards, and explore integration possibilities which target multiple grades.
Chair: Melissa Comer, Tennessee Technological University, Cookeville
Presenters: Kathy Brashears, Tennessee Technological University, Cookeville
Leslie Suters, Tennessee Technological University, Cookeville
Melissa Comer, Tennessee Technological University, Cookeville

D.38 CONNECTING BRAIDED, COLLABORATIVE ESSAYS AND YOUNG ADULT LITERATURE (M–S–T) Room 202, Level Two
These presenters will provide an overview of their experience using braided essays to encourage collaboration, reader response, and modeling with young adult literature for preservice teachers. After the overview, these graduate students, who are enrolled in a Teaching Adolescent Readers class, will present an audiovisual composition that illustrates the braided essay.
Chair: Jenny Martin, Virginia Tech, Blacksburg
Presenters: Alice Trupe, Bridgewater College, Virginia
Amanda Biviano, Virginia Tech, Blacksburg
Jenny Martin, Virginia Tech, Blacksburg
D.40  YOUNG READERS IN AN UNCERTAIN ECONOMY (M–S–T)
Grand Ballroom Room 121, Level One
Lower-income families and the struggles they face can be a hard-to-find topic in secondary literature. Children need books that they can relate to, and characters they can see themselves in. This panel of award-winning authors and educators will discuss fiction books for young readers that feature families coping with poverty, homelessness, and the current uncertain economy.
Chair: Meredith Buchanan, Peachtree Publishers, Atlanta, Georgia
Presenters: Joan Kaywell, University of South Florida, Tampa, “Making Lemonade When Life Sends You Lemons”
Adrian Fogelin, author, Peachtree Publishers, Atlanta, Georgia
Steve Brezenoff, author, Lerner Publishing Group, Minneapolis, Minnesota

D.41  EXPLORING PATHWAYS TO MULTIMODAL COMPOSITION
THAT MAP, MOVE, AND MEND (M–S–T)
Studio Room 6, Main Floor by Grand Garden Arena
These presenters will examine students’ processes and pathways to multimodal composition. They will provide distinct examples of how they have used multimodal composition to meet the needs of individual learners and to connect to those learners’ physical, emotional, and intellectual environments. Instant Internet feedback will be encouraged throughout.
Chair: Nathan Phillips, Vanderbilt University, Nashville, Tennessee
Presenters: Tyler Hollett, Vanderbilt University, Nashville, Tennessee, “My Map, My Neighborhood, My School: My Life”
Christian Ehret, Vanderbilt University, Nashville, Tennessee, “Composing iBooks with Adolescent Hospital Patients”
Tara Alvey, Austin Peay State University, Clarksville, Tennessee, “Designing Processes of Multimodal Composition: Re-thinking the Writing Process from Teachers’ Perspectives”
Respondent: Blaine Smith, Vanderbilt University, Nashville, Tennessee

D.42  LEAVING NOTHING TO CHANCE: TEACHING STUDENTS TO WRITE ARGUMENTS ABOUT CHALLENGING TEXTS (S)
Grand Ballroom Room 113, Level One
These panelists will demonstrate a structured process approach to writing instruction. The sample activity sequence introduces strategies for interpreting texts and involves learners in applying basic elements of argument, moving them toward increasingly complex expressions, including synthesis of various sources of information and attention to competing points of view.
Chair: George Hillocks, University of Chicago, Illinois
Presenters: Carolyn Calhoun Walter, University High School, University of Chicago Laboratory Schools, Illinois, “Framing Arguments about Literary Texts”
Thomas M. McCann, Northern Illinois University, DeKalb, “Writing Arguments about Critical Judgments”
Elizabeth Kahn, James B. Conant High School, Hoffman Estates, Illinois, “Introducing the Elements of Argument and Interpretation”
Reactor/Respondent: Claire Walter, Oak Park and River Forest High School, Oak Park, Illinois

D.43  STRANGERS IN A STRANGE LAND: PREPARING UNDERREPRESENTED POPULATIONS FOR ACCESS AND SUCCESS IN COLLEGE (S)
Room 203, Level Two
Gaining entrance to college can be daunting for any high school senior, but for traditionally underrepresented populations it can be particularly difficult. In this session, the presenters will describe a variety of ways in which students can gain the skills and confidence needed to navigate the strange land of the college entrance process.
Chair: James Muchmore, Western Michigan University, Kalamazoo
Presenters: Elaine Sayre, Kalamazoo Central High School, Michigan
Alyssa Moon, Kalamazoo Central High School, Michigan
Linda Lee, Kalamazoo Central High School, Michigan
Ryan Bailey, Kalamazoo Central High School, Michigan
Jen Heymoss, Kalamazoo Central High School, Michigan
D.44  **DREAMING TOGETHER AND TAKING ACTION: SOCIAL JUSTICE AND INQUIRY-BASED APPROACHES TO THE COMMON CORE (S)**

Premier Ballroom Room 312, Level Three

Dreaming! Some days feel more like a nightmare, but implementing the Common Core need not be. In this collaborative session, presenters will demonstrate social justice and inquiry-based approaches to teaching English, including a simulation for *The Hunger Games*, multimodal literacy, and integrated test prep lessons that ignite learning with CCSS.

**Chair:** Andrea Cobbett, West Chicago Community High School, Illinois

**Presenters:** Patricia Santella, North Lawndale College Prep High School, Chicago, Illinois
Melanie Kleimola, East Aurora High School, Illinois
Andrea Cobbett, West Chicago Community High School, Illinois

---

D.45  **GROWING A STATEWIDE AP TEACHER NETWORK: LESSONS FROM MAINE (S)**

Room 308, Level Three

Since 2001, dozens of both new and experienced AP English language arts and composition teachers across Maine have participated in a network collaborative, establishing and refining their teaching of argumentation, rhetoric, and composition. In this session, the presenters will describe the challenges and rewards of developing a statewide teacher network around reflective practice.

**Chair:** John Brassil, John Bapst Memorial High School, Bangor, Maine

**Presenters:** Patricia Fox, Fryeburg Academy, Maine
John Brassil, John Bapst Memorial High School, Bangor, Maine
Claudette Brassil, Mt. Ararat High School, Topsham, Maine
Deborah Keyes, Portland High School, Maine

---

D.46  **LITERATURE STUDY IN AMERICAN HIGH SCHOOLS: CHALLENGES AND OPPORTUNITIES (S)**

Room 305, Level Three

In this session, the presenters will use findings from a new national study of high school literature teaching as the context in which to evaluate current practice, explore ideas for curricular coherence, reflect on the aim and value of literary study, and present guidelines for preparing secondary students to read challenging literary works.

**Chair:** Sheridan Blau, Teachers College, Columbia University, New York, New York

**Presenters:** Sandra Stotsky, University of Arkansas, Fayetteville, “Obstacles to a Coherent Literature Curriculum: What to Do about Them?”

**Respondent:** Joseph Milner, Wake Forest University, Winston-Salem, North Carolina

---

D.47  **IGNITING THE DREAM: CONNECTING HIGH SCHOOL STUDENTS TO THE NATIONAL ENGLISH HONOR SOCIETY AND THE WORLD OF ENGLISH BEYOND! (S)**

Studio Room 10, Main Floor by Grand Garden Arena

High schools across the country and around the world are chartering chapters of the National English Honor Society to enrich the lives of their passionate English students and to make a difference in their communities. In this session, chapter sponsors will share their excitement about sponsoring these societies and explain the chartering procedures.

**Chair:** Sr. Rita Yeasted, LaRoche College, Pittsburgh, Pennsylvania

**Presenters:** John Manear, Seton-LaSalle High School, Pittsburgh, Pennsylvania
Stephanie Robertson, Smithville High School, Missouri
Dave Wendelin, National English Honor Society, Lakewood, Colorado
Al Stout, Skyview High School, Nampa, Idaho

---

D.48  **CELT: CELEBRATING 40 YEARS OF LITERACY ACCOMPLISHMENTS (G)**

Studio Room 3, Main Floor by Grand Garden Arena

In this session, members of CELT (Center for the Expansion of Language and Thinking) will discuss member contributions to literacy, curriculum, social justice, valuing diversity, etc. The Goodmans, Watson, Harste, and others founded CELT, which is dedicated to improving education through the understanding of the relationships among language, thought, and learning.

**Chair:** Richard Meyer, University of New Mexico, Albuquerque

**Presenters:** Lorraine Wilson, independent educational consultant, North Carlton, Victoria, Australia, “Influences from Down Under and Around the World”
Maryann Manning, The University of Alabama, Birmingham, “From Copying to Authentic Writing”

---

D.49  **IGNITING YOUR STUDENTS’ WRITING THROUGH MYSTERIES (M–S–T)**

Grand Ballroom Room 114, Level One

Award-winning mystery authors Kathryn Miller Haines, April Henry, and Charlie Price will share writing techniques for classroom teachers and students interested in writing mysteries. They will include specific ideas for application in the classroom.

**Chair:** Lettie Albright, Texas Woman's University, Denton

**Presenters:** Charlie Price, author; MacMillan Children’s Publishing Group, New York, New York
Janelle Mathis, University of North Texas, Denton
CEE COMMISSION MEETINGS—GETTING INVOLVED IN THE WORK OF ENGLISH EDUCATION (C)
Grand Ballroom Room 117, Level One
All interested CEE and NCTE members are invited to attend the Commissions of their choice.

Co-chairs: Marshall George, Fordham University, New York, New York
Louann Reid, Colorado State University, Fort Collins

CEE Commission on Social Justice in Teacher Education Programs
Table 1
Co-chairs: Laura Bolf-Beliveau, University of Central Oklahoma, Edmond
Jamal Cooks, San Francisco State University, California
Tara Star Johnson, Purdue University, West Lafayette, Indiana
Liaison: David E. Kirkland, Michigan State University, East Lansing and New York University, New York

CEE Commission on Technology and Teacher Education
Table 2
Co-chairs: Carl Young, North Carolina State University, Raleigh
Hannah Gerber, Sam Houston State University, Huntsville, Texas
Stephen Goss, University at Buffalo, New York
Liaison: Melanie Shoffner, Purdue University, West Lafayette, Indiana

CEE Commission on the Study and Teaching of Adolescent Literature
Table 3
Chair: Kelly Bull, Notre Dame of Maryland University, Baltimore
Liaison: Cathy Fleischer, Eastern Michigan University, Ypsilanti

CEE Commission on the Teaching of Poetry
Table 4
Co-chairs: Bonner Slayton, Moore-Norman Technology Center, Norman, Oklahoma
Danny Wade, Washburn University, Topeka, Kansas
Liaison: Robert Tremmel, Iowa State University, Ames

CEE-CEL Joint Commission for Fair and Responsible Assessment
Table 5
Co-chairs: Kenan Metzger, Rockhurst University, Kansas City, Missouri
Scott Eggerding, Lyons Township High School, LaGrange, Illinois (CEL)
Liaison: Sarah Warshauer Freedman, University of California, Berkeley

CEE Commission on Creating and Sustaining NCTE Student Affiliates
Table 6
Chair: Rebecca Kaminski, Clemson University, South Carolina
Liaison: Kilian McCurrie, Columbia College, Chicago, Illinois

CEE Commission on English Methods Teaching and Learning
Table 7
Co-chairs: Samantha Caughlan, Michigan State University, East Lansing
Laura Renzi, West Chester University, Pennsylvania
Liaison: Doris Williams-Smith, Grambling State University, Louisiana

CEE Commission on Writing Teacher Education
Table 8
Co-chairs: Mark Letcher, Purdue University–Calumet, Hammond, Indiana
Kristen Turner, Fordham University, New York, New York
Liaison: Leah Zuidema, Dordt College, Sioux Center, Iowa

CEE Commission on Arts and Literacies
Table 9
Co-chairs: Peggy Rice, Ball State University, Muncie, Indiana
Pauline Schmidt, West Chester University, Pennsylvania
Liaison: Jamal Cooks, San Francisco State University, California

CEE Commission on In-Service Graduate Programs and Professional Development
Table 10
Chair: Lisa Eckert, Northern Michigan University, Marquette
Liaison: Dawn Latta Kirby, Kennesaw State University, Georgia
D.51  CRITICAL READING, CRITICAL THINKING, CRITICAL WRITING (C)
Room 301, Level Three
In this session, one speaker will show how to use the YA novels of Brian Selznick to teach argument, others will explore YA fiction through a postcolonial lens, and another will demonstrate how Socratic questions can be used to teach rhetorical analysis and argument.
Chair: Janis Hausmann, Mount Marty College, Yankton, South Dakota
Presenters: Ashley Andrews and Elizabeth Caughey, State University of New York, Cortland, “Disarming the Literary Canon: Decolonizing the ELA Classroom”
Janis Hausmann, Mount Marty College, Yankton, South Dakota, “Hemingway Meets Bloom Meets Selznick: Using Literature as Argument in a Critical Writing Course”

D.52  LOCAL TEXTS/GLOBAL CONTEXTS: WRITING EDUCATION IN A CHANGING WORLD (C)
Room 201, Level Two
Institutional practices still tend to be grounded in a remediation model that tracks students deemed “English language learners” separately. However, many of the fundamental assumptions that created these tracks have been called into question by research in writing education, linguistics, and literacy. This panel will examine global English education and describe an inquiry-based first-year writing curriculum that is grounded in the exploration of linguistic diversity.
Chair: Lil Brannon, University of North Carolina, Charlotte
Presenters: Tony Scott, Syracuse University, New York
Iswari Pandey, Syracuse University, New York
Debarati Dutta, University of North Carolina, Charlotte

D.53  WHEN ART AND ENGLISH LANGUAGE INSTRUCTORS COLLABORATE (C)
Sea Blue Restaurant, Convention Center Walkway
This panel will explore the collaboration between art and English language instructors in Intensive English Programs (IEP) in the southeastern United States. In traditional models of collaboration, English instructors are usually in supporting roles; these case studies demonstrate a new model in which art instructors support English language instructors.
Chair: Tamara Warhol, University of Mississippi, University
Presenters: Tamara Warhol, University of Mississippi, University
Jasmine Karlowski, University of Mississippi, University
Jessica Haley, Loyola University, New Orleans, Louisiana
Katherine Fields, University of Mississippi, University

Friday Afternoon, 2:30–3:45 p.m.
**DE.01 HIGH SCHOOL MATTERS (S)**
Premier Ballroom Room 315/316/317, Level Three

Where do all the high school teachers meet? High School Matters! This fast-paced, interactive session will feature three mini-keynote presenters and 25 roundtable discussions on a variety of topics. Participants will choose two different roundtables that meet their specific interests and needs, add their voices to the conversation, and leave with valuable materials for immediate use in the classroom.

**Co-chairs:** Kay Parks Haas, Johnson County Community College, Overland Park, Kansas
Katie Greene, Milton High School, Georgia

**Keynote Speakers:**
- Sara Kajder, Shadyside Academy Middle School, Fox Chapel, Pennsylvania, “Igniting Imaginations: Teaching English Now”
- Sarah Brown Wessling, Johnston High School, Iowa, “Making Mistakes: My Favorite Sucesses That Came from Failures While Implementing the CCSS”
- Carol Jago, University of California, Los Angeles, “The Warmth of Other Suns . . . between the Covers of a Book”

<table>
<thead>
<tr>
<th>Table Number</th>
<th>Roundtable Leaders and Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jessica Reid, Braden River High School, Bradenton, Florida, “Judging a Cover by Its Book: Using Student-Generated Art to Promote Discussion of Literature”</td>
</tr>
<tr>
<td>2</td>
<td>Brian Wilson, Journalism Education Association, Holly, Michigan, and Mike Hiestand, project attorney, Student Press Law Center, Ferndale, Washington, “I’m the Adviser to WHAT? (Advising Yearbook, Newspaper, and Magazine)”</td>
</tr>
<tr>
<td>3</td>
<td>Tara Seale, Bryant High School, Arkansas, and Dan Bruno, Stafford County Public Schools, Virginia, “Dream, Connect, and Ignite with Web 2.0”</td>
</tr>
<tr>
<td>4</td>
<td>Ken Lindblom, Nicole Galante, and Lauren Esposito, State University of New York, Stony Brook, “Writing for English Journal”</td>
</tr>
<tr>
<td>5</td>
<td>Sharon Lindell, State University of New York, Stony Brook, New York, “There Is Room for Manga: Fitting Japanese Graphic Novels into the Curriculum”</td>
</tr>
<tr>
<td>6</td>
<td>Josh Kral and Jennifer Seiler, Pennbrook Middle School, Philadelphia, Pennsylvania, “How to Ignite Students Using the Socratic Method”</td>
</tr>
<tr>
<td>7</td>
<td>Court Allam and Blake Revelle, Olathe Northwest High School, Kansas, “Supporting CCSS Expectations for Rigorous Reading through a Close Reading Model”</td>
</tr>
<tr>
<td>8</td>
<td>Jonathan Weldon, Concept Schools, Des Plaines, Illinois, “Igniting Writing and Sharing through Twitter”</td>
</tr>
<tr>
<td>9</td>
<td>Lyndsey Tate, Hartland Consolidated Schools, Howell, Michigan, and Michael Sherry, Bloomsburg University of Pennsylvania, Bloomsburg, “Online Book Clubs: Changing Students’ Perspectives on Out-of-School Reading”</td>
</tr>
<tr>
<td>10</td>
<td>Anna J. Small Roseboro, consultant, Grand Rapids, Michigan, “Department Chairs: Learning with and from Our Teachers”</td>
</tr>
<tr>
<td>11</td>
<td>Tim Oldakowski, Slippery Rock University, Pennsylvania, “Interpreting Othello through Multimodal Instruction”</td>
</tr>
<tr>
<td>12</td>
<td>Gretchen Olman, University of Nebraska, Lincoln, “Dealing with Students’ Violent Writing”</td>
</tr>
<tr>
<td>13</td>
<td>John Murphy, Cross County High School, Mitchell, Arkansas, “Gatsby, Hip-Hop, and the Evolution of the American Dream”</td>
</tr>
<tr>
<td>14</td>
<td>Jennifer Kirchoff, East Syracuse Minoa High School, East Syracuse, New York, “Using Young Adult Mysteries and Forensic Science to Help Students Dream, Connect, Ignite!”</td>
</tr>
<tr>
<td>15</td>
<td>Robert Prickett and Casy Cothran, Winthrop University, Rock Hill, South Carolina, “Dystopian Adolescent Literature: Why and How a ‘Bad’ World is a ‘Good’ Thing for Igniting Students’ Interests and Dreams”</td>
</tr>
<tr>
<td>16</td>
<td>Laura Schmalz and Andrea Gillier, Calgary Catholic School Board, Alberta, Canada, “Don’t Fear the Phone! Using Social Media in the Secondary English Classroom”</td>
</tr>
<tr>
<td>17</td>
<td>Charline Barnes Rowland and Rosemary Hathaway, West Virginia University, Morgantown, “Beyond Book Reviews and Blogs: Ways to Engage Content Area Teachers with Young Adult Literature”</td>
</tr>
<tr>
<td>18</td>
<td>Kelly Keegan, State University of New York College, Geneseo, “The Day Dream...”</td>
</tr>
</tbody>
</table>

**Continued on following page**
DE.02 STOP THE BULLYING (G)

Grand Ballroom Room 119, Level One

Although helping students become skilled readers and writers is critical, we must also help them become responsible and caring citizens. That means we must address all forms of bullying from cyber-bullying to the Queen Bee and her followers to the “That’s so gay” comment heard far too often. Join these presenters as they explore the many forms of bullying, how to stop it, and how to help those who are bullied as well as the bullies.

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


Presenters: Kylene Beers, educational consultant, The Woodlands, Texas, “An Interview with One Teacher Who Decided to Stop Bullying in His School”


Lester Laminack, author/literacy consultant, Asheville, North Carolina, “Sticks and Stones Break Bones but Words Can Really Hurt You”

Kevin Hodgson, William E. Norris Elementary School, South Hampton, Massachusetts, “When Bullying Goes Digital: What Can We Do about Cyber-Bullying?”

Reactor/Respondent: John Pruitt, University of Wisconsin–Rock County, Janesville
## E Sessions
4:00–5:15 p.m.

<table>
<thead>
<tr>
<th>Tech-on-the-Go</th>
<th>4:00–5:15 p.m.</th>
<th>Level Two Foyer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Talk</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell phones are a readily-available tool that students bring to the classroom. Explore the various budget-friendly ways in which even a basic flip phone can enhance a lesson, increase engagement, improve communication, and provide additional assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Digital Essays</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Digital Essays idea came from Jim Burke's English Composition Ning in which he created an assignment that brought a typical essay into the 21st century. The digital essay is a written piece (argumentative or informational) that is layered and enriched with hyperlinks, images, and video. Part of the lesson is in choosing the layers—both supplemental and instrumental to the meaning of the work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presenter:</strong> Diana Campbell</td>
<td><strong>Presenter:</strong> Beth Nelson</td>
<td></td>
</tr>
</tbody>
</table>
Featured Session

Rainbow

E.01 The 21st Century Student: Expanding the Canon for the Multicultural Classroom (S)
Jose Fiallos and Cecilia Neiman
Studio Room 2, Main Floor by Grand Garden Arena

Presented by the 2011 Award Recipients of the Early Career Teacher of Color Award of Distinction

How do we expand our curriculum to make it relevant for the 21st century learner? These presenters will discuss effective strategies which they use and pitfalls which they encounter as early career educators who are infusing the traditional canon with perspectives from Latino/Latina authors and experiences. Participants will explore specific units which they can use to enrich their curriculum.

Chair: MaryCarmen Cruz, Tucson Unified School District, Arizona
Presenters: Jose Fiallos, Tallahassee, Florida
Cecilia Neiman, NELAC President, Omaha, Nebraska

E.02 CONNECTING WORDS AND IMAGES: READING GRAPHIC NOVELS IN ELA CLASSROOMS (G)
Premier Ballroom Room 312, Level Three
In this session, the presenters will provide strategies for analyzing graphic novels with an eye to the full range of ELA standards. Studying graphic novels should not be used only for a break or a reward—on the contrary, they can offer a window into reading and writing.
Chair: Stergios Botzakis, University of Tennessee, Knoxville
Presenters: Katelyn Wooten, Hardin Valley Academy, Knoxville, Tennessee
Leslie David Burns, University of Kentucky, Lexington
Stergios Botzakis, University of Tennessee, Knoxville

E.03 ENGAGING LEARNERS WITH THE LANGUAGE AND IDEAS OF A TEXT (G)
Studio Room 3, Main Floor by Grand Garden Arena

These presenters will describe strategies that support students’ vocabulary and academic language development, interactions with text, and understanding of subject matter. They will use examples of informational text in science and social studies to model two strategies that participants can use in their classrooms tomorrow.
Chair: Hallie Yopp, California State University, Fullerton
Presenters: Ruth Yopp, California State University, Fullerton
Hallie Yopp, California State University, Fullerton

E.04 CROSS-CONTENT COLLABORATIONS: DEVELOPING SUSTAINABLE PARTNERSHIPS TO SUPPORT LITERACY ACROSS THE CURRICULUM (G)
Room 101, Level One

In this session, presenters will show how the Missouri Writing Projects Network and the Missouri Department of Education are partnering in collaborative professional development.
Chair: Amy Lannin, University of Missouri, Columbia
Presenters: Juanita Willingham, University of Missouri, Columbia
Julie Sheerman, Marceline High School, Columbia, Missouri
Misha Franks, Columbia Public Schools, Missouri
Stephanie Wightman, Columbia Public Schools, Missouri
Ryan Livingston, Linn County R-1 School District, Purdin, Missouri
E.05 CONDUCTING CLASSROOM CONVERSATIONS (G)
Vista Ballroom Room 208, Level Two
Conducting classroom conversations that are purposeful and powerful requires nuanced skill on the part of the teacher. In this interactive workshop, participants will examine and practice specific teacher and student moves that enable classroom communities to engage in rigorous discourse across subjects.
Chair: Carrie Tenebrini, Taipei American School, Taiwan
Presenters: Carrie Tenebrini, Taipei American School, Taiwan
Cathy Hsu, Palo Alto Unified School District, California
Molly Hobbs, Taipei American School, Taiwan

E.06 PARANORMAL: THE NEW NORMAL (G)
Room 102, Level One
This panel of three published authors of young adult and middle grade fiction will share the inspiration for their books and explain why paranormal fiction is so popular with students. They will also give short readings of their works, identify relevant themes, and provide prompts for classroom discussion. Participants will be invited to submit questions to the panel.
Chair: Lisa McMann, author, Mesa, Arizona
Presenters: Joanne Levy, author, Hamilton, Ontario, Canada
Eileen Cook, author, Vancouver, British Columbia, Canada
Lisa McMann, author, Mesa, Arizona

E.07 TURNING WONDERING INTO ACTION: A TEACHER INQUIRY COMMUNITY (G)
Room 104, Level One
A group of Columbus Area Writing Project (NWP) teacher consultants (grades 2–12) will share their journey through the inquiry process. These teachers became a learning community as they reviewed research, developed questions, gathered and analyzed data, and shared their findings in order to improve and own their practice.
Chair: Julie Johnson, Hilliard City Schools, Ohio
Presenters: Julie Johnson, Hilliard City Schools, Ohio, “Lessons Learned”
Susan Marantz, Bexley City Schools, Ohio, “Developing and Refining Questions”
Gretchen Schroeder, Walnut Township Local Schools, Millersport, Ohio, “Using Classroom Data to Sustain Student Inquiry”
Gretchen Taylor, Dublin City Schools, Ohio, “Taking Action”
Margaret Tovary, South Western City Schools, Grove City, Ohio, “The Evolution of a Teacher Inquiry Group”
Discussant: Julie Johnson, Hilliard City Schools, Ohio

E.08 Author Strand
MIKE SPRADLIN AND ROLAND SMITH
Reaching Boys Who Are Reluctant Readers (M–S–T)
Grand Ballroom Room 112, Level One
Roland Smith (author of Storm Runners) and Mike Spradlin (New York Times bestselling author of It’s Beginning to Look a Lot Like Zombies and The Youngest Templar series) will talk about what it takes to reach reluctant boy readers.
Presenters: Mike Spradlin, independent author, New York, New York, “Reaching Reluctant Readers Who Are Boys”

E.09 THE READERS AMONG US:
AN INTERACTIVE SESSION FOR READERS (G)
Room 107, Level One
These presenters will discuss their own reading and share the powerful literature that has influenced them and continues to influence them. Participants will receive an annotated reading list.
Chair: Michael Moore, Georgia Southern University, Statesboro
Discussants: Connie Ruzich, Robert Morris University, Moon Township, Pennsylvania
Michael Moore, Georgia Southern University, Statesboro
Dawn Latta Kirby, Kennesaw State University, Georgia
Carol Jago, University of California, Los Angeles

Friday Afternoon, 4:00–5:15 p.m. 109
E.10  STANDARDS AND WRITING WORKSHOP APPROACHES FOR ENGLISH LANGUAGE LEARNERS (G)
Room 109, Level One
How do we enrich academic content and language/writing instruction for English language learners? In this session, the presenters will share writing workshop approaches and new content standards initiatives which support the achievement of English language learners.

Presenters: Aida Walqui, WestEd, San Francisco, California, and Lydia Stack, Stanford University, California, “Understanding Language: Common Core State Standards and English Language Learners”

Marilyn Pryle, Abington Heights High School, South Abington Township, Pennsylvania, “Using a Structured and Scaffolded Writing Workshop Approach with ELL Students”

Misty Sailors, The University of Texas, San Antonio, “Developing Books in Developing Countries: Necessities and Challenges”

Allen Koshewa, Reynolds School District, Portland, Oregon, “Going beyond Levels When Examining Text Complexity”

Diane DeFord, University of South Carolina, Columbia, “To Level or Not to Level: Is That the Question?”

James Hoffman, The University of Texas, Austin

E.11  FACT OR FICTION? TEACHING MEDIA LITERACY TO DIGITAL NATIVES (G)
Premier Ballroom Room 313, Level Three
Is it okay to cite Wikipedia? Is plagiarism wrong if everybody’s doing it? From evaluating sources to determining the purpose of the content, these presenters will demonstrate strategies and provide classroom tools that increase media literacy and help students to deconstruct and evaluate information online, in print, or on TV.

Chair: Kirsti Kenneth, Newseum, Washington, DC
Presenters: Barbara McCormack, Newseum, Washington, DC
Dana Cable, Fairfax County Public Schools, Alexandria, Virginia

E.12  SELECTING AND USING TEXTS THAT SUPPORT READERS’ LEARNING TO READ: EXPLORING THE POTENTIAL AND CONSTRAINTS OF LEVELED TEXTS IN DIFFERENT EDUCATIONAL SETTINGS (G)
Room 110, Level One
Sponsored by the Center for the Expansion of Language and Thinking, open to all

Presenters in this session will explore the pros and cons of using leveled books within classrooms for guided reading instruction and the notion of “text demands” in three settings: a Response to Intervention setting, two professional development projects in South Africa and Malawi, and within a classroom setting.

Presenters: Diane Stephens, University of South Carolina, Columbia, “I Don’t Do This for Fun! Uncovering (and Acting Upon) How Kids Think about Reading”

Misty Sailors, The University of Texas, San Antonio, “Developing Books in Developing Countries: Necessities and Challenges”

Allen Koshewa, Reynolds School District, Portland, Oregon, “Going beyond Levels When Examining Text Complexity”

Diane DeFord, University of South Carolina, Columbia, “To Level or Not to Level: Is That the Question?”

James Hoffman, The University of Texas, Austin

E.13  THE OUTSIDERS: MAKING CONNECTIONS TO LITERATURE FOR ENGLISH LANGUAGE LEARNERS IN MAINSTREAM ENGLISH/LANGUAGE ARTS CLASSROOMS (G)
Room 201, Level Two
Sponsored by the English as a Second Language Assembly, open to all

Using S.E. Hinton’s The Outsiders and Frank Tashlin’s The Bear That Wasn’t, these panelists will demonstrate engaging, student-centered literacy strategies and hands-on activities for developing and supporting the comprehension of English learners. Attendees will receive a handout of research-based, daily practices which all classroom teachers can use.

Chair: Clara Lee Brown, University of Tennessee, Knoxville
Presenters: Beth Samuelson, Indiana University, Bloomington, “Exploring Identity and Belonging with Frank Tashlin’s The Bear That Wasn’t”

Charlotte Pass, State University of New York, Cortland, “Research-Based Practices for Promoting Comprehension for ELLs in Mainstream Classrooms”

Heather-Lee Baron, Edinboro University of Pennsylvania, Edinboro, “The Outsiders: Making Literature Accessible to the ELLs in Your Mainstream English Class”

E.14  AFFILIATE REPRESENTATIVES MEETING (G)
Studio Room 8, Main Floor by Grand Garden Arena
In this session, affiliate representatives will join NCTE leaders as we continue discussions begun at the 2012 Affiliate Leadership Meeting. A few NCTE leaders and affiliate members will share how they are beginning their own second-century journeys, and together we will begin thinking about the journeys the rest of our organizations might be taking.

Co-chairs: Claire Lamonica, Illinois State University, Normal
Ernest Morrell, Teachers College, Columbia University, New York
How do we help students develop as writers and see writing as more than mere products? Especially in today's world when they “write” all the time? In this session, the presenters will share practices which can help students learn to adapt their abilities to a variety of writing situations and tasks.  

Chair: Deborah Dean, Brigham Young University, Provo, Utah  
Presenters: Joe Wiederhold, Westlake High School, Provo, Utah  
Sarah Johnson, Westlake High School, Provo, Utah  
Deborah Dean, Brigham Young University, Provo, Utah

For more than half a century, teachers, teacher educators, and linguists have been exchanging views on the potential roles of linguistics in classrooms and about how to integrate teachers’ experiences, students’ needs and interests, and linguistic findings. Much of this exchange has been framed—even if implicitly—by the question “How much linguistics do teachers need?” In pursuit of even more fruitful collaboration, this LSA-NCTE panel proposes to change the question explicitly, to “What about language do we want to know and how can that knowledge affect students’ experiences in classrooms?” Three presenters will discuss work in this context, touching on writing instruction, reading instruction, and assessment, and discuss language diversity and power issues as a part of students’ classroom experiences.  

Chair: Sharon Klein, California State University, Northridge  
Discussants: Jerrie Scott, The University of Memphis, Tennessee  
Sharon Klein, California State University, Northridge

The rich diversity of language use in classrooms offers young students a variety of avenues for success. In this lively session, the presenters will consider oral language development in the Reggio tradition, digital reading experiences, and postmodern picture books.  

Chair: Phillip Baumgarner, Hull, Georgia  
Presenters: Helen Maniates, University of San Francisco, California, “Beyond Observation to Provocation: Intentionality in Assessing Children’s Oral Language Development in Preschool”  
Beth Fairley, Alpine Elementary School, Arizona, and Sally Brown, Georgia Southern University, Statesboro, “Ignoring the Digital Literacy Experiences of Young Readers with Nook E-Readers”  
E.20 READING COMPREHENSION AND TEACHER TALK: HOW WHAT WE SAY CAN HELP OR HINDER STUDENT UNDERSTANDING (E)
Room 203, Level Two
What is the role of teacher talk in deepening reading comprehension? Asking comprehension questions can be valuable assessment, but does not help students to understand and think about text independently. The presenters in this session will look at effective strategies for questioning and facilitating student thinking in whole class, small group, and individual settings.
Chair: Daniel Feigelson, New York City Department of Education, New York
Ellin Keene, author/consultant, Denver, Colorado, “Talk about Understanding: Enhancing Students’ Comprehension through Discourse”
Daniel Feigelson, New York City Department of Education, New York, “Making Comprehension Concrete: Conference-Based Reading Projects That Extend a Student’s Own Ideas”

E.21 THE POWER OF LANGUAGE EXPERIENCE FOR FLUENCY DEVELOPMENT: CREATING POETRY, PROSE, AND PERFORMANCE AS A PRINCIPLED PRACTICE (E)
Room 202, Level Two
When literacy intervention instruction begins with students’ personal language and experiences, reading difficulties are often overlooked. In this session, the presenters will describe two research-based practices—the Language Experience Approach and the Fluency Development Lesson—and argue that when these two practices are combined, reading acquisition for struggling readers is enhanced.
Chair: Belinda Zimmerman, Kent State University, Ohio
Presenters: Belinda Zimmerman, Kent State University, Ohio, and James Nagelldinger, doctoral student, Kent State University, Ohio, “The Power of Language Experience for Fluency Development: Creating Poetry, Prose, and Performance as a Principled Practice”
Timothy Rasinski, Kent State University, Ohio
Melanie Kidder-Brown, Kent State University, Ohio

E.22 CONFERRING IN WRITING WORKSHOP: WHAT TO DO WHEN YOU DON’T KNOW WHAT TO DO (E)
Room 301, Level Three
Are we, as teachers, helping to develop writers or simply “kids who can write”? In this session, the presenters will demonstrate a systematic way of looking at the writing process using Qualities of Good Writing as a foundation for helping K–5 teachers to be successful and intentional in their teaching of writing.
Chair: Kristin Ackerman, The Benjamin School, North Palm Beach, Florida
Presenters: Jennifer Mcdonough, The Benjamin School, North Palm Beach, Florida
Georgia Heard, author/independent consultant, Singer Island, Florida
Kristin Ackerman, The Benjamin School, North Palm Beach, Florida

E.23 BRIDGING MULTIPLE WORLDS: EMERGENT BILINGUAL LEARNERS MAKING CONNECTIONS ACROSS CONTEXTS (E)
Room 103, Level One
These presenters will explore how students use background knowledge and culturally relevant experiences to make sense of new knowledge. Their research focuses on bilingual learners who make meaningful cultural connections across various contexts, such as in a content-based ESL science classroom, in a native language arts classroom in Spanish, and in their home literacy practices.
Chair: Sandra Osorio, University of Illinois, Urbana-Champaign
Presenters: Sandra Osorio, University of Illinois, Urbana-Champaign, “Yo soy Mexicano: Bilingual Second Graders Making Connections through Literature Discussions”
Cristin Geoghegan, University of Illinois, Urbana-Champaign, “I Need to Tap Into What They Bring: A Teacher’s Role in Helping Students Make Connections during Content-Based ESL Science Instruction”
Vivian Felicio, doctoral student, University of Illinois, Urbana-Champaign, “Connecting the Word and the World: Brazilian Emergent Bilinguals’ Experience with Literacy at Home”
Respondent: Violet Harris, University of Illinois, Urbana-Champaign

E.24 IGNITING THE SUSTAINABLE LOVE OF READING IN RELUCTANT READERS K–12 (E–M–S)
Grand Ballroom Room 120, Level One
It is estimated that “more than eight million adolescents between grades 4 and 12 are identified as struggling readers.” In this session, presenters will describe the latest information on hooking reluctant readers and discuss user-friendly, elementary/secondary unit plans. Join four widely-published authors in an engaging question-and-answer session about reaching these readers.
Chair: Cari Sadler, Newsome High School, Lithia, Florida
Presenter: Cari Sadler, Newsome High School, Lithia, Florida
Tradebook Authors: Bruce Hale, Houghton Mifflin Harcourt, Boston, Massachusetts
Ellen Hopkins, Simon and Schuster, New York, New York
Terry Trueman, HarperCollins, New York, New York
E.25  ACADEMIC ORAL LANGUAGE AND VOCABULARY DEVELOPMENT FOR ENGLISH LEARNERS: RESEARCH-BASED PRACTICES FOR IMPROVING LITERACY INSTRUCTION IN GRADES K–8 (E–M–T)
Room 105, Level One
Sponsored by the Center for Applied Linguistics, open to all
This panel will describe three research-based approaches developed at the Center for Applied Linguistics that are effective for K–8 literacy instruction for English learners and others who struggle with academic English. Presenters will demonstrate the use of each approach and provide practical guidance for teachers who wish to implement them.
Chair: Jennifer Himmel, Center for Applied Linguistics, Washington, DC
Presenters: Lauren Artzi, Center for Applied Linguistics, Washington, DC
Jennifer Himmel, Center for Applied Linguistics, Washington, DC
Betty Smallwood, Center for Applied Linguistics, Washington, DC

E.26  RAISING OUR VOICES: A TEACHER RESEARCH GROUP GOES PUBLIC (E–M–S–T)
Room 106, Level One
What happens when teachers go public with their work? This long-standing teacher research group spent a year videotaping their meetings and classroom interchanges and blogging about their journey. In this session, they will share what they have learned and offer suggestions for how other teachers might go public too.
Chair: Cathy Fleischer, Eastern Michigan University, Ypsilanti
Presenters: Nicole Guinot Varty, Wayne State University, Detroit, Michigan
Jessica De Young Kander, Eastern Michigan University, Ypsilanti
Kristin Kogel Gedeon, Britton Deerfield Schools, Britton, Michigan
Ellen Daniel, Scarlett Middle School, Ann Arbor, Michigan

E.27  LIVING LITERATURE: INSPIRING INQUIRY-BASED SOCIAL RESPONSIBILITY (M)
Grand Ballroom Room 116, Level One
In this interactive workshop, presenters will demonstrate the transformative power of a multitextual, inquiry-based approach to teaching literature that inspires students to investigate issues of tolerance, fairness, and social justice. Participants will explore strategies promoting authentic inquiry, examine student work, and create artifacts in response to power imbalances depicted in the literature.
Chair: Susan Van Zile, Cumberland Valley School District, Mechanicsburg, Pennsylvania
Presenters: Ann Berger-Knorr, Pennsylvania State University–Harrisburg, Middletown
Susan Van Zile, Cumberland Valley School District, Mechanicsburg, Pennsylvania
David Mihan, Cumberland Valley School District, Mechanicsburg, Pennsylvania

E.28  IGNITE, STOKE, AND LET IT GLOW: ENGAGING STUDENTS IN THE STRUGGLE OF STRUGGLING (M–S)
Premier Ballroom Room 309/310/311, Level Three
In this session, three New York City high school and middle school teachers will discuss how they create opportunities for students to struggle with literacy and content in order to increase their ownership of the learning process. Participants should expect to leave the session with new thinking about struggle in the classroom, specific lessons they can use in their own work with kids, and strategies to torch apathy and kindle agency.
Chair: Jennifer Ochoa, MS 324, Bronx, New York
Presenters: Priscilla Thomas, Millennium Art Academy, New York, New York
Alexandra Stumpf, Brooklyn School for Collaborative Studies, New York
Jennifer Ochoa, MS 324, Bronx, New York

E.29  DIGITAL TOOLS AND THE PROMISE OF CLASSROOM TRANSFORMATION (M–S)
Grand Ballroom Room 122, Level One
This panel will focus on transformative digital tools for fundamentally changing classroom practices, including (1) simulations for understanding the adult world, (2) identities and interactions in worlds inspired by literature, and (3) controlling the pace of learning, with more responsibility for building knowledge with others.
Chair: Laura Turchi, Arizona State University, Tempe
Presenters: Melissa Williamson, Arizona State University, Tempe, “Technologies for Business Writing”
Shelly Shaffer, Arizona State University, Tempe, “Flipping the ELA Classroom”
Charles Aron Jones, Arizona State University, Tempe
Reactor/Respondent: Laura Turchi, Arizona State University, Tempe
E.30  FROM SUFFERING TO SOCIAL CHANGE: THE POWER AND PROMISE OF SURVIVOR VIDEO TESTIMONY IN 21ST CENTURY CLASSROOMS (M–S)
Grand Ballroom Room 115, Level One
Imagine having 1,000 Holocaust survivors in your classroom. What would you and your students ask them? Engaging students with a searchable, editable collection of survivor video testimonies has the power and promise to increase students’ empathy, compassion, self-reflection, and empowerment while also honing key skills needed in the 21st century.
Chair: Sheila Hansen, University of Southern California Shoah Foundation Institute, Los Angeles
Presenters: Laura Pritchard Dobrin, Nansemond-Suffolk Academy, Suffolk, Virginia
Sherry Bard, University of Southern California Shoah Foundation Institute, Los Angeles
Sheila Hansen, University of Southern California Shoah Foundation Institute, Los Angeles
Reactor/Respondent: Deborah Batiste, Anti-Defamation League, New York, New York

E.31  ALTERNATIVE APPROACHES TO TEACHING ARGUMENTATIVE WRITING (M–S)
Premier Ballroom Room 318/319/320, Level Three
Can argumentative writing go beyond the standard essay? These presenters will argue that it can, and they will demonstrate alternative approaches to teaching argumentative writing using tools like PSAs and Prezi, which promote collaboration and inquiry. NWP teacher consultants will show how these tools can help students to utilize digital resources that enhance the art of argumentation.
Chair: Amanda Smoker, CRWP and Meridian Public Schools, Midland, Michigan
Presenters: Amanda Smoker, CRWP and Meridian Public Schools, Midland, Michigan
Andrew Schoenborn, Michigan Council of Teachers of English, Midland
Kathy Kurtze, Chippewa River Writing Project, Carson City, Michigan

E.32  WORDING NOT WORDS: MAKING SENSE OF REAL LANGUAGE (G)
Grand Ballroom Room 121, Level One
Traditionally, reading researchers have focused on reading as the ability to identify words. But texts are not strings of words. Wording of authentic texts is a process involving both grammatical and word choice. These presenters will show from their research how even young readers are making sense of the authentic wording of texts.
Chair: Peter Fries, Central Michigan University, Mount Pleasant
Presenters: Peter Fries, Central Michigan University, Mount Pleasant, “Patterns of Wordings and Meanings in Texts”
Yetta Goodman, University of Arizona, Tucson, “Learning to Make Sense of Authentic Texts”

E.33  USING DO-IT-YOURSELF TECHNOLOGY TO ENCOURAGE LITERARY ANALYSIS IN THE CLASSROOM (M–S)
Grand Ballroom Room 124, Level One
In this session, presenters will share successful routines and strategies that build student confidence, integrate Web 2.0 technologies, and incorporate digital literacies. They will also provide an introduction to do-it-yourself mapping tools.
Chair: Jessica Gandy, Las Vegas, Nevada
Presenters: Elizabeth Joyce and Tonisha Walden, Rockingham County Schools, North Carolina, “CYO: See You Online”
Jessica Gandy, Las Vegas, Nevada, “Literary Analysis in the Urban Classroom”
Elizabeth Thorne Wallington, Washington University in St. Louis, Missouri, “DIY Mapping: Spatializing Literacy in the Secondary Classroom”

E.34  SURPASSING STANDARDS: ENGAGING STUDENTS IN CRITICAL LITERACY (M–S)
Premier Ballroom Room 314, Level Three
In this session, presenters will explore how to bring critical literacy to life in the classroom, and push past the boundaries of academic standards to build a curriculum that takes students, their dreams, and their connections to the world outside your classroom walls. Come learn how to engage students in ways that are meaningful, powerful, and enduring.
Chair: Jamie Buffington-Adams, Indianapolis Public Schools, Indiana
Presenters: Lisa Clouse, Doe Creek Middle School, New Palestine, Indiana
Jamie Buffington-Adams, Indianapolis Public Schools, Indiana

E.35  100 WAYS TO TEACH SHAKESPEARE IN MIDDLE AND HIGH SCHOOL: COMPREHENSION AND INTERPRETATION (M–S)
Grand Ballroom Room 118, Level One
In this session for middle and high school teachers, presenters will demonstrate active dramatic approaches for supporting the comprehension and interpretation of Shakespeare in the way that actors, directors, audiences, and designers encounter texts. A university professor and classroom teachers will describe practical approaches which they have developed in urban and suburban classrooms. This is one of two complementary sessions.
Chair: Brian Edmiston, The Ohio State University, Columbus
Presenters: Jill Sampson, Columbus City Schools, Ohio
Patricia Enciso, The Ohio State University, Columbus
Megan Ballinger, Columbus City Schools, Ohio
Jessica Sharp, Reynoldsburg City Schools, Ohio

E.37 CONVERSATIONS ON THE AMERICAN CHARACTER: CIVIC ENGAGEMENT THROUGH LITERATURE (M–S–C)
Studio Room 6, Main Floor by Grand Garden Arena
This conversation on the American character, introduced by Leon and Amy Kass, is informed by themes in classic American literature. Representatives of EDSITEment, A National Endowment for the Humanities Project, will describe resources for educators offered by the project.
Chair: Shelley NiTuama, National Endowment for the Humanities, Washington, DC
Presenters: Shelley NiTuama, National Endowment for the Humanities, Washington, DC
Cheryl Miller, American Enterprise Institute, Washington, DC
Leon Kass, University of Chicago, Illinois

E.38 LITERACY PLAYSHOP: EXPANDING EARLY CHILDHOOD LITERACY CURRICULUM THROUGH PLAY-BASED FILMMAKING AND POPULAR MEDIA (E)
Room 303, Level Three
In this session, the presenters will introduce Literacy Playshop, a curricular framework that helps early childhood teachers develop play-based media production, and explore its potential for helping young children—3- to 8-year-olds—respond critically and productively to a world filled with popular animated films, television, video games, and other popular media.
Chair: Karen Wohlwend, Indiana University, Bloomington

Table Number Roundtable Leaders
1 Karen Wohlwend, Indiana University, Bloomington
2 Christy Wessel Powell, doctoral student, Indiana University, Bloomington
3 Nicholas Husbye, University of Missouri, St. Louis
4 Linda Coggin, Indiana University, Bloomington
5 Beth Buchholz, Indiana University, Bloomington

E.39 CONNECTING GENDER ISSUES TO LITERACY INSTRUCTION (M–S–C)
Grand Ballroom Room 113, Level One
Will boys always be boys while girls are destined for sugar, spice, and everything nice? These presenters will discuss how to engage students in critical conversations around gender and describe seven recommendations for teaching adolescent male writers.
Chair: Danielle Johnson, Columbia Public Schools, Missouri
Presenters: Sean Ruday, Longwood University, Farmville, Virginia, “Recommendations for Teaching Adolescent Male Writers”
Danielle Johnson, Columbia Public Schools, Missouri, and Justin Sigoloff, graduate student, University of Missouri, Columbia, “Gender Is Something That You Do: A Look at Media Literacy and Messages about Gender”

E.40 USING POPULAR CULTURE IN THE CLASSROOM: BLOGGING, RAPPING, APPING, ANIMATING, AND WIKING IN THE 21ST CENTURY CLASSROOM (M–S–T)
Grand Ballroom Room 111, Level One
We can learn to appreciate the many literacies that appeal to the students who bring them to school, and attempt to integrate them into the classroom. But these presenters will argue that it is imperative that we also teach students the critical thinking skills needed to navigate the media literacies which they encounter outside of the classroom.
Chair: Jamal Cooks, San Francisco State University, California
Tonya Perry, The University of Alabama, Birmingham, “Using Apps in the Classroom”
Natasha Flowers, Erwin Middle School, Springville, Alabama, “Animation: Making Text Come Alive”
Benjamin Davis, Vestavia City Schools, Alabama, “Blogging as Collaborative Conversation”

Friday Afternoon, 4:00–5:15 p.m. 115
E.41 ARRIVAL STORIES: READING AND WRITING THE IMMIGRANT EXPERIENCE (M–T)
Room 304, Level Three
In this session, the presenters will examine the experiences of middle school immigrant students as portrayed in literature and student writing.
Chair: Jongsun Wee, Winona State University, Minnesota
Presenters: James Stiles and Gerard Butera, Plymouth State University, New Hampshire, “A Place Called Home: Using Intercultural Literature to Explore the Dynamics of Living, Growing, Learning in a Strange New Land”
Barbara Lehman, The Ohio State University, Mansfield, “Immigrant Borderlands: Ambiguities of Identity and Culture in Children”
Hadley Bachman, Graham Expeditionary Middle School, Columbus, Ohio, “Connecting Cultures, Igniting Writing”
Reactors/Respondent: Theressa Anggraini, The Ohio State University, Columbus

E.42 IGNITING THE 21ST CENTURY SPARK WITH BIG IDEAS AND TECHNOLOGY (S)
Room 108, Level One
In this interactive session, the presenters will discuss students’ use of technology to interact with multicultural texts. They will show videos created by reservation high school seniors heading to college, discuss a student writing initiative prompted by NCTE’s African American Read-In which led to the creation of literacy trailers, and describe a framework for 21st century writing.
Chair: Beverly Ann Chin, University of Montana, Missoula
Presenters: Tiffany Rehbein, East High School, Cheyenne, Wyoming, “Book Trailers Promote Schoolwide Literacy and Awareness”
Catherine Reeves, graduate student, University of Wyoming, Laramie, “Poetry in the 21st Century Classroom”
Anna Baldwin, Arlee High School, Montana, “Xtranormal Education”

E.43 THE WRITING CENTER AS FUEL FOR THE FIRE: USING THE WRITING CENTER TO IGNITE WRITING IN THE SCHOOL (S)
Room 305, Level Three
Writing centers have always been counter-cultural institutions that work to balance the empowerment of writers with the institutional pressures of academic writing. This panel will describe how high school writing centers can encourage and inspire student writers while justifying themselves in the eyes of administration.
Presenters: Laurel R. Taylor, T. C. Williams High School, Alexandria, Virginia, “If the Mountain Won’t Come to Muhammad: Bringing the Writing Center into the WAC Classroom”
Sarah Kiyak, T. C. Williams High School, Alexandria, Virginia, “The Writing Center as a Diverse Writing Space: Creating a Place for Improving Formal Writing While Giving Writers a Place to Dream”
Audrey Kratovil, T. C. Williams High School, Alexandria, Virginia, “The Writing Center in the Classroom: Using Writing Tutors in ESL Classrooms”

E.44 NCTE AUTHOR STRAND—READING SHAKESPEARE FILM FIRST (S)
Room 306, Level Three
These presenters will recommend teaching students to read Shakespeare in triplicate—as the stuff of great literature, great performance, and great film—and argue that the combined effect will be greater than the sum of the parts. They will also provide strategies for reading these three faces of Shakespeare with all students.
Chair: Mary Ellen Dakin, Revere Public Schools, Massachusetts
Presenters: Allison Giordano Casper, Revere Public Schools, Massachusetts
Jonathan Mitchell, Revere Public Schools, Massachusetts
Christina Porter, Revere Public Schools, Massachusetts
Mary Ellen Dakin, Revere Public Schools, Massachusetts

E.45 CRITICAL MASS: A DEPARTMENT WORKS TO EFFECT CHANGE IN WRITING INSTRUCTION (S)
Room 307, Level Three
These language arts teachers from a large, comprehensive public high school have received training in the Colorado Writing Project (CWP) and are working to effect change. Together with their CWP instructor, they will describe their journey and share their successes and how they are working collaboratively to overcome the obstacles along the way.
Chair: Karen Hartman, Colorado Writing Project, Arvada
Presenters: Sarah Zerwin, Fairview High School, Boulder, Colorado
Jay Stott, Fairview High School, Boulder, Colorado
Tim Hillmer, Boulder Valley School District, Colorado
Paul Bursiek, Boulder, Colorado
Tracy Brennan, Fairview High School, Boulder, Colorado

116 Friday Afternoon, 4:00–5:15 p.m.
E.46 USING EDMODO AND ONLINE VIDEO CONFERENCING FOR COLLABORATIVE DISTANCE LEARNING IN 21ST CENTURY EDUCATION (S)
Grand Ballroom Room 123, Level One
In this session, the presenters will show how students in Decatur, Arkansas and Greenville, South Carolina created an online learning community to study Orwell's 1984, and demonstrate how to use Edmodo as an impetus for academic writing and to create online learning communities for students in intra-school activities and inter-school cultural exchanges, using blogs, small- and large-group discussions, and assignment submission.
Chair: Rachel Stokes, Greenville Senior High Academy, South Carolina
Presenters: James Garner, Decatur High School, Arkansas
Rachel Stokes, Greenville Senior High Academy, South Carolina

E.47 WRITING WITH THE AUTHORS (S)
Studio Room 1, Main Floor by Grand Garden Arena
In this session, the presenters will demonstrate how teachers can use writing and literature to broaden students' repertoire of styles.
Chair: Kirsten Voelker, Adlai E. Stevenson High School, Lincolnshire, Illinois
Presenters: Denise Foster and Melissa Mack, Adlai E. Stevenson High School, Lincolnshire, Illinois, "Modeling as Masters"
Michael Dee, John Burroughs School, St. Louis, Missouri, "Planting a Little Voice: Using Collaborative Inquiry to Teach The Catcher in the Rye and a Dialogic Approach to Composition"

E.48 ENGLISH TEACHERS EXPLORE THEIR IDENTITIES, AND CONNECT WITH ONE ANOTHER IN WRITING COMMUNITIES (S)
Studio Room 9, Main Floor by Grand Garden Arena
In this session, teacher educators will share two writing group experiences that support secondary English educators who are writing within and about their classrooms, and strategies on how to implement writing groups with secondary ELA teachers. When teachers write about their instruction, it is a profound source of professional development.
Chair: Janet Alsup, Purdue University, West Lafayette, Indiana
Presenters: Mary Powell, Phoenix North High School, Arizona, "The Right to Write: Novice English Teachers Explore Their Identities and Connect with One Another in a Writing Community"
Taylor Norman, Purdue University, West Lafayette, Indiana, "Communities of Inquiry: Critical Practitioners Engage in Teacher Research"

E.49 CONNECTING COMMUNITY TO LITERATURE IN ORDER TO IGNITE ACTION (S)
Room 308, Level Three
In this session, the presenters, who are teachers at Smithville High School in Missouri, will argue that when guest speakers, community outreach, and student organizations are included in English instruction, students understand the significance and necessity of incorporating community both within and beyond the classroom in maximizing their learning experience.
Chair: Stephanie Robertson, Smithville High School, Missouri
Presenters: Darryl Johnson, Smithville High School, Missouri
Ronnie Lathrop, Smithville High School, Missouri

E.50 IMAGINING THE IMPACT OF IMAGES: SCENARIO-CENTERED APPROACHES FOR CRITICAL DEMONSTRATION AND APPLIED WRITING (S–C)
Grand Ballroom Room 114, Level One
Real-world scenario-centered activities that integrate non-print texts offer opportunities for students to demonstrate what they know and can do in applied situations. This classroom demonstration will invite participants to experiment with image-centered scenarios that ask students to weigh alternatives, craft rationales, and make recommendations based on specific expectations and audience needs.
Chair: Darren Crovitz, Kennesaw State University, Georgia
Presenters: Robert Montgomery, Kennesaw State University, Georgia
Aaron Levy, Kennesaw State University, Georgia
Darren Crovitz, Kennesaw State University, Georgia

E.51 MENTORING HIGH SCHOOL STUDENTS FOR READING SUCCESS: A GOOD FIT (S–C–T)
Vista Ballroom Room 207, Level Two
The presenter in this session will discuss the development and implementation of the Good FIT (First Introduction to Teaching) program at the Florida Institute for the Advancement of Teaching (FIAT) at Florida Atlantic University, in which college freshmen and sophomores are placed in high school classrooms to actively participate in classroom activities and mentor high school students to achieve reading success.
Presenter: Philomena Marinaccio-Eckel, Florida Atlantic University, Boca Raton
E.52 MEET AND GREET: CEE MEMBERSHIP SOCIAL HOUR (C)
Grand Ballroom Room 117, Level One
This year's brief program will begin with the recognition of the winners of the 2012-2013 CEE research grant competition and announcements about ELA teacher education position openings. Then there will be opportunities for informal conversations with prospective candidates, as well as time to meet and mingle with English educators from around the country and the world.
Chair: Marshall George, Fordham University, New York, New York

E.53 READING AND RESPONDING TO COMPLEX TEXTS (C)
Studio Room 7, Main Floor by Grand Garden Arena
In this session, presenters will provide helpful insights for teaching underprepared students in an online literature course, share approaches to reading complex texts, and demonstrate an exercise that uses "zones of inquiry" to help students generate responses to a text.
Presenters: Meghan Sweeney and Maureen McBride, University of Nevada, Reno, "Why Johnny Thinks He Can't Read: Student Perspectives of Reading Difficulties" Sharon Marshall, St. John's University, New York, "Writing to Read in the Zones"

E.54 STRENGTHENING THE PRESERVICE VOICE: ESTABLISHING COLLEGIATE DIALOGUE ACROSS STATE LINES (C-T)
Studio Room 10, Main Floor by Grand Garden Arena
This session will present the voices of preservice English language arts educators as they tell about their experiences with current issues in the language arts classroom.

The presenters will discuss the benefits and challenges of implementing a digital professional learning community with preservice teachers across state lines and how this experience can enrich the professional dialogue.
Chair: Kathleen Deakin, Metropolitan State College of Denver, Colorado
Presenters: Laura Walsh, State University of New York, Potsdam
Kathleen Deakin, Metropolitan State College of Denver, Colorado
Brittany Scherba, student, Arizona State University, Tempe
Respondent: Anthony Pegg, student, Arizona State University, Tempe

E.56 CRAFTING MEANINGFUL CONNECTIONS: DIGITAL STORYTELLING, REFLECTIVE BLOGS, AND THE EDUCATION TWITTER FEED IN THE TEACHER EDUCATION CLASSROOM (T)
Sea Blue Restaurant, Convention Center Walkway
Three teacher educators from the University of Maryland College Park will discuss the use of reflective blogging, Twitter, and digital storytelling in the teacher education classroom. Panelists will share how these practices can be used to craft meaningful connections between the preservice teacher classroom and the profession.
Chair: Thor Gibbins, University of Maryland, College Park
Presenters: Thor Gibbins, University of Maryland, College Park, "Our Storied Childhoods: Re-Visioning Our Literary Selves through Digital Storytelling" Jessica DeMink-Carthaw, University of Maryland, College Park, "Blogging as a Tool for Teacher Reflection" Maggie Peterson, University of Maryland, College Park, "Learning at the Hashtag Twitter in the Connected Education Classroom"
Annual Business Meeting for the Board of Directors and Other Members of the Council
5:30–7:00 p.m.
Premier Ballroom Room 309/310/311, Level Three

Presiding: Keith Gilyard, NCTE President and Pennsylvania State University, University Park
Parliamentarian: Erika Lindemann, University of North Carolina, Chapel Hill
Presentation of the 2012 Distinguished Service Award: Sandy Hayes, NCTE President-Elect and Becker Middle School, Minnesota, to Beverly Ann Chin, University of Montana, Missoula
Presentation of the 2012 James R. Squire Award: Carol Jago, Chair, James R. Squire Award Selection Committee, University of California, Los Angeles, to Miles Myers, Oakland, California
Presentation of Resolutions: Adam Banks, Resolutions Committee Chair, University of Kentucky, Lexington
NCTE, CEE, TYCA, and NCTE Section nominating committees will be on hand to accept nominations for candidates for the 2013 elections.
The agenda for the meeting will be available at the door. The rules of conduct for the meeting are included in this program book on pages 00–00.

Meetings
AA Meeting
6:30–7:30 p.m.
Studio Room 6, Main Floor by Grand Garden Arena

Alanon Meeting
6:30–7:30 p.m.
Studio Room 7, Main Floor by Grand Garden Arena
Cultural Celebration and Social Event
7:15–8:15 p.m.: Cultural Celebration
8:15 p.m.–Midnight: Social Event
Grand Ballroom Room 113, Level One

Presented by the Black and Latino Caucuses
Social Event Sponsored by Michigan State University’s Center for Applied Inclusive Teaching and Learning in Arts and Humanities

When most of us think of Las Vegas, our minds shift to the incessant ring of slot machines, the glare of pulsing neon lights, the glitz and the glamour of the Vegas Strip, but tonight we celebrate the talents of students who reside in the backdrop of the revelry. So hear the call of drums, la música, festive colors, hip-hop style, and talented students, as the Black and Latino Caucuses celebrate the children of Las Vegas. Spoken word poetry, mariachis, a drum line, dramatic monologues, and various dance groups, all performed by youth from Las Vegas schools. These young people will delight you and make you proud to live in our diverse world. After the performances, stay and relax with us, as we continue our celebration with a wine and cheese reception topped off with dancing and head bopping to the rhythms of a DJ. Remember, Las Vegas is a town that never sleeps! So you will still have time to go out and enjoy after this amazing evening presented collectively by the Black and Latino Caucuses for all NCTE members and guests.

College Celebration and Reception
7:30–10:00 p.m.
Grand Ballroom Room 118, Level One

Jacqueline Jones Royster

Presiding: Patricia Dunn, Stony Brook University, New York
Introducing Speaker: Freddy Thomas, Virginia State University, Petersburg
Speaking: Jacqueline Jones Royster, Dean of the Ivan Allen College of Liberal Arts at the Georgia Institute of Technology and Professor of English in the School of Literature, Media, and Communication, Atlanta, has authored numerous articles and books that illustrate the confluence of concerns in literacy studies and women’s studies. Her publications include: Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells-Barnett (1997), Traces of a Stream: Literacy and Social Change among African American Women (2000), and Profiles of Ohio Women, 1803–2003 (2003). Royster has also held various leadership roles in many English professional organizations.
The Swapping Ground: An Evening of Storytelling (G)
8:00–10:00 p.m.
Room 110, Level One

Meet those who work with storytelling in the classroom. Award-winning and nationally known professional storyteller Kevin Cordi will lead an interactive session on what happens when you dramatically play inside the story you are reading with your students. Open mike will follow and be led by storyteller John Beach of New York.

Presenters: Kevin Cordi, Ohio Dominican University, Columbus
John Beach, St. John's University, Jamaica, New York

Fountain of the Muse (G)
8:30–10:30 p.m.
Room 101, Level One

The 33rd Annual Fountain of the Muse roundtable workshop and open mike poetry and short prose readings of original work will take place on Friday, 8:30–10:30 p.m. The session invites first-time readers as well as established writers to participate together in totally relaxed, small-group workshops and open mike readings. Those who wish to listen and enjoy the company of conference poets and prose writers are also welcome to join the gathering. Roundtable workshop will begin at 8:30 p.m. with open mike readings beginning at 9:30 p.m. Writers who wish a careful look at their original work should bring eight copies of no more than two pages of poetry or prose for small-group response. Preregistration for open mike is not necessary, and there is a 40-line or two-page maximum for open mike reads. Short verse, prose poems, fiction, and creative nonfiction excerpts are welcome.

Co-chairs: Michael Angelotti, University of Oklahoma, Norman
Danny Wade, Washburn University, Topeka, Kansas
Notes
Following World War II, lavishly decorated resort hotels and gambling casinos offering top-name entertainment come into existence. Tourism and entertainment took over as the largest employer in Las Vegas.