



## Friday Sessions

### **Literacies of the Disciplines (History, Science, Math, Technology, and the Arts)**

#### **A.32: WRITING AND TELLING THE TALE: THEORIES, THE SCIENCES, AND TRANSDISCIPLINARY COLLABORATION**

**Time:** 9:30–10:45 AM

**Audience:** College

This session will feature an introduction to postmodern perspectives such as narrative, queer theory in first-year composition, and collaboration across the science disciplines. Resources on collaborative teaching, science learning communities, and sample assignments will be provided.

*Presenters:*

Renee Rude, Northern Arizona University, Flagstaff; Gareth Hadyk-Delodder, University of Florida, Gainesville; Justin Rademaekers, Purdue University, West Lafayette, Indiana; Heather Schell, George Washington University, Washington, DC

#### **B.11: EXPLORING THE STORIES TOLD BY AMERICAN MEDIA: CREATING iBOOKS, CREATING AN AUTHENTIC RESEARCH EXPERIENCE**

**Time:** 11:00 AM–12:15 PM

**Audience:** Secondary

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

*Presenters:*

Alex Klein, New Trier High School, Winnetka, Illinois; Ariell Bachman, New Trier High School, Winnetka, Illinois

#### **B.19: ONE BOOK, MANY PATHS: ACTOR, ARTIST, ARCHIVIST, ADVOCATE! HOW 'THE IMMORTAL LIFE OF HENRIETTA LACKS' INSPIRED THE LIVING BOOK PROJECT**

**Time:** 11:00 AM–12:15 PM

**Audience:** Secondary

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

*Presenters:*

Elizabeth Kelso, Ward Melville High School, Stony Brook, New York; Hilve Firek, Virginia Wesleyan College, Norfolk; Lauren Kaushansky, Stony Brook University, New York; Ken Lindblom, Stony Brook University, New York

## **B.23: TEACH THE RESEARCHER, NOT THE RESEARCH: DEEP READING, BIG THINKING, AND BUILDING IDEAS**

**Time:** 11:00 AM–12:15 PM

**Location:** Woodrow Wilson C

**Audience:** Elementary, Middle

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

*Presenters:*

Kathy Bartelmay, Duke School, Durham, North Carolina; Kathy Bartelmay, Duke School, Durham, North Carolina; Jeff Burch, Durham Academy, North Carolina; Jenny Murray, Duke School, Durham, North Carolina

## **B.26: DISCIPLINARY LITERACIES MEET INTERDISCIPLINARY INSTRUCTION: THE STORY ENFOLDS**

**Time:** 11:00:00 AM–12:15 PM

**Audience:** Middle, Secondary, Teacher Education

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

*Presenters:*

Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa, Honolulu; Elizabeth Stolle, Grand Valley State University, Grand Rapids, Michigan; Elizabeth Stolle, Grand Valley State University, Grand Rapids, Michigan

## **B.34: STEM STORIES: INTEGRATING THE STEM PHILOSOPHY INTO THE ENGLISH CLASSROOM**

**Time:** 11:00 AM–12:15 PM

**Audience:** Secondary

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

*Presenters:*

Maria Clinton, Denver Writing Project, Colorado; Maria Clinton, Denver Writing Project, Colorado; Alice Smith, Denver Writing Project, Colorado; Sarah Steinbach-Ball, Denver Writing Project, Colorado

## **C.14: STORY AS A SPRINGBOARD FOR UNDERSTANDING OUR COMPLEX WORLD**

**Time:** 12:30–1:45 PM

**Audience:** Middle, Secondary

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

*Presenters:*

Debra Baker, Wydown Middle School, Clayton, Missouri; Aimee Beeson, Wydown Middle School, Clayton, Missouri; Melissa Lynn Pomerantz, Parkway North High School, St. Louis, Missouri; Melissa Lynn Pomerantz, Parkway North High School, St. Louis, Missouri

### **C.22: HOW TO TELL A STORY: USING FICTION TO ENGAGE STUDENTS IN STEM DISCIPLINES**

**Time:** 12:30–1:45 PM

**Audience:** Middle,Secondary

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

*Presenters:*

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

### **C.27: SCIENTISTS IN THE FIELD, SCIENTISTS IN THE CLASSROOM: USING INFORMATIONAL TEXT IN CLASSROOMS**

**Time:** 12:30–1:45 PM

**Audience:** Elementary,Middle

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

*Presenters:*

Loree Griffin Burns, Houghton Mifflin Harcourt, Boston, Massachusetts; Joan Kindig, James Madison University, Harrisonburg, Virginia; Joan Kindig, James Madison University, Harrisonburg, Virginia; Elizabeth Rusch, Houghton Mifflin Harcourt, Boston, Massachusetts

### **C.28: THE LANDSCAPES OF LITERACY: EXPLORING THE STORIES WE TELL ABOUT READING**

**Time:** 12:30–1:45 PM

**Audience:** General

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

*Presenters:*

Andrew Ravin, Teachers College, Columbia University, New York, New York; Carmela Gustafson, Oakdale Bohemia Middle School, New York; Min Kim, New Visions Humanities; Cristina Landa, School of the Future, New York, New York; Lynn Reid, Fairleigh Dickinson University, New Jersey

### **D.05: DEVELOPING STRONG LITERACY PRACTICES IN CONTENT-AREA INSTRUCTION TO SUPPORT READING AND WRITING DEVELOPMENT AND DEEP CONTENT KNOWLEDGE**

**Time:** 2:30–3:45 PM

**Audience:** Elementary

Social studies is rife with opportunities to engage students in powerful literacy practices that support transference and deep thinking and understanding. The presenters will share specific literacy methods that can be embedded into social studies instruction that will increase students' skills in nonfiction reading and writing, research, and discussion.

*Presenters:*

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

### **D.13: COMMON CORE WHISPERERS: WHAT EDUCATORS ARE DOING TO LINK STANDARDS FROM HIGH SCHOOL THROUGH COLLEGE**

**Time:** 2:30–3:45 PM

**Audience:** Secondary, College, Teacher Education

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

*Presenters:*

Jocelyn Chadwick, Harvard University, Cambridge, Massachusetts; Andy Anderson, Johnson County Community College, Overland Park, Kansas; Jocelyn Chadwick, Harvard University, Cambridge, Massachusetts; Nina Davis, Guilford County Schools, Greensboro, North Carolina; R. Joseph Rodriguez, The University of Texas, El Paso; Anna J. Small Roseboro, consultant, Grand Rapids, Michigan

### **D.34: SURVIVING THE ZOMBIE APOCALYPSE: A CROSS-CURRICULAR APPROACH**

**Time:** 2:30–3:45 PM

**Audience:** Middle, Secondary

This presentation will describe how to increase student motivation by creating cross-curricular units. A science teacher and English teacher will explain how to take a topic of high interest—the zombie apocalypse—and create a highly engaging, collaborative project. They will also describe challenges and benefits of such a project.

*Presenters:*

Veronica Kotel, Crestview Local Schools, Ohio; Jackie Mercer, Crestview Local Schools, Ohio; Sheena Montgomery, Crestview Local Schools, Colullmbiana, Ohio

### **D.36: HOW RUBE GOLDBERG SAVED THE CITY OF EMBER**

**Time:** 2:30–3:45 PM

**Audience:** Elementary, Middle

In the *City of Ember*/Rube Golberg project, students are immersed in the story of a dying city, Ember. They use the story to solidify their understanding of how simple machines work. In this high-interest collaboration between English and science, students must build a machine to save the citizens of Ember.

*Presenters:*

Samantha Koehler, Adelson Educational Campus, Las Vegas, Nevada; Robin Oshins, Adelson Educational Campus, Las Vegas, Nevada; Robin Oshins, Adelson Educational Campus, Las Vegas, Nevada

### **D.37: MULTIMODALITY IN THE ENGLISH CLASSROOM**

**Time:** 2:30–3:45 PM

**Audience:** General

Elizabeth Bleicher, Cathy Leogrande, and Cyndi Scheibe will highlight ways to engage a wide range of learners at all grade levels to develop and support CCSS inquiry and literary skills through collective "reading" of compelling television content that blends fiction and nonfiction. Ashley Jorgensen, Sarah Montgomery, Zak Montgomery, and Sarah Vander Zanden will share experiences as a cross-disciplinary collaboration between undergraduate students and sixth graders that combined narrative and photography to interrogate the concept of an American Dream. Steven J. Landry will share his own creations and the creations of his students to advocate for using alternative narrative modes within the English classroom.

*Presenters:*

Elizabeth Bleicher, Ithaca College, New York; Ashley Jorgensen, University of Northern Iowa, Cedar Falls; Steven Landry, The University of Georgia, Athens; Cathy Leogrande, Le Moyne College, New York; Sarah Montgomery, University of Northern Iowa, Cedar Falls; Zak Montgomery, Wartburg College, Waverly, Iowa; Cyndy Scheibe, Ithaca College, New York; Sarah Vander Zanden, University of Northern Iowa, Cedar Falls

### **E.07: NU-LIT: EXPLORING LITERATURE THROUGH AN ALGEBRAIC LENS**

**Time:** 4:00–5:15 PM

**Audience:** Secondary

Math and English belong together? NuLit (Numeracy + Literacy) is an innovative class that integrates ninth grade English and algebra. Experience an interactive lesson that blends character motivations in *The Hunger Games* and the algebraic skill of creating contextually relevant equations. Learn strategies for bringing NuLit to your own instruction.

*Presenters:*

Haley Holt, L&N STEM Academy, Knoxville, Tennessee; Tressie Norton, L&N STEM Academy, Knoxville, Tennessee; Tressie Norton, L&N STEM Academy, Knoxville, Tennessee

### **E.30: AMICABLE COLLABORATORS: ENGLISH AND MATHEMATICS SHARE A NOVEL**

**Time:** 4:00–5:15 PM

**Audience:** Middle, Secondary, College, Teacher Education

The ancient Greeks called 'those that studied all' the 'mathematekoi'. This presentation focuses on Yoko Ogawa's award-winning novel, *The Housekeeper and the Professor* as an interdisciplinary tool. Two teachers, one English and the other mathematics, suggest ways to use a contemporary novel as a catalyst for close reading and higher-level thinking skills in their disciplines. Other literary works with STEM connections will also be mentioned.

*Presenters:*

Michele Surat, Maggie Walker Governor's School, Richmond, Virginia; Lynn Reed, Maggie Walker Governor's School, Richmond, Virginia; Michele Surat, Maggie Walker Governor's School, Richmond, Virginia