

Planning Your Convention Program

How to Use This Program

To help you plan your convention, various devices for identifying and selecting sessions have been built into the printed program. The daily planner that accompanies this booklet is a quick and handy reference. On it you may fill in the names and locations of the meetings you choose to attend.

Thursday, Friday, Saturday, and Sunday Sessions.

Thursday afternoon's Preconvention Sessions are identified with the letter T, and are 75 minutes in length. With the exception of certain special events, all Friday, Saturday, and Sunday sessions are also 75 minutes in length and are offered within 13 lettered time blocks (A through M), with double-letter sessions (AB, DE, GH, and JK) taking up two consecutive blocks. The N Sessions will be 2 hours in length on Sunday afternoon beginning at 1:00 p.m.

All sessions are listed chronologically and described in detail beginning on page 33.

SESSION FORMATS

Sessions that carry letter codes provide an opportunity to hear and exchange ideas with two or more persons who have special competence in some aspect of teaching English. Generally the speakers' presentations are followed by question-and-answer discussions with the audience. *Double letter sessions* allow for more in-depth exploration of a subject through small-group participation, informal presentations, and the like.

To plan your schedule for Friday, Saturday, and Sunday, choose one session from each of the 13 time blocks. If you select a double-letter session covering two time blocks, you will have only 11 additional time blocks to fill. When choosing a special event, note the time carefully; some special events occupy portions of two time blocks.

In addition to letter codes, most concurrent sessions carry above their session title a label that identifies the presentation format of that session. Explanation of these labels follows:

Panel. 75-minute sessions in which 3–4 speakers talk for 15–20 minutes, allowing time for audience response at the end.

Roundtables. 75-minute sessions in which a series of small-group discussions are led by moderators or consultants about related aspects of a specific topic or theme.

Conversations. 75-minute sessions in which a keynote speaker introduces a topic or issue of concern to the profession and the audience is provided opportunities for small- and whole-group discussion of the topic or issue. Conversations are occasions that foster cross-instructional level discussions, exchange of teachers' lived experiences, promising practices, and new avenues of inquiry.

Classroom Demonstrations. 75-minute sessions that actively engage participants in promising teaching practices.

Poster Session. 75-minute sessions in which presenters, who remain available to explain and discuss their work throughout the session, prepare freestanding displays of research or teaching projects.

Mini-Workshops. 150-minute sessions in which workshop leaders actively engage participants.

SPECIAL SEQUENCES OF SESSIONS

Sessions with special focus or in special sequences fall into the following groups:


Rainbow Strand. Sessions in this strand focus on issues and strategies related to teaching and affirming culturally and linguistically diverse students. **Rainbow**


Research Strand. Sessions carrying this label are the result of a refereed selection process sponsored by the NCTE Standing Committee on Research. Although reports and discussions of research are distributed throughout the program for all three days, sessions labeled "Research Strand" have been refereed. **R**


Early Childhood Day. Sessions marked with this logo focus on issues and strategies for teaching preschool and early elementary age children. **E**

Whole Language. Whole language animates many sessions throughout the program, beginning with an opening general session at 9:15 a.m. on Friday. **WL**

LGBT Strand. The sessions on this strand, which are open to everyone, focus on issues pertaining to lesbian, gay, bisexual, and transgendered students and teachers and their families as well as textual and cultural representations of lesbians, gay men, bisexuals, and the transgendered in the specific context of the teaching of English Studies and English language arts. **LGBT**

CEE Sessions. The sessions in this strand are sessions of particular interest to teacher educators. 

TYCA Sessions. The sessions in this strand are sessions of particular interest to two-year college educators. 

Consulting Network. Sessions with this icon indicate that a member of the NCTE Professional Consulting Network is a participant in the session as a presenter, panelist, reactor, or other. 

Key to Concurrent Session Identifiers

Each concurrent session is identified in three ways: by **time block**, by **title or topic**, and by **educational level**. The letter preceding the title indicates the time block during which the session is offered. The educational level of the session follows the title: (E)—Elementary, (M)—Middle Level, (S)—Secondary, (C)—College, and (G)—General, or all levels.

The following examples from the program illustrate the system:

B.04 EVERYBODY WINS: TEACHERS AND STUDENTS WRITING ON COMMON GROUND (G)

The letter **B** indicates that the session takes place on Friday, 11:00 a.m.–12:15 p.m. The letter **(G)** indicates that the session is of interest to persons working at all levels.

K.18 IN BETWEEN SPACES IN DRAMA: EMBODIED WITNESSING IN LITERARY RESPONSE (E–C)

The letter **K** indicates that the session takes place on Saturday, 4:15–5:30 p.m. The letters **(E–C)** indicate that the session is of particular interest to persons working at the elementary and college levels.

Index to Sessions Sponsored by Other Organizations and Caucuses at the Convention

A list of other organizations and caucuses sponsoring sessions at the NCTE Annual Convention is given below. The page on which the session is described is indicated.

Page	Sponsoring Organization
74	American Dialect Society, C.23
150	Center for the Expansion of Language and Thinking, J.11
134	The Children's Book Council, Inc., H.29
170	Journalism Education Association, J.24, SIG.07
148	Linguistic Society of America, J.05
165	Modern Language Association and Association of Departments of English, K.31
86	National Board for Professional Teaching Standards, D.24
102	National Conference on Research in Language and Literacy, E.46
148	National Literature Project, J.04
163	National Research Center on English Learning and Achievement, K.20
117, 136, 142, 152, 160	National Writing Project, F.37, H.38, I.08, J.21, K.06
154	North American Systemic Functional Linguistic Association, J.34
85	Teachers of English to Speakers of Other Languages, D.18
70	USA Today, C.04
187	U.S. Board on Books for Young People, M.05

MEETINGS OF THE NATIONAL WRITING PROJECT

Omni William Penn Hotel

Thursday

Site Development Workshops
8:30 a.m.–4:00 p.m.

Friday

General Session, 10:00–11:45 a.m.
Workshop Sessions, 1:30–5:45 p.m.
Reception, 5:45–7:00 p.m.

CAUCUS MEETINGS

Business Meeting of the Jewish Caucus

Friday, 4:00–5:15 p.m.

Convention Center/Room 309, Third Floor

Business Meeting of the Black Caucus

Saturday, 9:30 a.m.–Noon

Convention Center/Room 311, Third Floor

Business Meeting of the Latino Caucus

Saturday, 10:00 a.m.–Noon

Convention Center/Room 312, Third Floor

Index to NCTE Assemblies, NCTE Committees, CEE Committees and Commissions, CCCC Committees, CEL Committees, and NCTE Commission Meetings

All Council assemblies, committees, and commissions, and committees of the Conference on English Leadership, the Conference on English Education, and the Conference on College Composition and Communication that meet during the Convention are listed alphabetically below. Meeting days are noted immediately after the committee/commission/assembly name. A detailed description of each meeting—including time, place, and chair—can be found by turning to the page number that precedes each entry.

ASSEMBLIES

Page Assembly

170	Advisers of Student Publications/Journalism Education Association, Saturday
171	American Literature, Saturday
170,180	Children's Literature Assembly, Saturday, Sunday
45	Children's Literature Assembly Board Meeting, Friday
170	Computers in English Language Arts, Saturday
171	Emeritus Assembly, Saturday
169	English as a Second Language, Saturday
170	Expanded Perspectives on Learning, Saturday
177	Expanded Perspectives on Learning Executive Board Meeting, Sunday
170	Gay/Straight Educators Alliance, Saturday
103	Gay/Straight Educators Alliance General Meeting, Friday
32	Gay/Straight Educators Alliance Leadership Planning Business Meeting, Thursday
171	International Writing Centers Association, Saturday
168	LGBT Issues in Academic Studies Advisory Committee, Saturday
170	Literature and Culture of Appalachia, Saturday
103	Literature for Adolescents of NCTE—ALAN Executive Board Meeting, Friday
171	Media Arts, Saturday
169	Research, Saturday
31	State Coordinators of English Language Arts, Thursday
169	Women in Literacy and Life, Saturday
46	Women in Literacy and Life Executive Board Meeting, Friday

NCTE COMMITTEES

Page Committee

31	Achievement Awards in Writing Advisory Committee, Thursday
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- 138 Achievement Awards State Coordinators Meeting, Saturday
 - 46 Advisory Committee of People of Color, Friday
 - 46 Award for Excellence in Poetry for Children Selection Committee, Friday
 - 197 Board of Trustees, Research Foundation, Sunday
 - 104 College Celebration and Reception, Friday
 - 177 College Forum, Sunday
 - 118,176 College Section Nominating Committee, Saturday, Sunday
 - 200 College Section Steering Committee, Monday
 - 46 Committee on Affiliates, Friday
 - 31 Committee Against Censorship, Thursday
 - 109 Committee on International Concerns, Saturday
 - 31,169 Committee on Research, Thursday, Saturday
 - 46 Committee on Teacher Preparation and Certification, Friday
 - 177 Diversity Forum, Sunday
 - 177 Editorial Board, Sunday
 - 39 Elementary Section Get-Together, Thursday
 - 118,176 Elementary Section Nominating Committee, Saturday, Sunday
 - 31,200 Elementary Section Steering Committee, Thursday, Monday
 - 46 Instructional Technology, Friday
 - 40 Middle Level Section Get-Together, Thursday
 - 118,176 Middle Level Section Nominating Committee, Saturday, Sunday
 - 31,200 Middle Level Section Steering Committee, Thursday, Monday
 - 207 NCTE Executive Committee, Wednesday, Tuesday
 - 118,176 NCTE Nominating Committee, Saturday, Sunday
 - 31,173 NCTE/NCATE, Thursday, Sunday
 - 109 NCTE/SLATE Steering Committee on Social and Political Concerns, Saturday
 - 108 Notable Books in the Language Arts, Saturday
 - 46 Orbis Pictus Award for Outstanding Nonfiction in Children's Literature, Friday
 - 46,109 Program to Recognize Excellence in Student Literary Magazines Advisory Committee, Friday, Saturday
 - 138 Program to Recognize Excellence in Student Literary Magazines State Leaders Meeting, Saturday
 - 109 Promising Young Writers Advisory Committee, Saturday
 - 138 Promising Young Writers State Coordinators Meeting, Saturday
 - 46 Racism and Bias in the Teaching of English, Friday
 - 173 Research Forum, Sunday
 - 31,45 Resolutions, Wednesday, Thursday, Friday
 - 40 Secondary Section Get-Together, Thursday
 - 118,176 Secondary Section Nominating Committee, Saturday, Sunday
 - 31,200 Secondary Section Steering Committee, Thursday, Monday
 - 118,176 SLATE Nominating Committee, Saturday, Sunday
 - 109 Task Force on Council History, Saturday
 - 109 Two-Year College English Association Executive Committee, Saturday
 - 31 Whole Language Umbrella Conference Executive Board Meeting, Thursday

CONFERENCE ON ENGLISH EDUCATION COMMITTEES AND COMMISSIONS

Page *Committee or Commission*

- 83 CEE/CEL Joint Commission for Fair and Responsible Assessment, Friday
- 83 Commission on Arts and Literacies, Friday
- 83 Commission on Creating and Sustaining NCTE Student Affiliates, Friday
- 83 Commission on English Methods Teaching and Learning, Friday
- 83 Commission on Gender, Race, and Class in Teacher Education Programs, Friday
- 83 Commission on the Study and Teaching of Adolescent Literature, Friday
- 83 Commission on Teacher Candidate Assessment, Friday

83	Commission on Teacher Education in Private, Independent Colleges (TEPIC), Friday
83	Commission on the Teaching of Poetry, Friday
83	Commission on Technology and Teacher Education, Friday
83	Commission on Writing Teacher Education, Friday
31	Executive Committee, Thursday
118,176	Nominating Committee, Saturday, Sunday

CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION COMMITTEES

Page* *Committee

197,200	Executive Committee, Sunday, Monday
140	Officers, Saturday

CONFERENCE ON ENGLISH LEADERSHIP COMMITTEE

Page* *Committee

177,199	Executive Committee, Sunday, Monday
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NCTE COMMISSIONS

Page* *Commission

194,200	Composition, Sunday, Monday
200	Curriculum, Monday
194,200	Language, Sunday, Monday
194,200	Literature, Sunday, Monday
194,200	Media, Sunday, Monday
194,200	Reading, Sunday, Monday

Special Events on Thursday, Friday, Saturday, and Sunday

The special events listed chronologically below are described in more detail in later sections of the program on the appropriate convention day.

First-Timers' Gathering

Thursday, 4:00–5:00 p.m.

Hilton/Benedum Room, Lobby Level

First-Timers' Welcome

Friday, 7:00–8:00 a.m.

Westin/Westmoreland Room, Second Level

Convention Kick-Off

Friday, 8:00–9:15 a.m.

Convention Center/Ballroom, Third Floor

Hearings on Resolutions

Friday, 9:15–11:00 a.m.

Hilton/Chartiers Room, Mezzanine Level

Affiliate Representatives Meeting (E.02)

Friday, 4:00–5:15 p.m.

Hilton/Grand Ballroom 3, Mezzanine Level

Film Festival

Saturday, 9:00 a.m.–5:05 p.m.

Convention Center/Room 325, Third Floor

National Board for Professional Teaching Standards Certified Teacher Celebration and Reception

Saturday, 4:15–5:30 p.m.

Convention Center/Garrison Overlook, Fourth Floor

Black Caucus and Latino Caucus Present

Saturday, 5:30–7:00 p.m.

Hilton/Grand Ballroom 3, Mezzanine Level

The Swapping Ground: An Evening of Storytelling

Saturday, 8:00–10:00 p.m.

Hilton/Traders Room, Mezzanine Level

Fountain of the Muse

Saturday, 8:30–10:30 p.m.

Hilton/Benedum Room, Lobby Level

Lesson Study: Thinking Deeply about Student Learning

Sunday, 8:30 a.m.–2:30 p.m.

Convention Center/Room 309, Third Floor

Classroom Idea Exchange

Sunday, 10:15 a.m.–4:00 p.m.

Westin/Crawford Room, Third Level

Index to Concurrent Sessions by Strand

Featured Sessions

- A Nikki Giovanni and Bryan Collier
- B Mona Golabek and Jane Foley
- C Joseph Marshall III
- D Kimberly Ellis
- G Robert MacNeil
- H Scott F. Kiesling
- J Alan Lawrence Sitomer
- M Peter Kahn

Pittsburgh Showcase Sessions

- A.09 An Affiliate Celebrates Reading (G)
- B.07 A Flight to Elsewhere (G)
- C.45 Engaged Learning: Creative Assignments in Higher Education (C)
- H.02 Writers Who Teach and Teachers Who Write: Applications for the Classroom (G)
- J.06 Pittsburgh Voices (G)

Early Childhood Day

- F.13 Talk Matters: Learning Literacy through Inquiry (E)
- G.10 Writing as a Support for Reading Comprehension in the Primary Grades (E)
- H.16 Critical Thinking in the Early Years (E)
- H.19 Print Interaction In and Out of School (E)
- H.24 Overcoming the Challenges of Finding Common Ground: Teachers Learning to Use Multicultural Literature with Young Children (E–C)
- I.09 Using Assessment Information to Inform Balanced Literacy Instruction (E)
- I.15 Developing Early Multiliteracies (E–C)
- J.12 Written Conversation Journals and Four-Year-Olds (E)
- J.13 Assessing and Supporting Early Literacy Development (E)
- J.14 Assessing Comprehension with Retellings: Finding Common Ground (E)
- K.15 Play as a Teacher of Literacy (E)

National Writing Project Strand Sessions

- F.37 Write from Day One: Help Beginning English Learners Use Their Own Language and Skills to Develop Writing Fluency (S)
- H.38 Preparing Students for College Writing (Not the Five-Paragraph Essay) (S–C)
- I.08 The Family Writing Project: Parents and Children Bridging the Generation Gap through Writing (G)
- J.21 Building a Schoolwide Writing Program (E–M–S)
- K.06 Genre Theory and the Teaching of Writing (G)

Research Strand Sessions

- A.18 Exploring Issues of Power in the Language Arts Classroom (E–S–C)
- B.22 Investigating Effective Reading and Writing Instruction (E–C)
- C.19 Writers at Work: Classroom Teachers Examine Themselves as Writers and as Teachers of Writing (E–M)
- D.08 Teacher Research: Its Evolution and Its Promise (G)

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- D.28 Literature Instruction: Examining Texts, Teaching, and Assessment (M–S–C)
 - E.46 Writing the Knowledge of Our Field: Emergent Rhetoric and Genre(s) in Research by and about Teachers of Literacy (G)
 - F.01 Opening Day of Research: Coffee and Promising Young Researchers Presentations (G)
 - G.06 Research Roundtables (G)
 - G.09 Understanding the Needs of English Language Learners (ELLs) (G)
 - H.20 Literacy Practices and Disciplinary Knowledge (E–M–S)
 - H.41 Performance Poetry and Hip-Hop Pedagogy: Innovative Approaches toward Academic and Critical Literacies (S–C)
 - I.14 Varied Literate Lives In and Out of School (E–M–C)
 - I.26 Co-Researchers, Social Activists, and Critical Educators: Positioning Readers in Studies of Literary Engagement (E–C)
 - J.01 Understanding Teachers’ Work (G)
 - J.08 Researching Video Cases in English Education (G)
 - J.32 A Multimedia Community-Based Assessment: Documenting the Strengths of Students in Transition (S–C)
 - K.07 Global Literacies (G)
 - K.17 Accountable Talk: An Academically Rigorous Approach to Classroom Discussion (E–M)
 - SIG.04 Looking Back to Look Ahead: A Capstone to the Day of Research (G)
 - M.11 Improving the Teaching of Writing for All Students (G)

Rainbow

- TI.08 Creating Common Ground with Young Adult Literature (M–S–C)
 - A.01 Featured Speakers—Nikki Giovanni and Bryan Collier—Telling the Story of Rosa Parks (G)
 - A.20 Preparing Our Students for Assessment and for Life through Multicultural Literature (M)
 - A.22 Empowering the Hip-Hop Generation: Using Hip-Hop to Increase Literacy Skills, Develop Self-Concept, and Improve Instructional Pedagogy (M–S)
 - A.34 Common Dreams, Uncommon Cultures: Asian Experiences within American Society (S)
 - A.35 The Rose That Grew from Concrete: Standing in the Shadows of Our Ancestors (Richard Wright to Tupac) (S)
 - A.44 African American English or Black Discourse (C)
 - B.32 Teaching Disciplinary Literacy (M–S–C)
 - B.35 Multiculture/Monoculture: Toward Common Ground through Fiction and Film (S–C)
 - C.07 Cultivating New Voices (G)
 - C.12 Breaking Boundaries: Pedagogical Transgressions and Standard Practices (G)
 - C.25 Crossing Over: Cultural Exploration with Multi-Voiced Journals (M–S)
 - C.31 Toni Morrison, the Tulsa Race Riots, and African American Storytelling Quilts (S)
 - C.42 African American Poets Revealed (S–C)
 - D.03 The African American Read-In: Involving Many Communities (G)
 - D.21 Grammar and Writing Trait Lessons That Strengthen Students’ Writing (M)
 - D.32 Living in the Intersection: Supporting LGBTQ Students of Color in Our Classrooms (S)
 - D.34 Literature to Life: Teachers and Students Reading and Writing Octavia Butler’s Novel *Kindred* (S)
 - E.14 Teaching and Understanding the Plays of August Wilson: Recovery of the Ancestor in August Wilson’s 20th Century Cycle (G)
 - E.32 Provoking Literacy, Provocative Literature: Reading R-Rated Texts with Adolescents (M–S)
 - F.02 The Power of Language and Trans-Cultural Literacy (G)
 - F.06 Multicultural Perspectives of Literacy (G)
 - F.12 Sharing Common Ground through Children’s Literature: Creating and Discussing Culturally Relevant Texts (E)
 - F.20 We Can Change Perspectives: The Transformative Nature of Native American Literature Studies (M–S)
 - F.23 Dreamkeepers and Caminantes: Shared Meanings and Young Adult Narratives by African American and U.S. Latina and Latino Writers (M–S–C)
 - F.24 Unlocking the Potential of African American Students: Keys to Reversing Underachievement (E–M–S)
 - F.29 Engaging Multiple Literacies Using Hip-Hop Culture (S)
 - F.32 Indian Education: Challenges, Identity, and Ownership (S–C)
 - G.05 Strategic Multicultural Teaching: Using Works by and about People of Color with Diverse Learners (G)
 - G.10 Writing as a Support for Reading Comprehension in the Primary Grades (E)
 - H.04 Finding Common Ground: Poets, Editors, and Publishers Share Perspectives (G)
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- H.32 Improving Student Literacy through Asian Eyes (S)
 - I.09 Using Assessment Information to Inform Balanced Literacy Instruction (E)
 - I.11 Finding Common Ground: Learning the Language of Peace (E–M)
 - J.10 The Story of the Multiethnic Book: The Author, the Publisher, the Teacher, the Readers (G)
 - J.30 Race and Sexuality in the Literature of the Harlem Renaissance (S–C)
 - J.35 Innovations in Urban Teacher Education: Developing Dispositions for Culturally Relevant Pedagogy (C)
 - K.09 Supporting Growth and Development in Urban Schools, Families, and Communities (G)
 - K.16 Standing on Common Ground with English Language Learners (ELLs): Learning Language through Poetry (E–M)
 - K.19 The Aesthetic Realism Method: Literature Opposes Prejudice, and Makes Us Kinder! (E–S)
 - K.30 Teaching Grammar in Diverse Contexts: Experiential Learning through Creative Nonfiction (S)
 - L.13 Raising the Bar: How One Urban School District Linked Its Instructional Model and Instructional Support to Achieve High Writing Scores (M)
 - L.20 Understanding Canonical Texts through Rock and Roll (M–S)
 - L.23 Expanding Teachers’ Knowledge about Language through Teacher Study Groups (S)
 - L.28 Beyond the English Composition Class: ESL Students in the Disciplines (C)
 - M.02 On Higher Ground: Culture, Literacy, Art, and Performance (G)
 - M.05 Talking Leaves: American Indian Education in Books for Young Readers (G)
 - M.14 Teachers as Writers: Creating Vital Writing Lives in Order to Inform Our Teaching (E)
 - M.18 Teaching Multicultural and International Children’s Literature in Teacher Education Program (E–C)
 - M.29 Students Who Love English but Do Not Like to Read or Write: School Work That Inspires Intellectual Curiosity (S–C)
 - N.04 Thrills and Chills in Contemporary Latino Literature: Latino Mystery Novels in the Classroom (S–C)

Lesbian, Gay, Bisexual, Transgendered

- TI.08 Creating Common Ground with Young Adult Literature (M–S–C)
- A.05 LGBT Literature: Same-Sex Love, Characters, Themes, and Accessibility (G)
- B.05 Exploring Possibilities for Working against Heterosexism and Homophobia through Teacher Inquiry (G)
- B.19 SpongeBob and Buster Speak Out: Does Diversity Include All Children and Families? (E)
- C.25 Crossing Over: Cultural Exploration with Multi-Voiced Journals (M–S)
- D.32 Living in the Intersection: Supporting LGBTQ Students of Color in Our Classrooms (S)
- E.32 Provoking Literacy, Provocative Literature: Reading R-Rated Texts with Adolescents (M–S)
- F.15 Hey, Remember Us? Rescuing Gay and Lesbian Issues from the Jaws of Standards and Accountability (M)
- J.30 Race and Sexuality in the Literature of the Harlem Renaissance (S–C)
- J.39 Becoming Allies: Diffusing Bullying in Our Literacy Classrooms (M)
- K.05 LGBT Educational Issues and Religion: Problems and Progress (G)
- SIG.05 A Master Class in Teaching Children’s Literature: From Resistance to Acceptance—Introducing Books with Gay and Lesbian Characters (G)
- M.03 “Come Out, Come Out Wherever You Are” and “To Be or Not To Be (Out)” (G)

Whole Language

- A.04 You’re on Stage: Literacy Learning through Improvisation (G)
 - A.16 Reimagining Spaces for Critical Literacy (E)
 - A.17 Common Ground: The Mathematical/Language Partnership (E)
 - A.30 STRANDED: Putting It All Together in Thematic Units (M–S–C)
 - B.23 Name, Explain, Deconstruct, and the Hard Times: All Teachers Must “Converse to Thrive and Grow” (E–C)
 - B.32 Teaching Disciplinary Literacy (M–S–C)
 - C.09 Observing the Writing Process: Implications for Evaluation (G)
 - C.15 Conferring Snapshots: Literacy Conversations That Endure (E)
 - C.17 Creating Art Books for the Publication of Student Writing (E–M)
 - D.07 Whole Language Teaching as Social Justice Practice: Looking Back, Looking Forward (G)
 - D.16 Children’s Talk around Texts (E)
 - E.06 Rethinking the Fluency Factor in Reading (G)
 - E.19 Reconsidering Miscue Analysis with Bilingual Readers (E–M)
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- F.09 Examining and Addressing the Gaps in Three Mainstream Practices: DOL, Reciprocal Teaching, and Scoring Guides (G)
 - F.11 Discovering Multiple Perspectives in History: Three Roads to Original Writing for Upper Elementary Students Engaged in Inquiry with Documents of the American Revolution and the Civil War Era (E)
 - F.27 Blueprint for Success: Creating Viable Learning Communities for Students and Teachers (S)
 - H.19 Print Interaction In and Out of School (E)
 - H.22 Using Math as a Tool to Bring Meaning to Texts (E–M–C)
 - I.15 Developing Early Multiliteracies (E–C)
 - I.16 Critical Literacy in the Middle School: Common Ground for Inquiry across the Curriculum (M)
 - J.11 Developing Reading Proficiency for English Language Learners (ELLs) (E)
 - J.14 Assessing Comprehension with Retellings: Finding Common Ground (E)
 - J.17 Examining Cultural Resources of Multilingual Learners (E–M–C)
 - J.34 What Whole Language Takes from Systemic Functional Linguistics (C)
 - K.09 Supporting Growth and Development in Urban Schools, Families, and Communities (G)
 - K.29 Revisiting the Power of Journals in a Discourse-Rich, Inquiry-Based Classroom (S)
 - L.06 Creating a Community of Writers in a Product-Based World (E)
 - L.17 Investigating the Meaning of Character: Using Best Practices to Engage Middle School Students (M–S)
 - M.13 Children’s Literature: The Heart of Curriculum Integration (E)
 - M.15 Reducing Literacy Instruction—Not! (E)

Conference on English Education

- A.06 Coming to the Table: Examining the Dynamics of Teacher Education (G)
 - A.08 The Sordid and the Just: Issues of Race, Social Justice, and Culture in Teacher Education (G)
 - A.28 Reading Buddies Share Common Ground (M–S–C)
 - A.35 The Rose That Grew from Concrete: Standing in the Shadows of Our Ancestors (Richard Wright to Tupac) (S)
 - A.36 Finding Common Ground: Using Models in Composition Instruction (S)
 - A.40 Complimenting the Canon for an MTV Generation (S–C)
 - A.43 Composing Spaces That Challenge Teacher Beliefs: Culture, Community, and Complacency/Complicity at the Crossroads (C)
 - A.47 “The Lives Texts Tell”: Writing for Re-Visioning Literacies (C)
 - B.14 Common and Uncommon Ground: The Legacy of Nancy Martin (G)
 - B.16 Overtures to Learning: Young Students Study and Create Opera! (E)
 - B.28 New Contexts for Teaching Grammar and Multicultural Poetry (M–S–C)
 - B.32 Teaching Disciplinary Literacy (M–S–C)
 - B.39 Getting Outside the Methods Classroom: Social Action, Service Learning, and Teacher Education (S–C)
 - B.41 A Collaborative Workshop Approach to Student Teaching (S–C)
 - B.46 Launching a Comprehensive Masters Program in Reading/Literacy via the Internet: What’s Needed (C)
 - C.08 What Works? Teacher-Researchers Assess Assessment (G)
 - C.14 Creating Common Ground in the In-Between: Home–School Partnerships for Literacy (E)
 - C.20 Uniting the Classroom and the University on Common Ground: A Fresh Look at Service Learning (E–C)
 - C.37 From Bookbag to Briefcase: Expanding the Secondary English Classroom through Business, Family, and Community Projects (S)
 - C.40 Opening and Maintaining Dialogic Spaces for Teacher Learning about Discussion (S–C)
 - C.41 Reading and Writing Difference for Preservice Teachers (S–C)
 - C.42 African American Poets Revealed (S–C)
 - D.01 Literacy Coaching on New Ground: Expanding Teachers’ Notions of Multimodal Literacies (G)
 - D.09 CEE Commission Meetings (G)
 - D.12 National Experiences in Teacher Ed Program Accreditation (G)
 - D.38 Supporting Beginning English Teachers (S–C)
 - D.42 Learning about Genre: The Unfamiliar Genre Project (C)
 - D.43 On Common Ground: Reading the Multiple Meanings of School Literacies (C)
 - E.11 Building Storied Ground: The Evolution of Narrative Inquiry—Reflections from Four Generations of English Teacher-Researchers (G)
 - E.12 The Road Less Traveled: Teachers Building Common Ground through Research (G)
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- E.13 CEE General Membership Reunion and Social (G)
 - E.21 Developing Writing Curriculum on Common Ground (E–M)
 - E.25 Warming Up a Chilly Climate: Student Teacher Action Researchers as Agents of Progressive Change in Literacy (E–C)
 - E.33 Across the Great Divide: University–Community Partnerships in Teacher Education (M–S–C)
 - E.34 A Conversation with School and University-Based Teacher Educators (M–S–C)
 - F.04 Critical Conditions: Weblogs, Storying, and Media Literacy in Teacher Education (G)
 - F.21 Diverse Programs, Divergent Strategies: Effective Assessment of Preservice Educators (M–S–C)
 - H.08 Inquiry, Instruction, and the Questions In Between: Supporting Preservice Teachers from Coursework to the Field (G)
 - H.09 Toward an Ethical Pedagogy: Refusing the Mind/Body Split (G)
 - H.23 No Longer Home Alone: Mentoring and Induction in Teacher Education (E–S–C)
 - H.30 What’s Worth Saying (and Writing) about a Literary Work: Learning Academic Discourse through Literature Workshop (M–S–C)
 - H.42 Graduate Students Coming Together: Creating and Cultivating a Community in the Conference on English Curriculum (C)
 - H.44 Student Affiliates, Creating a Future in NCTE (G)
 - H.45 English Education as a Common Concern: Developing Professional Community through CEE State Affiliates (C)
 - I.04 Seeking Common Ground: Integrating Personal and Professional Spaces to Develop a Teaching Self (G)
 - I.07 Integrating iMovie Video Authoring as Critical Literacy Practice in the 7–12 English Curriculum (G)
 - I.13 Picturing Writing: Fostering Literacy through Art (E–C)
 - I.22 Supporting Student Teaching Online: A Tri-State Study (S–C)
 - J.27 Literature through Occupations: Active-Learning Resources for School-to-Work Inclusion (S)
 - J.35 Innovations in Urban Teacher Education: Developing Dispositions for Culturally Relevant Pedagogy (C)
 - J.36 Preparation and Practice: How English Teachers Teach with Technology (C)
 - J.42 Protégés of William L. Smith Reflect on Mentoring (E–C)
 - K.05 LGBT Educational Issues and Religion: Problems and Progress (G)
 - K.08 Challenging the Commonplace (G)
 - K.12 University Support of New Teachers (G)
 - K.32 Happy Intersections: Engaging Preservice Teachers in Critical Discourse (S–C)
 - K.34 Finding the Common Ground between Teaching and Teacher Education: Conversations with New Teachers and the Teachers Who Taught Them about Writing Pedagogy (S–C)
 - K.38 The Art of Te(a)ching Well: Technological Pedagogical Content Knowledge and the Secondary English Teacher (C)
 - K.39 Technology Preparation in English Education Doctoral Programs (C)
 - L L. Ramon Veal Research Roundtables (G)
 - L.04 English Teacher Education 2005: Politics, Policy, and Prospects (G)
 - L.11 Finding Common Ground within the New Literacies: Preparing and Supporting Literacy Educators (G)
 - L.20 Understanding Canonical Texts through Rock and Roll (M–S)
 - L.25 Writing Our Way to Understanding: Hypermedia, Critical Thinking, and Resistance to Theory (S–C)
 - L.27 The NCTE/NCATE Approval Process for English Education Teacher Preparation Programs (S–C)
 - M.07 When Literacy Learning Becomes an Art Space: Scenes from Elementary–University Classroom Multiliteracies (G)
 - M.18 Teaching Multicultural and International Children’s Literature in Teacher Education Program (E–C)
 - M.29 Students Who Love English but Do Not Like to Read or Write: School Work That Inspires Intellectual Curiosity (S–C)
 - M.34 Service-Learning Field Experiences for Preservice Teachers (C)

Two-Year College

- A.42 Adventures in Online Composition: A Variety of Practices and Tools for Teaching Writing Online (S–C)
 - E.43 The Writing Center: Practical Information for Creating, Growing, and Maintaining a Writing Center at Two-Year Colleges (S–C)
 - M.31 Permeable Boundaries in World Literature: Strategies for Approaching Unfamiliar Ground in Greek and Indian Fables, and in the Works of Achebe, Aidoo, and Allende (S–C)
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