

**20th  
LITERACIES FOR ALL  
SUMMER INSTITUTE**

**LEARNING IN THE COMPANY  
OF OTHERS:  
READING, WRITING, AND INQUIRING  
IN THE 21st CENTURY**

**JULY 9 – 12, 2009  
MARRIOTT COLUMBIA HOTEL  
COLUMBIA, SOUTH CAROLINA**

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

**In cooperation with the Center for Expansion of  
Language and Thinking**

**Cover designed by Ray Martens**



## Welcome from the WLU President

Welcome to the Whole Language Umbrella's 2009 Literacies for All Summer Institute in Columbia, South Carolina. We're so glad you joined us for what promises to be an excellent conference and an organizational landmark. WLU is celebrating their 20th anniversary. If you're a returning WLU member, we hope this year's conference speaks to your needs and adds to your growing beliefs and understandings about children, teaching, and learning. If this is your first time to attend WLU, we extend a special welcome.

South Carolina is a place with a rich tradition of learning in the company of others. Across the state one can find folks dedicating the time and energy to build school communities where collaboration, genuine language use and holistic language learning are alive. One can interact with literacy coaches and study group colleagues inquiring into what it means to support literacy learning in the 21st century. One can find preservice, new, and experienced teachers and instructional leaders dedicated to continuous improvement of teaching and learning for the children in their care. And one can learn from and with university educators engaged in thinking and writing about educational issues, challenges, and possible new directions. We're in a place where we can recognize passion, energy, and accomplishments as well as a place that encourages us to keep working so that *all* students and teachers participate in the types of spaces that value collaboration, innovation, and meaningful practices.

This year's conference shines a spotlight on the ways in which we move forward in what we believe and know through our interactions with others. Over the next few days, you'll have the opportunity to learn with published authors, fabulous classroom teachers, literacy researchers, school leaders, and others. As you examine the program you'll find presenters from near and far. You'll find featured sessions that highlight local literacies—like those alive at the Carolina School for Inquiry. You'll find sessions that invite you to explore and participate in the building of web presence and online communities and sessions that explain exciting initiatives like the National Day on Writing—to name only a few. You'll enjoy an opening session that features well known WLU members from Australia—Lorraine Wilson and Brian Cambourne. You'll see and hear Heidi Mills and Center for Inquiry team members provide an energizing start to Friday and Carmen Agra Deedy launches us into a great day on Saturday with her animated stories and writing experiences. Susi Long and colleagues will host a luncheon on Friday and explore important issues related to becoming a teacher and supporting the entrée of new colleagues into the profession. On Sunday, after attending many great keynotes and sessions, we'll close the conference in the company of Katie Wood Ray.

You might read this program and think something is missing—the town hall meeting. It's not missing, merely woven into the overall program. Over the past few years it has become a tradition to highlight local literacy efforts in our host cities; however, doing so late on Friday afternoon seemed to inhibit people from networking, gathering with friends, and meeting new people. For this reason, we've highlighted local literacy sessions within the program. We hope this feature allows for additional collaborations and connections. Specifically, we encourage all participants to connect with new and experienced members. Agree to attend a session together. Invite someone new to dinner. Exchange e-mails. We know support for great teaching comes from session attendance, dinner conversations, and ongoing collaborations across the year. Enjoy the conference and be sure to check back in with WLU learning opportunities in Philadelphia at the 2009 NCTE conference as well as on the web!

On behalf of the WLU Board, welcome and please let any of us know how we can be of service during our conference. We look forward to learning with you here in Columbia as well as in WLU's next 20 years!

*Katie Van Sluys*

Katie Van Sluys  
WLU President

## Welcome from Marcie Ellerbe

### Local Conference Planning Liaison



Dear Fellow Conference Participants,

As a fellow educator, it is a pleasure to join you at the 20th annual Whole Language Umbrella Literacies for All Summer Institute, and I take great pride in welcoming you to historic Columbia, South Carolina. I look forward to the journey of learning with and from colleagues from around the world who believe that it is in the company of others that we continue to grow our profession.

While this year's conference theme highlights collective and collaborative learning, I invite you, your colleagues, friends, and family to take some time while you are here to enjoy the local fare and culture that Columbia has to offer. Located in the heart of our great state, Columbia provides diverse cultural experiences for residents and visitors alike. Colleagues and I have prepared a list of nearby restaurants that feature contemporary southern dishes and seafood, which you can find at the registration desk. Whether you decide to take in the Friday evening "Movie in the Park" at Finlay Park, a leisurely stroll and the Saturday evening concert in the Vista, a bit of eclectic shopping in downtown's Five Points, or the latest film at The Nickelodeon, South Carolina's only non-profit art house film theater, I am sure that you will find plenty of southern hospitality and charm around every corner.

I also invite you to explore one of Columbia's many museums while you are in town. The Columbia Museum of Art, located blocks from the State Capitol building, and the historic University of South Carolina campus, is currently featuring an exhibit by Cleve Gray: Man and Nature. If you are interested in learning more about the history of South Carolina, you will want to visit the South Carolina State Museum, which is housed in the historic 1893 Columbia Mill textile building on Gervais Street. Those of you visiting Columbia with children, or those who are children at heart, may enjoy spending the day at the South's largest children's museum, Edventure, located on Gervais Street.

Outdoors lovers will enjoy the Riverwalk located off of Huger Street. This beautiful six-mile path runs along the Congaree and Broad Rivers where it is common to see Blue Herons, the Carolina Wren, and an occasional alligator. The Riverbanks Zoo and Gardens, located just off Greystone Boulevard, is also a enjoyable outdoor adventure.

On behalf of all South Carolina educators, I once again welcome you to South Carolina and hope that you enjoy your visit to Columbia. Should you need assistance while you are here, please do not hesitate to ask one of our local conference attendees.

Sincerely,

A handwritten signature in cursive that reads "Marcie Ellerbe".

Marcie Ellerbe

## Conference Features

### Thursday, July 9

10:00 a.m. – 8:00 p.m.

11:45 a.m. – 6:00 p.m.

7:00 p.m.– 9:00 p.m.

Registration

Preconference Workshop (tickets required)

Opening Session with Lorraine Wilson and Brian Cambourne

### Friday, July 10

8:00 a.m.–5:00 p.m.

8:30 a.m.–9:45 a.m.

10:00 a.m.–11:15 a.m.

11:30 a.m.–12:45 p.m.

12:45 p.m.–2:00 p.m.

2:00 p.m.–3:15 p.m.

3:30 p.m.–4:45 p.m.

Registration

Special Session with Heidi Mills, Tim O’Keefe, and Tameka Breland

A Sessions

B Sessions

Luncheon with Susi Long (tickets required)

C Sessions

D Sessions

### Saturday, July 11

8:00 a.m.–4:30 p.m.

8:30 a.m.–9:45a.m.

10:00 a.m. –11:15 a.m.

11:30 a.m.–12:45 p.m.

12:45 p.m.–2:00 p.m.

2:00 p.m.–3:15 p.m.

3:30 p.m.–4:45 p.m.

5:00 p.m. – 6:00 p.m.

Registration

Special Session with Carmen Agra Deedy

E Sessions

F Sessions

Lunch on your own

G Sessions

H Sessions

Delegates Assembly

### Sunday, July 12

9:00 a.m.–11:00 a.m.

9:00 a.m.–10:15 a.m.

10:30 a.m.–11:45 a.m.

Registration

I Sessions

Closing Session with Katie Wood Ray

# The Whole Language Umbrella Executive Board

## **President**

Katie Van Sluys

## **President-Elect**

Rita Moore

## **Board Members**

Brian Cambourne

Phil Fitzsimmons

Tasha Tropp Laman

Prisca Martens

Dorothy Suskind

Dennis Szymkowiak

## **Past Presidents**

1. Dorothy Watson 1989–1991
2. Orin Cochrane 1991–1993
3. Jerome Harste 1993–1995
4. Sharon Murphy 1995–1997
5. Kittye Copeland 1997–1999
6. Gerald R. Oglan 1999–2001
7. Steve Hornstein 2001–2003
8. Amy Seely Flint 2003–2005
9. Michael Muise 2005–2007

## **Honorary Past President**

Kenneth Goodman

## **Editors of *Talking Points***

Edie Lanphar and Phil Fitzsimmons

**THURSDAY, JULY 9**

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*NOTES*

**7:00 p.m. – 9:00 p.m.**

**OPENING SESSION**

*Carolina Ballrooms E, F, G & H*

**Welcome and Opening Remarks:** Katie Van Sluys, WLU President

**Introduction of Award Winners:** Dorothy Suskind, WLU Board Member

**Presentation of Whole Language Umbrella Awards**

Lifetime Membership Award

Distinguished Service Award Presentation

Presentation of Outgoing Whole Language Umbrella Executive Board Members

**Introduction of Keynote Speakers: Phil Fitzsimmons**

**Evening Speakers – Lorraine Wilson and Brian Cambourne**

**LEARNING IN THE COMPANY OF OTHERS: A VIEW FROM DOWN UNDER**

Lorraine will share work she has been doing in two schools, around the enquiry question, “Who am I? Who are Refugees?” She hopes to demonstrate how in any community, including the most impoverished, rich learning is possible when one draws upon the local people, students and talented children’s authors. Brian will share how what he’s learned from the community of researchers, theory builders, and classroom practitioners like Lorraine, has led him to the conclusion that children are “born to learn in the company of others”.

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**9:00 p.m.**

**RECEPTION IMMEDIATELY FOLLOWING THE OPENING SESSION**

*Carolina Ballrooms E, F, G & H*

We welcome you to stay and participate in a WLU toast in honor of their 20th anniversary. Refreshments and entertainment will be provided along with good conversation amongst fellow attendees and speakers.

8:30 a.m. – 9:45 a.m.

*Carolina Ballrooms D & E*

**Introduction of Speakers: Tasha Tropp Laman**

**SPECIAL SESSION WITH TIM O’KEEFE, HEIDI MILLS, AND TAMEKA BRELAND**

**INQUIRY IN ACTION: BELIEFS AND PRACTICES THAT MAKE A DIFFERENCE IN ELEMENTARY CLASSROOMS**



Heidi Mills, Tim O’Keefe and Tameka Breland will feature the beliefs and practices that unite K-5 classrooms at the Center for Inquiry in Columbia, SC. They will illustrate what is possible when elementary teachers embrace inquiry and make a commitment to teaching for social justice. Throughout their presentation, they will share classroom videos and samples of student work that reflect the sights and sounds of teaching and learning in their culture of inquiry. They will demonstrate how they have made inquiry their own from morning meetings to integrated units of study. The presenters and videos of their brilliant students will show how and demonstrate why inquiry makes all the difference in the world.

**Heidi Mills** is Professor of Elementary and Language and Literacy Education. She is a teaching team member in the South Carolina Reading Initiative and the Curriculum and Development Specialist at the Center for Inquiry in Richland School District Two, Columbia, SC. She has published six books, two featuring her work at the Center for Inquiry. *From the Ground Up: Creating a Culture of Inquiry* published by Heinemann Educational Books is an edited text that chronicles the creation and evolution of the school from multiple perspectives. *Looking Closely and Listening Carefully: Learning Literacy Through Inquiry* published by NCTE is a coauthored book featuring Tim O’Keefe, the second and third grade teacher highlighted in this presentation. She has published numerous articles featuring her collaborative research with classroom teachers. Her research interests include the role of inquiry in literacy, learning, and professional development.

**Tim O'Keefe** has been a classroom teacher for twenty-eight years. He has taught Head Start through sixth grade. As a teacher-researcher, he has written various chapters and articles in professional journals. His classroom has been the focus of four books published by Heinemann and two books published by NCTE. Tim's classroom has also been featured in a number of professional videotape series: Scienceline, a PBS video tape focusing on teaching science through inquiry; a tape on teaching and reaching at-risk learners by Heinemann; a video focusing on literacy assessment strategies by NCTE; and, most recently, a professional development series focusing on conversations in literature produced by Annenberg/CPB. Tim is currently teaching at the Center for Inquiry, a small school partnership between Richland District Two and the University of South Carolina.

**Tameka Breland** was born and raised in Columbia. She received her Bachelor of Science degree in Psychology from The College of Charleston in 2002. Throughout her undergraduate studies, she worked for several organizations and programs in many diverse settings that had a focus on educating and serving youth. These experiences contributed to her love of teaching as she found herself learning with and from the children.

After working for four years in sales, Tameka realized that her true passion in life was to work with children. After substitute teaching for almost two years, she decided to fulfill her dream to become a teacher. Tameka completed her student teaching at the Center for Inquiry and earned a Master of Arts in Teaching degree in 2008 from the University of South Carolina.

Tameka has a remarkable four-year-old daughter, Alani, who loves reading and painting.

Tameka recently completed her first year as an elementary teacher. Heidi and Tim found it a privilege to collaborate with her both in the classroom and during weekly curricular conversations. Tameka will take your breath away as you witness what is possible when a first year teacher embraces inquiry and teaches for social justice.



**10:00 a.m. – 11:15 a.m.**

**A SESSIONS**

*Session*

**A.01 READING STRATEGIES: REDEFINING REFLECTIVE INSTRUCTIONAL PRACTICES**

***Carolina Ballroom H***

This presentation will examine and define the historical mix called “reading strategies and instructional practices” from multiple perspectives. The presenters will 1) differentiate between psycholinguistic reading strategies and instructional strategies; 2) invite participants to observe and participate in identification of strategies readers are using.

***Chair:***

Marge Knox, University of Arizona, Tucson

***Presenters:***

Koomi Kim, New Mexico State University, Las Cruces

Peter Duckett, Cairo American College, Cairo, Egypt

Joel Brown, University of Arizona, Tucson

*Session*

**A.02 RESPONSE GROUPS: IN THE COMPANY OF OTHER WRITERS**

***Carolina Ballroom A***

Discover how response groups, or small groups of writers, help each other improve their writing, and their responsibility in the writing classroom. If you have tried peer conferences before, and feel they don’t quite work, this session will answer some of your questions for getting response groups started and working effectively.

***Presenter:***

Denise Amos, University of Louisville, KY and Shelby County Public Schools, Shelbyville, KY

10:00 a.m. – 11:15 a.m.

**A SESSIONS**

*Session*

**A.03 VISUALIZING ORAL HISTORY**

*Carolina Ballroom B*

“Visualizing Oral History” is a project designed to increase students’ involvement in their local history and thus improve students’ understanding of their own history. Innovative elements of this project include utilizing hypermedia technology incorporating multimodal learning. Student projects will become part of the tapestry of their community, bridging the past, present, and future.

***Presenters:***

Tara Van Geons, Gray Stone Day School, Misenheimer, NC  
Leslie Cook, Appalachian State University, Boone, NC

*Session*

**A.04 YOUNG WRITERS AND THEIR MENTORS: TEACHERS, TEXTS, AND TRUSTED FRIENDS**

*Carolina Ballroom D*

Interactive Writing involves the participation among trusted experts who exchange meaningful and purposeful interactions across an extended period of time. We will examine the craft of writing with our urban kindergarten students who learn to value mentors in their writing. Mentors include trusted friends in the classroom, powerful literature, specific tools and adults. Participants will be provided with strategies and powerful text set lists to support both the form and function of writing.

***Presenters:***

Kathleen Crawford-McKinney, Wayne State University, Detroit, MI  
Colleen Kinhead, Commonwealth Community Development Academy, Detroit, MI  
Dayna Wiczorek, Chicago Public Schools, IL

10:00 a.m. – 11:15 a.m.

**A SESSIONS**

*Session*

**A.05 FROM PAGE TO SCREEN: MULTIMODAL LEARNING  
IN A HIGH SCHOOL ENGLISH CLASS**

*Carolina Ballroom C*

This presentation will showcase a case study that explored the impact of the integration of digital storytelling on students' literacy learning, motivation, and identity and agency in a traditional 11th grade English Language Arts research project. It will tell the story of how the experiences of the students and teachers led to the incorporation of digital storytelling into the 11th grade core curriculum research requirement.

***Presenter:***

Evelyn Connolly, Molloy College, Rockville Centre, NY and Hofstra University, Hempstead, NY

*Session*

**A.06 READ IT, READ IT, READ IT ALL ALOUD – THE  
IMPORTANCE OF READING ALOUD TO MIDDLE  
SCHOOL STUDENTS IN SMALL GROUP SETTINGS**

*Carolina Ballroom F*

Teachers in elementary through high school continue to deal with students' reading problems, even after they have received high-quality reading instruction in the early grades. Schools and teachers at all grade levels must be prepared to help struggling readers. All teachers need to weave instructional strategies in their everyday instruction.

***Presenter:***

Pamela Fields, University of South Carolina, Columbia

**FRIDAY, JULY 10**

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*NOTES*

**10:00 a.m. – 11:15 a.m.**

**A SESSIONS**

- Session*  
**A.07 ASSESSMENT TO INFORM INSTRUCTION: MOVING FROM ACCOUNTABILITY TO RESPONSIBILITY**  
*Carolina Ballroom G*

The presenters will share their inquiry into how to use authentic assessments to plan instruction. Examples of how teachers have used assessments to “improve” instruction, not to “prove” it, will be given. There will be opportunities to examine data and collaboratively work through the analysis in order to consider instruction.

***Presenters:***

Robin Cox, School District 5 of Lexington & Richland Counties, Irmo, SC  
Vandrea Lang, Irmo Elementary School, SC  
Shannon Herin, Leaphart Elementary School, Columbia, SC

**FRIDAY, JULY 10**

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**11:30 a.m. – 12:45 p.m.**

**B SESSIONS**

- Session*  
**B.01 TALKING THE BOOK IN THE COMPANY OF OTHERS: RESEARCH-BASED TECHNIQUES FOR IMPROVING AUTHENTIC DISCUSSION ABOUT LITERATURE IN SECONDARY ENGLISH CLASSROOMS**  
*Carolina Ballroom B*

The presenter will review several research-supported techniques for having an authentic, student-centered discussion about literature where the teacher’s role is that of facilitator, not authority. Participants will walk out of the presentation with the tools to create conversations characterized by students coming together to share their interpretations.

***Presenter:***

Tim Fredrick, New York University, NY

11:30 a.m. – 12:45 p.m.

**B SESSIONS**

*Session*

**B.02 WHEN PICTURES AREN'T PRETTY: ONE CHILD'S DESCRIPTION OF SELF THROUGH ART**

*Carolina Ballroom F*

This session addresses the not so “pretty” side of art as a language system, and the importance visual communication plays for educators in understanding emergent children’s sense of self. Presenters analyzed one child’s pictures on behavior forms collected over eight months which, when collectively studied, revealed a significantly decreasing sense of power.

***Presenters:***

Teresa Fisher, Georgia State University, Atlanta  
Peggy Albers, Georgia State University, Atlanta  
Jennifer Ureno, Georgia State University, Atlanta

*Session*

**B.03 BUILDING AND SUSTAINING LITERACY LEARNING COMMUNITIES IN SECONDARY SCHOOLS: WHAT DO THEY LOOK LIKE AND WHY ARE THEY IMPORTANT?**

*Carolina Ballroom G*

As an organizational arrangement, the professional learning community or study group is perceived as a powerful staff development approach and a potent strategy for school change and improvement. As concerns about adolescent literacy escalate, secondary schools are adopting the study group as a vehicle for supporting secondary teachers learning and instruction in literacy. Hear about recent research and possibilities for transforming teachers’ learning through the study group!

***Presenter:***

Deidre Clary, University of South Carolina, Columbia

11:30 a.m. – 12:45 p.m.

**B SESSIONS**

*Session*

**B.04 MAKING RELATIONSHIPS WORK: LEARNING WITH, FROM, AND THROUGH UNIVERSITY AND SCHOOL PARTNERSHIPS**

*Carolina Ballroom E*

This session offers insights into growing strong university/school partnership in which educators participate in study group, demonstration lessons, and field-based teacher education and illuminates the ways that these professional experiences shape and are shaped by literacy practices that support all learners.

***Presenters:***

Tasha Tropp Laman, University of South Carolina, Columbia  
Loraine Lambert, A.C. Moore Elementary School, Columbia, SC  
Nancy Boggs, A.C. Moore Elementary School, Columbia, SC  
Page Rogers, A.C. Moore Elementary School, Columbia, SC  
Tonia Griffin, A.C. Moore Elementary School, Columbia, SC  
Ashley Fitzgerald, A.C. Moore Elementary School, Columbia, SC

*Session*

**B.05 STORY OF STUFF: READING ADVERTISING THROUGH CRITICAL EYES**

*Carolina Ballroom C*

How does advertising shape our worldview and perpetuate the culture of consumerism? We'll explore the persuasive techniques advertisers employ with a short film and activity that attempts to figure out the "so what" of it all using critical literacy. You'll walk away with classroom ideas, multiple resources, and a new awareness of consumerism.

***Presenters:***

Shannon Cuff, University of Missouri, Columbia  
Heather Statz, University of Missouri, Columbia  
Steve Barrett, University of Missouri, Columbia

11:30 a.m. – 12:45 p.m.

**B SESSIONS**

*Session*

**B.06 OTHERED BY THE COMPANY OF LEARNERS:  
COUNTERPORTRAITURE IN HARD TIMES**  
*Carolina Ballroom D*

Learners at Mesa Vista Elementary School were forced to look the same, learn the same, and perform the same because of their official portrait as a failing school. This session is the story of a brave group of fifth and sixth graders that composed counter portraits of success.

***Presenter:***

Richard Meyer, University of New Mexico, Albuquerque

*Session*

**B.07 TALK MATTERS: LANGUAGE USE DURING  
KINDERGARTEN JOURNAL TIME**  
*Carolina Ballroom A*

The talk used by “James” will be discussed as he negotiates the social and cognitive world of journal time in kindergarten. Research findings and implications for primary teachers will be discussed including creating language-friendly classrooms and building student talk into learning opportunities.

***Presenter:***

Emily Bigelow, Vanderbilt University, Nashville, TN

**FRIDAY, JULY 10**

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*NOTES*

**12:45 p.m. – 2:00 p.m.**

**CELEBRATORY LUNCHEON (Tickets required)**

*Palmetto Ballroom*

**Introduction of Speakers: Katie Van Sluys**

**Don't Drop Us at the Schoolhouse Door:  
Tensions and Triumphs in the Early Years of Teaching**

***Speakers:***

Susi Long, Ami Abramson, April Boone, Carly Borchelt, Robbie Kalish, Erin Miller, Julie Parks, and Carmen Tisdale, University of South Carolina, Columbia

*Every day this week, I've asked myself why I teach.  
Wednesday I came home and cried so hard my eyes were  
swollen the whole next morning. I feel like such a  
failure because I know I've let my kids down, my parents  
down, and my principal down. I don't know why I can't  
seem to get the hang of this teaching thing.*

**We lose more than half of our new teacher colleagues within their first five years in the profession. What can we do to better support their success? Seven teachers studied their first six years in the classroom and uncovered stories that impact us all. Join these teacher researchers in a luncheon dialogue that offers insight and possibilities for new and experienced teachers, administrators, teacher educators, and policy makers.**

**FRIDAY, JULY 10**

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**2:00 p.m. – 3:15 p.m.**

**C SESSIONS**

*Session*

**C.01 MATH JOURNALS: THE POWER OF INQUIRY**  
*Carolina Ballroom C*

Math is about making meaning, but we lose that message when we rely on textbook-directed lessons. However – when students are charged to come at problems from their own direction and level of development, write about their discoveries in their journal, and think aloud their process with their classmates – meaning pops right back into the equation.

***Presenter:***

Dorothy Suskind, St. Christopher's School, Richmond, VA



2:00 p.m. – 3:15 p.m.

**C SESSIONS**

*Session*

**C.02 READERS COACHING READERS TO DEVELOP FLEXIBLE INTEGRATED TEXT PROCESSING SYSTEMS**

*Carolina Ballroom B*

In this presentation, a classroom teacher and college professor will share a year-long classroom study in which they investigated the use of peer coaching as a strategy for developing second graders' text processing systems.

***Presenters:***

Deborah MacPhee, University of South Carolina, Aiken  
Cathy Martin, Redcliffe Elementary School, Aiken, SC

*Panel*

**C.03 LEARNING IN THE COMPANY OF OTHER CONTENT TEACHERS: ENHANCING ADOLESCENTS' ABILITIES TO READ AND RESPOND TO QUESTIONS**

*Carolina Ballroom D*

Three high school teachers (Spanish, Math, English) will discuss individual inquiry studies focused on enhancing learners' abilities to read, understand, and respond correctly and appropriately to questions, directions, and instructions. Lessons, strategies, and activities will be shared. Handouts will be provided.

***Presenters:***

Dennis Szymkowiak, Mundelein High School, IL  
Dan Szymkowiak, Mundelein High School, IL  
Kathleen Hajek, Mundelein High School, IL

2:00 p.m. – 3:15 p.m.

C SESSIONS

*Session*

**C.04 NOT A “ONE SHOT DEAL”: SUSTAINED AND LOCALIZED PROFESSIONAL DEVELOPMENT ON TEACHING WRITING**

*Carolina Ballroom G*

Teaching writing is an often overwhelming task for many teachers because they are not confident in their skills or abilities to teach writing to children. In this session, teachers and university researchers will share the challenges faced, and insights gained from their participation in a generative model of professional development around writing.

***Chair:***

Amy Flint, Georgia State University, Atlanta

***Presenters:***

Amy Flint, Georgia State University, Atlanta  
Susan Barwick, Cary Reynolds Elementary, Doraville, GA  
Jeffrey Gentry, Cary Reynolds Elementary, Doraville, GA  
Katharine Kurumada, Georgia State University, Atlanta  
Jennifer Ureno, Georgia State University, Atlanta  
Karla Zisook, Georgia State University, Atlanta  
Teresa Fisher, Georgia State University, Atlanta

*Session*

**C.05 THE INVISIBLE PEDAGOGY OF A SCHOOL-WIDE READ**

*Carolina Ballroom F*

Three middle-school teachers and three university partners documented what happened during a school-wide read of *Seedfolks*. This presentation will describe how the underlying pedagogical implications of the school-wide read allowed movement for students and teachers across traditional social and learning spaces.

***Presenters:***

Jennifer Wilson, University of South Carolina, Columbia  
Michelle Vanderburg, University of South Carolina, Columbia  
Pamela Jewett, University of South Carolina, Columbia

2:00 p.m. – 3:15 p.m.

**C SESSIONS**

*Session*

**C.06 UNDERPINNINGS, UNDERSTANDINGS, AND UNDERWEAR AT SAN ROQUE: THE SUBTEXT OF THE TEACHING AND TEACHERS AT ONE “WHOLE LANGUAGE” BASED SCHOOL**

*Carolina Ballroom E*

This session explores how one cohort of teachers at one school developed “contingent reflexivity” in their English program. As part of the hidden curriculum their students also formed a worldview based on social and emotional discernment. The nature of the students as critical viewer-readers, and implications for classroom practice will be explored in light of their responses.

***Presenters:***

Eddie Lanphar, San Roque School, Santa Barbara, CA  
Phil Fitzsimmons, University of Wollongong, Australia

*Session*

**C.07 HOIKUEN WHOLE LANGUAGE: AN EYE MOVEMENT MISCUE ANALYSIS (EMMA) STUDY OF JAPANESE BEGINNING READERS**

*Carolina Ballroom H*

The presenters will share their experience applying Whole Language research methods to studying the reading process in four Japanese hoikuen (nursery schools). Findings from our first eye movement miscue analysis (EMMA) study will be discussed, as well as stories and observations from the classroom.

***Presenters:***

Daniel Ferguson, Hikari, Midori, and Futaba Child Care Centers,  
Hiroshima, Japan  
Yasuhiko Kato, Chugoku University, Hiroshima, Japan  
Kazuyo Yamaguchi, Joto Child Care Center, Okayama, Japan  
Mariko Nagahiro, Hikari Child Care Center, Hiroshima, Japan  
Naoko Yamamoto, Tomiyama Child Care Center, Okayama,  
Japan

2:00 p.m. – 3:15 p.m.

**C SESSIONS**

*Roundtable*  
**C.08 CONFERRING WITH READERS**  
*Carolina Ballroom A*

**Participants rotate every thirty minutes so that a variety of topics can be explored. Presentations will be repeated two times.**

**TABLE ONE**

**A Fresh Look at Reading Conferences: Learning Spaces that Promote Strategic Readers**

Reading conferences must be at the heart of the Reading Workshop if we are to speak to issues of access and equity in ensuring all children become strategic, independent, lifelong readers.

***Presenter:***

Debbie Linville, High Point University, NC

**TABLE TWO**

**Reframing Discourse and Actions: Reading Conferences and the English Learner**

In this presentation, reading conferences with twelve English language learners in first and second grade classrooms are analyzed. A discussion follows looking at ways this best practice can be adapted to be more supportive of ELLs in English dominant schools.

***Presenter:***

Sally Brown, New Mexico State University, Las Cruces

3:30 p.m. – 4:45 p.m.

**D SESSIONS**

*Session*

- D.01 BEYOND THE BOUNDARIES OF WHAT’S POSSIBLE:  
BUILDING A SCHOOL AND CURRICULUM FOR THE 21st  
CENTURY WITH CHILDREN, PARENTS, TEACHERS, STAFF,  
AND THE COMMUNITY IN MIND**  
*Carolina Ballroom B*

Carolina School for Inquiry is a multi-age, inquiry-based charter school in Richland School District One, located in Columbia, South Carolina. This school, now in its third year, serves a diverse population of children in an atmosphere of kindness that encourages active inquiry, fostering individual growth, promoting respect for self, other and the world in which they live. In this session, parents, teachers, students, and the school’s administrator share the power of school/community relationships in taking political action. The presenters will also dispel myths and misconceptions about inquiry and culturally relevant pedagogy offering insights into the critical and generative nature of learning where all stakeholders are positioned as learners and schools for the 21st century become sites of possibility.

***Presenter:***

Victoria Dixon-Mokeba, Carolina School for Inquiry, Columbia, SC

*Session*

- D.02 FAMILY READING NIGHTS: WORKING TOGETHER  
FOR STUDENT SUCCESS**  
*Carolina Ballroom C*

Family reading nights are school-wide academic initiatives that involve families and the community in supporting student attitudes and achievement in reading. This session will discuss best practices in organizing, conducting, and evaluating Family Reading Nights. The presenters have teaching experience and, presently, guide schools across the country in developing research-based partnership programs. They are co-authors of multiple books about partnership programs and literacy.

***Presenters:***

Darcy Hutchins, Johns Hopkins University, Baltimore, MD  
Marsha Greenfeld, Johns Hopkins University, Baltimore, MD

3:30 p.m. – 4:45 p.m.

**D SESSIONS**

*Session*

**D.03 READING & WRITING TAUGHT AT THE STUDENTS' INSTRUCTIONAL LEVELS**

*Carolina Ballroom D*

Students should be working at their appropriate reading and writing levels within all classrooms, yet the planning and the teaching for this may seem overwhelming. It need not be. Teachers can keep the instruction of reading and writing at the students' appropriate levels for maximum growth. Numerous ideas will be given for whole group, small group, and individualized instruction.

***Presenters:***

Janet Coleman, Fort Worth, TX

Mary Ledbetter, Houston, TX

*Session*

**D.04 HOW TO TURN AN EDUCATIONALLY RELEVANT THEORY OF LEARNING INTO AN EFFECTIVE THEORY OF LITERACY COACHING**

*Carolina Ballroom E*

While the concept of a "literacy coach" has been popularized in the last few years, no obvious or clearly defined theory of coaching seems to have emerged. In this session, three USA classroom teachers who were appointed as literacy coaches in quite different contexts will describe how they took an Australian professor's theory of learning and developed their own grounded theories of "literacy coaching" from it.

***Presenters:***

Brian Cambourne, University of Wollongong, Australia

Sharon Hughes, Literacy Consultant, Aurora, IL

Sandra Whiteis, Literacy Consultant, Plano, IL

Denise Trainor, Patchogue Medford School District, NY

3:30 p.m. – 4:45 p.m.

**D SESSIONS**

*Session*

**D.05 CHILDREN, CULTURE, AND CONFLICT: USING MULTI-MEDIA TEXT SETS TO EXPLORE DIVERSE PERSPECTIVES**

*Carolina Ballroom F*

The diversity of children’s literature through multiple modes and media create opportunity for teachers to approach non-mainstream perspectives and experiences. Multiliteracies support teachers’ use of literature promoting engagement in diverse conversations with students. Extensive bibliography of text sets provided with strategies that support critical pedagogy.

***Presenters:***

Tammy Everett, Graceland University, Lamoni, IA  
Linda Armstrong, University of North Alabama, Florence  
Renita Schmidt, Furman University, Greenville, SC

*Session*

**D.06 CROSS-CULTURAL CONVERSATIONS AMONG STUDENTS AND TEACHERS: LEARNING AMIDST OTHERS**

*Carolina Ballroom G*

What is the “blueprint” for learning in multicultural/multilingual classrooms? Presenters will discuss how classroom environments affect learning; share how instructional conversations between teacher/student and student/student honor the cultural diversity of classrooms; and demonstrate strategies that lead to effective and efficient literacy learning.

***Presenters:***

Rebecca Moore, School District of Oconee County, Walhalla, SC  
Margaret Warner, Clemson University, SC

3:30 p.m. – 4:45 p.m.

**D SESSIONS**

*Session*

**D.07 SURPRISING RESULTS FROM A STUDY OF TEACHERS' PERCEPTIONS OF IMPLEMENTING A READING FIRST PROGRAM**

*Carolina Ballroom H*

Explore with us the ways three seasoned primary-grade teachers in a small, urban, failing school understood and implemented a Reading First program. What were their perceptions of and feelings about the program? Why did they respond as they did? What can we learn from them?

*Presenters:*

Jill Smith, University of Missouri, Columbia  
Nancy Knipping, University of Missouri, Columbia

*Roundtable*

**D.08 RETHINKING TEACHING**

*Carolina Ballroom A*

**Participants rotate every thirty minutes so that a variety of topics can be explored. Presentations will be repeated two times.**

**TABLE ONE**

**Teaching the Notion of Freedom**

This critical literacy project establishes a fourth grade learning community to explore the notion of freedom that begins with a study of the Underground Railroad (UGRR), transitions into the Civil Rights Movement of the 1960s, and then, finally, connects learning to contemporary issues of freedom

*Presenter:*

Denise Dallmer, Northern Kentucky University, Highland Heights

**TABLE TWO**

**Struggling Readers Become Apprentice Teachers: Identity, Agency, and Cultural Models in a Cross-age Reading Intervention**

Engage in a discussion of a project in which fifth and sixth graders identified as “struggling readers” served as “apprentice-teachers” of first graders. The study sheds light on the shifts in students’ literate identities after participating in an intervention in which they were reading experts, rather than deficient readers.

*Presenter:*

Margaret Boling Mullin, Indiana University, Indianapolis



**8:30 a.m. – 9:45 a.m.**

***Carolina Ballrooms D & E***

**Introduction of Speaker: Prisca Martens**

**SPECIAL SESSION – Carmen Agra Deedy**



**Carmen Agra Deedy** is an internationally known author of children’s literature, a storyteller and radio contributor. Born in Havana, Cuba, she immigrated to the United States with her family in 1963 after the Cuban Revolution. A professional storyteller, she has performed at the Disney Institute, on Broadway at the New Victory Theater, at the Folger Shakespeare Library, and the Kennedy Center, as well as many other storytelling festivals nationwide. Deedy is a regular contributor to National Public Radio’s “Weekend All Things Considered” and “Latino USA.”

Deedy is the author of several award-winning children’s books including:

- *Martina the Beautiful Cockroach: A Cuban Folktale*, 2007
- *The Secret of Old Zeb* (Michael P. White, illustrator), 2002
- *The Yellow Star: The Legend of King Christian X of Denmark* (Henri Sorensen, illustrator), 2000
- *The Last Dance* (Debrah Santini, illustrator), 1995
- *The Library Dragon* (Michael P. White, illustrator), 1994
- *Agatha’s Feather Bed: Not Just Another Wild Goose Story* (Laura L. Seeley, illustrator), 1994
- *TreeMan* (Douglas J. Ponte, illustrator), 1993

Visit Carmen Agra Deedy’s website at <http://carmendeedy.com/>.

**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

*Session*

- E.01 UNDERSTANDING AND INFLUENCING YOUR LOCAL SCHOOL BOARD: A VIEW FROM THE INSIDE**  
(Sponsored by CELT)  
*Carolina Ballroom D*

In this session, a longtime member of WLU will share her experiences as a newly elected school board member working toward: 1) Building trust and community; 2) Providing leadership; 3) Making policies that support children, teachers, administrators, and staff; 4) Taking stands; and 5) Raising questions, solving challenges regarding budget, curriculum, professional staff development, and the high school drop-out disaster.

***Presenter:***

Barbara Flores, California State University, San Bernardino

*Session*

- E.02 LITERACY THROUGH THE ARTS PARENTING PROGRAM**  
*Carolina Ballroom B*

Literacy through the Arts Parenting Program, or LAPP, models arts-based literacy lessons for parents of young children, providing practice in executing early literacy skills at home as well as providing supplies. Standards-based lesson plans, write and draw notebooks, read-alouds, puppets, songs, nursery rhymes, etc. will be explored.

***Presenter:***

Nancy James, University of South Carolina, Columbia

10:00 a.m. – 11:15 a.m.

**E SESSIONS**

*Session*

**E.03 COMBATING THE CONSUMERIST MIND-SET:  
RECONNECTING WRITING STUDENTS TO THE  
POWER OF CREATIVITY THROUGH  
COLLABORATORIES**

*Carolina Ballroom C*

Results of survey research lead to presenters' argument that creativity and co-creativity must be encouraged a great deal more in writing instruction K–16. Speakers will suggest “collaboratories,” arrangements of digital tools that allow students to use technology in collaborative settings to develop multimedia projects of all kinds.

***Presenters:***

Joanna Castner Post, University of Central Arkansas, Conway  
Jennifer Deering, University of Central Arkansas, Conway

*Session*

**E.04 LEARNING TO READ IS NATURAL**

*Carolina Ballroom E*

The presenters will focus on how young children come to know the concept of literacy in terms of both reading and writing.

***Presenters:***

Kenneth Goodman, Professor Emeritus, University of Arizona,  
Tucson  
Yetta Goodman, University of Arizona, Tucson

*Session*

**E.05 LEARNING IN THE COMPANY OF A LITERACY  
COACH: WHAT TEACHERS SAY THEY CHANGED  
BECAUSE OF THEIR COACH AND HOW THEY THINK  
THEIR COACH HELPED THEM**

*Carolina Ballroom F*

In this session, the presenters will discuss case study research conducted with 35 teachers in order to understand the characteristics of literacy coaches that teachers felt contributed to their professional development and to identify ways in which teachers' beliefs and practices changed and which were attributable to their coach.

***Presenters:***

Michelle Vanderburg, University of South Carolina, Columbia  
Diane Stephens, University of South Carolina, Columbia

10:00 a.m. – 11:15 a.m.

**E SESSIONS**

*Session*

**E.06 COLLABORATIONS BETWEEN AUTHORS,  
ILLUSTRATORS, AND READERS: CONSTRUCTING  
MEANING IN PICTUREBOOKS**

*Carolina Ballroom G*

This session explores how a first and third grade teacher collaborated with the art teacher to bring art into reading instruction and picturebooks into art instruction. The presenters will share how the students' understandings of and experiences with the techniques of illustrators enhanced the students' literacy development.

***Chair:***

Prisca Martens, Towson University, MD

***Presenters:***

Ray Martens, Towson University, MD

Catherine Maderazo, Towson University, MD

*Session*

**E.07 WHOLE LANGUAGE HITS THE STREETS**

*Carolina Ballroom H*

We make sense of the world by sharing our stories. In this session, the presenters will share stories from the education program of CEIPA (Centro Ecu mico de Integraci n Pastoral), a project that has served street and working children and adolescents in Quetzaltenango, Guatemala since 1989.

***Presenters:***

Linda Ferris, CEIPA, Quetzaltenango, Guatemala

Steve Barrett, University of Missouri, Columbia

**SATURDAY, JULY 11**

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*NOTES*

**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

*Session*

**E.08 FAN-FICTION & GRAPHIC NOVELS: ENGAGING READERS AND WRITERS**  
*Carolina Ballroom A*

**Alternative Worlds: Fan-Fiction as an Avenue for Writing**

Fan-Fiction is a genre that utilizes the rules and storylines from traditional media texts—such as movies, television, or books—to create alternative story worlds. As students, including those who traditionally struggle with literacy, create their own stories and plays they learn to deconstruct the complex nature of writing.

***Presenter:***

Kattie Hogan, Warren Woods Middle School, Warren, MI

**SATURDAY, JULY 11**

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**11:30 a.m. – 12:45 p.m.**

**F SESSIONS**

*Session*

**F.01 THE BIG DEAL: NURTURING IDENTITY IN YOUR CHILDREN**  
*Carolina Ballroom B*

What's the big deal? Talk, environment, and engagements are a big deal in nurturing and honoring identity. What may look like no big deal from the outside, really is a big deal. See how teachers provide a language, rich environment in which children's identities have many opportunities to be revealed.

***Presenters:***

Emily Allen, Swansea Primary School, SC

Sylvia Lucas, Swansea Primary School, SC

Melissa Redd, Swansea Primary School, SC

11:30 a.m. – 12:45 p.m.

**F SESSIONS**

*Session*

**F.02 THE POWER OF PICTURES: CREATING PATHWAYS TO LITERACY THROUGH ART**

*Carolina Ballroom C*

Pictures provide an engaging universal language for struggling readers and writers. By placing the study of quality picture books and simple art experiences at the core of writing workshop, Artists/Writers Workshop offers an enticing alternative pathway into literacy learning and provides teachers with effective concrete tools to support those at risk.

***Chair:***

Liz Arcieri, University of New Hampshire, Durham

***Presenter:***

Merrilee Thissell, University of New Hampshire, Durham

*Session*

**F.03 “SOMEWHAT MORE FREE”: ALTERNATIVE LITERACIES BEHIND BARS**

*Carolina Ballroom F*

What is the point of education for incarcerated students? The USA now holds the dubious, hideous distinction of imprisoning 1% of its population. This session aims to open the gates to impassioned perspectives on the efficacy—and ethics—of teaching prisoners.

***Presenter:***

Dave Iasevoli, SUNY Plattsburgh Branch Campus, Queensbury, NY

*Session*

**F.04 21st CENTURY LITERACIES: WHAT DOES IT MEAN FOR THE ELEMENTARY CLASSROOM?**

*Carolina Ballroom D*

How we read and write is being changed by technology. But 21st Century Literacies is about more than just technology. How will these things impact elementary classrooms? Using the NCTE definition and framework for 21st Century Literacies, we will think about possibilities for use in elementary classrooms.

***Presenters:***

Franki Sibberson, Riverside Elementary, Dublin, OH  
Becky McCraw, Goucher Elementary, Gafney, SC

11:30 a.m. – 12:45 p.m.

**F SESSIONS**

*Session*

**F.05 UNSTANDARD WRITING: CREATING A WRITING CULTURE TO IMPROVE STUDENT ACHIEVEMENT AND STRENGTHEN STUDENT IDENTITY**

*Carolina Ballroom G*

As more and more schools are being placed on NCLB-inspired remediation, schools across the country are plagued with violence, high dropout rates, and a lack of college readiness. By applying the methods recommended by Lucy Caulkins, Harvey Daniels, and others, to create practical and creative writing opportunities, schools can encourage a writing culture with constant practice, reading aloud, and writing essays from a wealth of material. The information will be shared in a writing workshop setting with participants experiencing a variety of strategies for tapping into their students' imaginations and hearts.

***Presenter:***

Molly Moynahan, The Teacher's Way, Chicago, IL

*Session*

**F.06 IDEOLOGICAL BECOMING AND LEARNING TO TEACH READING**

*Carolina Ballroom E*

This presentation will explore ideological becoming based on a study of pre-service teachers during a reading assessment course in an elementary education program. We will share data from the study to elicit a discussion of ideological becoming among pre-service teachers.

***Presenters:***

Lucy Spence, University of South Carolina, Columbia  
Amy Johnson, University of South Carolina, Columbia

11:30 a.m. – 12:45 p.m.

**F SESSIONS**

*Session*

**F.07 LITERACY RESOURCES OF HOMELESS FAMILIES IN A SHELTER: A CASE STUDY OF TWO MOTHERS WITH THEIR INFANTS AND TODDLERS**

*Carolina Ballroom H*

Every year 600,000 families with 1.35 million children experience homelessness in the United States. Forty-two percent of the children are under the age of six and many are cared for in child care centers during the day. This study entailed conducting family visits in collaboration with two caregivers from a local child care center, as a means of representing the resources that surround homeless families.

***Presenter:***

Cynthia Weldon-Lassiter, Columbia University, New York, NY

*Roundtable*

**F.08 NEEDS AND REALITIES: ATTENDING TO TEACHING CONTEXTS**

*Carolina Ballroom A*

**Participants rotate every thirty minutes so that a variety of topics can be explored. Presentations will be repeated two times.**

**TABLE ONE**

**Navigating the Waters of Curriculum Mandates and Classroom Practice: Erika's Story**

This presentation presents the story of Erika Dawson and the ways the context in which she taught influenced how she presented information in her classroom. Erika became the filter for literacy knowledge in her classroom, which has important implications for professional development opportunities.

***Presenter:***

Meadow Sherrill Graham, West Virginia University, Morgantown

**TABLE TWO**

**A Melody of Words in Worlds: A Literacy Need of Rural Tanzanian Schools**

This study examines the gap between the availability of reading materials and the quality of literacy education in rural Tanzanian contexts and poses some possibilities for creating materials based on the lives and cultures of students and their families.

***Presenter:***

Dainess Maganda, University of South Carolina, Columbia



12:45 p.m. – 2:00 p.m.

LUNCH ON YOUR OWN

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2:00 p.m. – 3:15 p.m.

**G SESSIONS**

*Session*

- G.01 “AND THEN JESUS SAID, ‘ALL THE BOYS AND GIRLS CAN HAVE CHOCOLATE MILK.’”: BRINGING CHILDREN’S HOME LITERACY PRACTICES INTO PRESERVICE EDUCATION**

*Carolina Ballroom C*

In this session, a university teacher-researcher and doctoral student will share how observing, documenting, studying, and tracing her young children’s literacy development outside of school contexts helps her preservice teachers more fully understand that authentic learning occurs in the company of others.

***Presenter:***

Erin Miller, University of South Carolina, Columbia

*Session*

- G.02 “ARE YOU SURE WE’RE ALLOWED TO READ THAT IN HERE?” REACHING STRUGGLING AND RELUCTANT READERS THROUGH A COMIC TEXT WEBPROJECT**

*Carolina Ballroom G*

The Comic Text WebProject, aimed at improving the literacy skills and motivation of struggling boys in grades 4/5, uses technology, along with a class comic text centre and mentor texts, to explore the genre and to publish student-written and illustrated comics, graphic novels, interviews, and reviews on a class designed website. This session shares teaching ideas from the project, illustrated with student examples.

***Presenter:***

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

2:00 p.m. – 3:15 p.m.

## G SESSIONS

*Session*

**G.03 NATIONAL DAY ON WRITING  
“LEARNING IN THE COMPANY OF OTHER WRITERS”  
Carolina Ballroom E**

Join the members of this panel to hear a discussion of our writing, academic and personal, and to open a dialogue regarding NCTE’s National Day on Writing.

***Panel Members:***

Peggy Albers, Georgia State University, GA  
Mike Dayton, Mundelein High School, IL  
Jerry Harste, Indiana University, IN  
Bobbi Jentes Mason, Fresno Pacific University, CA  
Dave Schultz, Long Island University at Riverhead, NY  
Dennis Szymkowiak, Mundelein High School, IL

*Session*

**G.04 LEARNING IN THE COMPANY OF COLLEAGUES:  
CONDUCTING MISCUE ANALYSIS WITH ALL  
READERS  
Carolina Ballroom D**

The presenter will share the journey taken by the entire faculty and staff of Serendipity Magnet School as they learned two miscue analysis procedures, which they are now using to assess every student as a reader. There will be a summary of the goals, challenges, and benefits of this exciting collaborative work.

***Presenter:***

M. Ruth Davenport, Eastern Oregon University, La Grande

*Session*

**G.05 THE REALITIES OF CONFERENCING  
Carolina Ballroom B**

This presentation illustrates how middle school teachers in South Carolina use reading conferences within their own classrooms. Through surveys and observations, we identify the most frequent kinds of conferences conducted and how those conferences both reflect teachers’ theories on reading and impact students’ reading identities.

***Presenters:***

Jennifer Wilson, University of South Carolina, Columbia  
Kristen Gillaspay, White Knoll Middle School, Columbia, SC

**2:00 p.m. – 3:15 p.m.**

**G SESSIONS**

*Panel*

**G.06 FROM STRATEGY CALLING TO DILIGENT  
MONITORING: HELPING CHILDREN GROW  
THEMSELVES AS READERS**

*Carolina Ballroom F*

We often encounter children who can name reading strategies but do not monitor for meaning when they read. In this session the presenters will explain how they have been helping these children transform themselves into readers who demand that texts make sense and effectively use comprehension strategies.

***Chair:***

Diane Stephens, University of South Carolina, Columbia

***Presenters:***

Lisa Jaeger, School District Five of Richland & Lexington  
Counties, Irmo, SC

Anne Downs, School District Five of Richland & Lexington  
Counties, Irmo, SC

Tara Thompson, School District Five of Richland & Lexington  
Counties, Irmo, SC

2:00 p.m. – 3:15 p.m.

G SESSION

*Roundtable*

**G.08 BOOKS AND LETTERS—NOTABLE BOOKS AND NOTEABLE PRACTICES: EXPLORING WRITING AND CULTURE**

*Carolina Ballroom A*

**Participants rotate every thirty minutes so that a variety of topics can be explored. Presentations will be repeated two times.**

**TABLE ONE**

**A Pen Pal Project: Lessons Learned from the Authentic Writing of Third Grade Students**

The purpose of this semester-long Pen Pal Project, involving third grade and university students enrolled in a literacy class, was to provide the elementary students with an opportunity to experience authentic writing. Corresponding with a pen pal allowed the university students to examine the writing and thinking of third grade students as they discussed literature.

***Presenter:***

Renee Ziolkowska, California State University, Northridge

**TABLE TWO**

**Using Holistic Literacy Practices and Notable Children's Books: Exploring Cultures to Create a Diversity Spark**

In a shrinking global society, K–12 teachers face the challenge of cultural and linguistic diversity of learners. Sharing, reading, and writing about cultures foster an edge to learning. The presenter uses Notable Children's Books, outstanding books, to spark reading and writing for diverse learners.

***Presenters:***

Parsa Choudhury, Illinois College, Chicago

Amy Flint, Georgia State University, Atlanta

**3:30 p.m. – 4:45 p.m.**

**H SESSIONS**

*Session*

**H.01 RETHINKING LITERATE CONSTRUCTS: LEARNING AS WAYS OF KNOWING, DOING, AND BEING WITHIN AND BETWEEN DISCIPLINES**

*Carolina Ballroom H*

Through activities and discussion, the presentation will focus the group on the need to connect learning to read to reading within and between disciplines, the specific content, their ways of thinking, ways of doing and believing.

***Presenters:***

Sunita Mayor, West Chester University of PA  
Roberta Truax, University of Cincinnati, OH  
Lesli Bush, Woodford Paideia Elementary, Cincinnati, OH

*Session*

**H.02 CELEBRATING LITERACY AND THE LIFE OF AN EXTRAORDINARY TEACHER**

*Carolina Ballroom E*

In keeping with our theme, Learning in the Company of Others, this session celebrates learners and their intriguing process of becoming literate. We will also honor an extraordinary teacher, Pat Jenkins, a founding member of WLU and a treasure to all who knew her.

***Chair:***

Melissa Morrison, Mid-Missouri TAWL President

***Presenters:***

Jerry Harste, Indiana University, Bloomington  
Dorothy Watson, University of Missouri, Columbia

3:30 p.m. – 4:45 p.m.

**H SESSIONS**

*Session*

**H.03 VISUAL AND DIGITAL MEDIA AND A (RE)VISIONING  
OF A NEW ENGLISH IN HIGH SCHOOL SETTINGS**  
*Carolina Ballroom D*

In this presentation, the presenters wish to share how teachers who work primarily with high school students can create a new English language arts curriculum that invites learners to engage in issues-oriented and critical discussions around literature, and create visual and digital media projects that demonstrate this learning.

***Presenters:***

Peggy Albers, Georgia State University, Atlanta  
Bobbi Jentes Mason, Fresno Pacific University, CA  
Oscar Hernandez, Reedley High School, CA

*Session*

**H.04 INTERNATIONAL CHILDREN'S LITERATURE:  
TEACHING FOR CHANGE**  
*Carolina Ballroom C*

Teachers and graduate students will share their experiences as they learned about International Children's Literature. Grounded in the theory of Freire and Rosenblatt, participants will experience how these teachers discovered the importance and value of this type of literature, how it can be used across the structures of a problem-posing literacy program, and issues of censorship.

***Presenters:***

Barbara Gilbert, Doctoral student, University of South Carolina,  
Columbia  
Pamela Jewett, University of South Carolina, Columbia  
Teachers and graduate students in Dr. Jewett's EDRD 650 class  
(Teaching Reading with a Literacy Emphasis)

3:30 p.m. – 4:45 p.m.

**H SESSIONS**

*Session*

**H.05 MONSTERS REAL & IMAGINED: USING LITERATURE TO CONNECT WITH URBAN STUDENTS IN RESIDENTIAL FOSTER CARE**

*Carolina Ballroom B*

While teaching in a residential foster care facility, a teacher faced her students with no curriculum materials and few books. Integrating literature selections from Edgar Allan Poe to Walter Dean Meyers and students' interpretive artwork and writing, the teacher tapped into her students' personal stories, igniting their interest in learning.

***Presenters:***

Teresa Filbert, University of Maryland, Baltimore  
Darcie Badami, Strawbridge School Board of Child Care, Baltimore, MD

*Session*

**H.06 CHILDREN'S MUSEUMS: THE UNIVERSITY OF MISSOURI-WEST BOULEVARD ELEMENTARY COLLABORATION CONTINUES**

*Carolina Ballroom F*

How can you bring literacy into the elementary school classroom? Participants were encouraged to include critical thinking and writing in their future classrooms. Participants were able to translate theory into practice and preservice teachers.

**CANCELED**

***Presenters:***

Eryca Neville, University of Missouri, Columbia  
Jonette Ford, West Boulevard Elementary, Columbia, MO

3:30 p.m. – 4:45 p.m.

**H SESSIONS**

Session  
**H.07 CRITICAL CONVERSATIONS: LOCATING CURRICULAR SPACES FOR YOUNG CHILDREN TO TALK**  
*Carolina Ballroom G*

Drawing upon her experience as teacher-researcher with young children, the presenter will explore the curricular space(s) that foster(s) critical conversations relevant to the students' lives. Using rhizomatic cartography of Deleuze and Guattari, she will explore the dynamic relationships of the classroom as a way of understanding possible spaces for critical discussions.

***Presenter:***

Candace Kuby, Indiana University, Bloomington

Session  
**H.08 BEING MULTIMODAL – CHANGE FOR ALL OF US**  
*Carolina Ballroom A*

A paradigm shift in what it means to be literate presents a new reality about multimodal understandings of the meaning-making process. How can educators utilize students' captivation and reliance on contemporary media in the classroom? Representations of literacy practices in the 21st century will be shared from preservice teachers' perspectives.

***Presenters:***

Colleen Sheehy, University of Indianapolis, IN  
Susan Blackwell, University of Indianapolis, IN



## **SATURDAY, JULY 11**

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*NOTES*

**5:00 p.m. – 6:00 p.m.**

### **DELEGATES ASSEMBLY**

*Carolina Ballroom D*

The Delegates Assembly is a forum where matters of policy and organizational directions are discussed and decided. The meeting will examine and approve the budget, introduce an online proposal system, and address organizational concerns. All are welcome and encouraged to attend this meeting.

## **SUNDAY, JULY 12**

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**9:00 a.m. – 10:15 a.m.**

### **I SESSIONS**

*Session*

#### **I.01 DEVELOPING OUR VIRTUAL COMMUNITY: THE WLU WEBSITE**

*Carolina Ballroom D*

In this session, the presenters invite you to join them in thinking about how the new WLU website can meet the needs of website visitors. Please join us in discussing features of the website and offering suggestions, ideas, and insights for developing the website into an active, engaging tool for the WLU community and its visitors.

***Presenters:***

Lucy Spence, University of South Carolina, Columbia  
Tasha Tropp Laman, University of South Carolina, Columbia

*Session*

#### **I.02 WATER PLUS DIRT EQUALS MUD: RMA AND SOCRATIC CIRCLES**

*Carolina Ballroom E*

The results of a one year study on the use of Retrospective Miscue Analysis in conjunction with Socratic Circle techniques in a third grade classroom will be shared. Scenarios and classroom vignettes will highlight the session and the data.

***Presenter:***

Rita Moore, Willamette University, Salem, OR

9:00 a.m. – 10:15 a.m.

**I SESSIONS**

*Session*

**I.03 RESEARCH METHOD: USING THE ANNOTATED BIBLIOGRAPHY TO TEACH LITERACY SKILLS**  
*Carolina Ballroom B*

In the traditional classroom, when learners are given the task of researching a prescribed topic the question becomes: Are students really able to develop literacy skills necessary to find the answers they truly seek to understand and know? This session will provide tools for developing an annotated bibliography that engages learners in active, collaborative, and meaningful inquiry. Also included will be useful literacy strategies and finished products.

***Presenters:***

Ernie Billittier, Mundelein High School, IL  
Michael Dayton, Mundelein High School, IL

*Session*

**I.04 BUILDING BRIDGES TO CONNECT THEORY AND PRACTICE IN LITERACY EDUCATION**  
*Carolina Ballroom A*

In an attempt to bridge the gap between theory and practice, this presentation describes four different workshops and several projects that are based on holistic principles of literacy education. While children learn, college students and teachers gain knowledge of innovative strategies and the research that supports their implementation in a collaborative environment. Participants in this session will have the opportunity to see pictures and view videos of these workshops and engage in brainstorming sessions about further opportunities for collaboration.

***Presenter:***

Hilary Pollack, University of Wisconsin, River Falls

9:00 a.m. – 10:15 a.m.

**I SESSIONS**

*Session*

**I.05 PEOPLE LEARNING PEOPLE: A PLACE FOR  
ARCHIVAL WORK IN THE ENGLISH CLASSROOM**  
*Carolina Ballroom F*

This presentation explores the benefits of English composition and literature students performing ethnographically-based research of Others via working in a Native American archive. The outcomes of studying American Indian – specifically Catawba Indian – culture prompts students to experience another public space where research is performed; creates an environment where students can explore diverse voices; and, allows students to reflect upon the Self.

***Presenter:***

Nicol Nixon Augusté, University of South Carolina Lancaster

*Session*

**I.06 “DOIN” WHAT COMES NATURALLY: REVISITING  
THE CONCEPT OF “NATURAL LEARNING”**  
*Carolina Ballroom C*

In this session the presenter will address three questions: 1) Is “natural learning” a valid educational concept? 2) If it is, what would a theory of “natural learning” entail? 3) What educational implications (if any) might flow from such a theory?

***Presenter:***

Brian Cambourne, University of Wollongong, Australia

**9:00 a.m. – 10:15 a.m.**

**I SESSIONS**

*Panel*

**I.07 EIGHT STRAIGHT  
Carolina Ballroom G**

A panel discussion is led by literacy coaches from around South Carolina, all of whom started with the South Carolina Reading Initiative in 2000 and have maintained continuing contact for eight straight years. We will discuss how we began our journey and how we have grown professionally from staying together for all these years. We'll focus on how our thinking has changed and how continued staff development in a professional community has supported our journey.

***Chair:***

Marcia Baxter, Literacy Coach, Batesburg Leesville, SC

***Presenters:***

Marcia Baxter, Literacy Coach, Batesburg Leesville, SC

Gail China, Literacy Coach, Sumter, SC

Donna Culclasure, Literacy Coach, Irmo, SC

Barbara Frederick, Literacy Coach, Irmo, SC

Susan Kohler, Literacy Coach, Newberry, SC

Polly LaRosa, Literacy Coach, Cayce, SC

Michelle Myers, Literacy Coach, Orangeburg, SC

Diane Stephens, University of South Carolina, Columbia

Betty Willyerd, Literacy Coach, Newberry, SC

Beth White, Literacy Coach, West Columbia, SC

*Session*

**I.08 LEARNING COMMUNITIES: GROUNDED,  
CONNECTED, AND GROWING THROUGH BELIEFS  
Carolina Ballroom H**

Why does one question matter? See how a question led to a community inquiry that uncovered many more questions, many new discoveries, and many new beliefs. Our professional community was transformed. Our young students were transformed. Let us tell you our story.

***Presenters:***

Emily Allen, Swansea Primary School, SC

Sandra Yates, Swansea Primary School, SC

**10:30 a.m. – 11:45 a.m.**

*Carolina Ballrooms D & E*

**Introduction of Speaker: Marcie Ellerbe, University of South  
Carolina, Columbia**

**CLOSING SESSION WITH KATIE WOOD RAY**

**BELIEVING IN THE FUTURE OF OUR WORK: TEACHING  
AND WRITING AS COMPOSITIONAL ACTION**

Teaching, itself an act of composition, may provide the most consistent demonstration of compositional decision making young writers are privileged to access. What do young writers learn about composition from engaging with our teaching acts?



**Katie Wood Ray** is a writer and researcher with a particular focus on the study of and the teaching of writing. She leads teacher workshops and summer institutes across the nation related to the teaching of writing. Her professional background includes both elementary and middle school teaching experience and two years as a staff developer at The Reading and Writing Project, Teachers College, Columbia University.

Katie is the author of several books including:

- *Spelling in Use: Looking Closely at Spelling in the Whole Language Classrooms*, 1996
- *Wondrous Words: Writers and Writing in the Elementary Classroom*, 1999
- *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*, 2001

Katie has also published numerous articles and book chapters, and is the former co-editor of the NCTE journal *Primary Voices K-6*.

## Alphabetical Listing of Speakers:

Abramson, Ami: Fri. Luncheon  
Albers, Peggy: B.02, H.03  
Allen, Dale: H.01  
Allen, Emily: F.01, I.08  
Amos, Denise: A.02  
Arcieri, Liz: F.02  
Armstrong, Linda: D.05  
Augusté, Nicol: I.05  
Badami, Darcie: H.05  
Barrett, Steve: B.05, E.07  
Barwick, Susan: C.04  
Baskwill, Jane: G.02  
Baxter, Marcia: I.07  
Bigelow, Emily: B.07  
Billittier, Ernie: I.03  
Blackwell, Susan: H.08  
Boggs, Nancy: B.04  
Boone, April: Fri. Luncheon  
Borchelt, Carly: Fri. Luncheon  
Breland, Tameka: Fri. Special Session  
Brown, Joel: A.01  
Brown, Sally: C.08  
Bush, Lesli: H.01  
Cambourne, Brian: Opening Session, D.04, I.06  
Castner Post, Joanna: E.03  
China, Gail: I.07  
Choudhury, Parsa: G.08  
Clary, Deidre: B.03  
Coleman, Janet: D.03  
Connolly, Evelyn: A.05  
Cook, Leslie: A.03  
Cox, Robin: A.07  
Crawford-McKinney, Kathleen: A.04  
Cuff, Shannon: B.05  
Culclasure, Donna: I.07  
Dallmer, Denise: D.08  
Davenport, M. Ruth: G.04  
Dayton, Michael: I.03  
Deedy, Carmen Agra: Sat. Special Session  
Deering, Jennifer: E.03  
Downs, Anne: G.06  
Duckett, Peter: A.01  
Everett, Tammy: D.05  
Ferguson, Daniel: C.07  
Ferris, Linda: E.07  
Fields, Pamela: A.06  
Filbert, Teresa: H.05  
Fisher, Teresa: B.02, C.04  
Fitzgerald, Ashley: B.04  
Fitzsimmons, Phil: C.06  
Flint, Amy: C.04, G.08  
Flores, Barbara: E.01  
Frederick, Barbara: I.07  
Fredrick, Tim: B.01  
Gentry, Jeffrey: C.04  
Gilbert, Barbara: H.04  
Gillaspy, Kristen: G.05  
Goodman, Kenneth: E.04  
Goodman, Yetta: E.04  
Greenfeld, Marsha: D.02  
Griffin, Tonia: B.04  
Hajek, Kathleen: C.03  
Harste, Jerry: H.02  
Herin, Shannon: A.07  
Hernandez, Oscar: H.03  
Hogan, Kattie: E.08  
Hughes, Sharon: D.04  
Hutchins, Darcy: D.02  
Iasevoli, Dave: F.03  
Jaeger, Lisa: G.06  
James, Nancy: E.02  
Jewett, Pamela: C.05, H.04  
Johnson, Amy: F.06  
Kalish, Robbie: Fri. Luncheon  
Kato, Yasuhiko: C.07  
Kellner, Hank: A.08  
Kim, Koomi: A.01  
Kinkead, Colleen: A.04  
Knipping, Nancy: D.07  
Knox, Marge: A.01  
Kuby, Candace: H.07  
Kurumada, Katharine: C.04  
Lambert, Lorraine: B.04  
Lang, Vandrea: A.07  
Lanphar, Edie: C.06  
LaRosa, Polly: I.07  
Linville, Debbie: C.08  
Long, Susi: Fri. Luncheon  
Lucas, Sylvia: F.01  
MacPhee, Deborah: C.02  
Maderazo, Catherine: E.06  
Maganda, Dainess: F.08  
Martens, Prisca: E.06  
Martens, Ray: E.06  
Martin, Cathy: C.02  
Mason, Bobbi Jentes: H.03  
Mayor, Sunita: H.01  
McCraw, Becky: F.04  
Meyer, Richard: B.06  
Miller, Erin: Fri. Luncheon, G.01  
Mills, Heidi: Fri. Special Session  
Moore, Rebecca: D.06

Moore, Rita: I.02  
Morrison, Melissa: H.02  
Moynahan, Molly: F.05  
Mullin, Margaret Boling: D.08  
Myers, Michelle: I.07  
Nagahiro, Mariko: C.07  
O'Keefe, Tim: Fri. Special Session  
Parks, Julie: Fri. Luncheon  
Pollack, Hilary: I.04  
Redd, Melissa: F.01  
Rogers, Page: B.04  
Schmidt, Renita: D.05  
Sheehy, Colleen: H.08  
Sherrill Graham, Meadow: F.08  
Sibberson, Franki: F.04  
Smith, Jill: D.07  
Spence, Lucy: F.06, I.01  
Stanley, Steve: H.01  
Statz, Heather: B.05  
Stephens, Diane: E.05, G.06, I.07  
Suskind, Dorothy: C.01  
Szymkowiak, Dan: C.03  
Szymkowiak, Dennis: C.03  
Thissell, Merrilee: F.02  
Thompson, Tara: G.06  
Tisdale, Carmen: Fri. Luncheon  
Trainor, Denise: D.04  
Tropp Laman, Tasha: B.04  
Truax, Roberta: H.01  
Ureno, Jennifer: B.02, C.04  
Van Geons, Tara: A.03  
Vanderburg, Michelle: C.05, E.05  
Warner, Margaret: D.06  
Watson, Dorothy: H.02  
Weldon-Lassiter, Cynthia: F.07  
White, Beth: I.07  
Whiteis, Sandra: D.04  
Wieczorek, Dayna: A.04  
Willyerd, Betty: I.07  
Wilson, Jennifer: C.05, G.05  
Wilson, Lorraine: Opening Session  
Wood Ray, Katie: Sun. Closing Session  
Yamamoto, Kazuyo: C.07  
Yamamoto, Naoko: C.07  
Yates, Sandra: I.08  
Ziolkowska, Renee: G.08  
Zisook, Karla: C.04