

# 28th Annual WLU Literacies for All Summer Institute

Global Literacies, Global Conversations:  
Celebrating Our Connections

July 20-22, 2017

Tucson University Park Hotel  
Tucson, AZ

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

RA  
K  
U  
S  
D  
F  
H  
R  
A  
D  
D  
T  
D  
T  
R  
A  
D  
I  
T  
I  
O  
N  
A  
L  
L  
I  
T  
E  
R  
A  
C  
Y



# The Whole Language Umbrella Executive Board

## President

Caryl Crowell, Borton Magnet School,  
Tucson, Arizona

## President Elect

Roxanne Henkin, University of Texas,  
San Antonio

## Board Members

Joni Fujita, Noelani Elementary,  
Honolulu, Hawaii

Maria “Perpie” Liwanag, Towson  
University, Baltimore, Maryland

Deborah MacPhee, Illinois State  
University, Normal

Ray Martens, Towson University,  
Baltimore, Maryland

Patricia Paugh, University of  
Massachusetts, Boston

David Schultz, Long Island University,  
Riverhead, New York

## Journal Editors of *Talking Points*

Sally Brown, Georgia Southern  
University, Statesboro

Deborah MacPhee, Illinois State  
University, Normal

## Past Presidents

Dorothy Watson	1989–1991
Orin Cochrane	1991–1993
Jerome Harste	1993–1995
Sharon Murphy	1995–1997
Kitty Copeland	1997–1999
Gerald R. Oglan	1999–2001
Steve Hornstein	2001–2003
Amy Seely Flint	2003–2005
Michael Muisse	2005–2007
Katie Van Sluys	2007–2009
Rita Moore	2009–2011
Rick Meyer	2011–2013
Debra Goodman	2013–2015
Caryl Crowell	2015–2017

## Honorary Past President

Ken Goodman

## ACKNOWLEDGEMENTS

Whole Language Umbrella wishes to thank . . .



**Center for Expansion of Language and Thinking (CELT)** for their sponsorship of the Preconference Workshop.



**Early Childhood Education Assembly (ECEA) of NCTE** for their participation.



**Kids' Center** for supplying onsite book sales.

**Kelly Allen and the local committee, Tucson TAWL**, for their fabulous planning and hospitality.

**Our thanks for the beautiful student artwork go to:**

The staff and students of the Aneth Community School on the Navajo Nation and the Los Amigos Elementary School, Sunnyside School District, Tucson, Arizona.

**NCTE staff**—Julie May, Emily Nafziger, Debbie Zagorski, and all those in the NCTE office who helped make this Institute possible.



## *Greetings from WLU President Caryl Crowell*

¡Bienvenidos a Tucson! Welcome to Tucson, the Old Pueblo. You are in one of the oldest continuously inhabited places in the United States and the only city in the country to be named a UNESCO City of Gastronomy. That's not only because you'll enjoy wonderful local restaurants while you're here, but because of the many farmer's markets, a vibrant Community Food Bank, a native-seeds preservation program, and a 4000-year history of agriculture. Our diverse landscape—from saguaro-studded deserts to pine and fir forests in the Catalina Mountains—matches the diversity of our community. Tucson is home to Native peoples, families descended from early Spanish and Mexican settlers, and migrants from across the US and the world.

All that makes Tucson the ideal location for this year's Literacies for All Summer Institute and its theme of "Global Literacies, Global Conversations: Celebrating Our Connections." In keynote and breakout sessions, our speakers will address topics such as global literature, diversity in our languages and literacies, collaborations that cross boundaries within and across communities, and many other current issues in education. In every time slot, you will find a concurrent session that appeals to every audience—preschool teachers to college educators, classroom practitioners to researchers.

If you're here early on Thursday, you won't want to miss the meeting of the Eye Movement/Miscue Analysis (EMMA) researchers. Even if you're not a member of the group, all are welcome to learn more about this exciting area of research. Then, if you registered for the Thursday afternoon preconference session, you can join our preconference speakers as they help us think about how to build coalition networks to advocate for a range of progressive issues, including education. On Friday morning, you'll choose one of four two-hour symposium sessions, including one that will take you out of the hotel to the Arizona State Museum, just a short walk onto the UA campus, for a look at connections between anthropology and literacy. Friday evening, we'll be leading a walk across campus to the Worlds of Words, an international children's literature library in the College of Education, for a reception to honor the work of Ken and Yetta Goodman, our WLU parents and grandparents.

People say this conference is like a reunion and it is. For those who have been coming year after year, it's a chance to see old friends from across the country and around the world. But like every family reunion, there are always newcomers who are quickly adopted. So if this is your first WLU conference, expect to be welcomed warmly into a professional community dedicated to progressive literacy practices, democratic education, and social justice. You'll go home with new friends, new ideas to occupy your mind, and renewed energy to sustain holistic, responsive, and relevant learning experiences within your individual classrooms, schools, and communities.

Many people are here to help you navigate the conference. Stop any WLU board member and let us know what we can do to support your learning and teaching. Our amazing NCTE staff—Julie May, Emily Nafziger, and Debbie Zagorski—deserve our appreciation for everything they do to organize this conference and make it run smoothly. And we owe a debt of gratitude to Tucson TAWL members, our local conference committee, for all their advice and suggestions, and for helping to spread the word in Tucson and beyond. They are ready and willing to tell you about their favorite restaurants, shopping, sightseeing spots, and how to survive the desert heat.

Visit us at <http://www.ncte.org/wlu> to learn more about the Whole Language Umbrella.



# WHOLE LANGUAGE BELIEFS

Whole Language is a set of principles and teaching practices that draws upon scientifically based research from many areas including: first and second language development, early literacy, the relationship between language and culture, children's and adolescent literature, digital literacy, and on-going classroom research. Whole language pedagogy embraces goals of democracy and social justice.

**Whole language educators know that language is always first and foremost about the construction of meaning.**

Whole language classrooms provide learners with opportunities to question, investigate, discover, agree or disagree, and pursue individual or communal interests. When students are engaged in authentic language use, three things happen simultaneously: they learn language, they learn about language, and they use language to learn.

**Whole language educators believe literacy learning takes place in meaningful contexts.** Listening, speaking, reading, and writing are best learned in an integrated fashion for real purposes rather than as separate subjects. Students learn phonics, grammar, punctuation and other conventions of language as they apply them within authentic experiences.

**Whole language educators create welcoming spaces for all learners.** They celebrate the uniqueness of each individual's linguistic, intellectual, physical, cultural, and racial characteristics. Whole language educators support bilingual and multilingual programs as they help students understand the richness of knowing more than one language.

**Whole language educators believe learning is social activity.** Whole language educators believe learning happens best in a community of learners where students interact and collaborate with each other rather than as individual students seated quietly at separate desks. In a whole language classroom, learners actively question, hypothesize, experiment, seek information, and present their learning across a wide range of disciplines including science, social sciences, math, and the arts.

**Whole language educators know that behind every text is an author with personal values.** They help their students stand back from texts and identify the author's values and underlying messages, as well as the voices that are not present in a text. They support their students' thoughtful use and consideration of all types of media, including digital sources.

**Whole language educators know learning language involves risk taking.** Learners invent rules about language use, try out their rules, and gradually move toward conventional language use. The learner's approximations inform whole language educators about how to help their students continue to grow as language users.

**Whole language educators hold high expectations and respect for all students.** They work to address individual needs and differences, and build curriculum that is rooted in research and national goals as stated by professional teaching organizations and that makes sense at a personal and local level for their students.

**Whole language educators recognize that the role of assessment in the classroom is to inform teaching.** Assessment involves talking with students, listening to them read, examining their writing, and observing their work over a period of time. In this way, whole language educators recognize and build upon their students' strengths. Informed by their assessments and their knowledge of research, theory, and practice, whole language educators are in the best position to make curriculum decisions for the students they teach.

**Whole language educators are knowledgeable about teaching and learning.** They are members of professional organizations, read constantly about the most recent findings relevant to their teaching, and attend professional development events that further support their learning. They endeavor to be informed about their students and their families and the communities from which they come. Evaluation of educators should be based on multiple measures that take into consideration the entirety of their professional abilities and responsibilities, and never on student test scores.

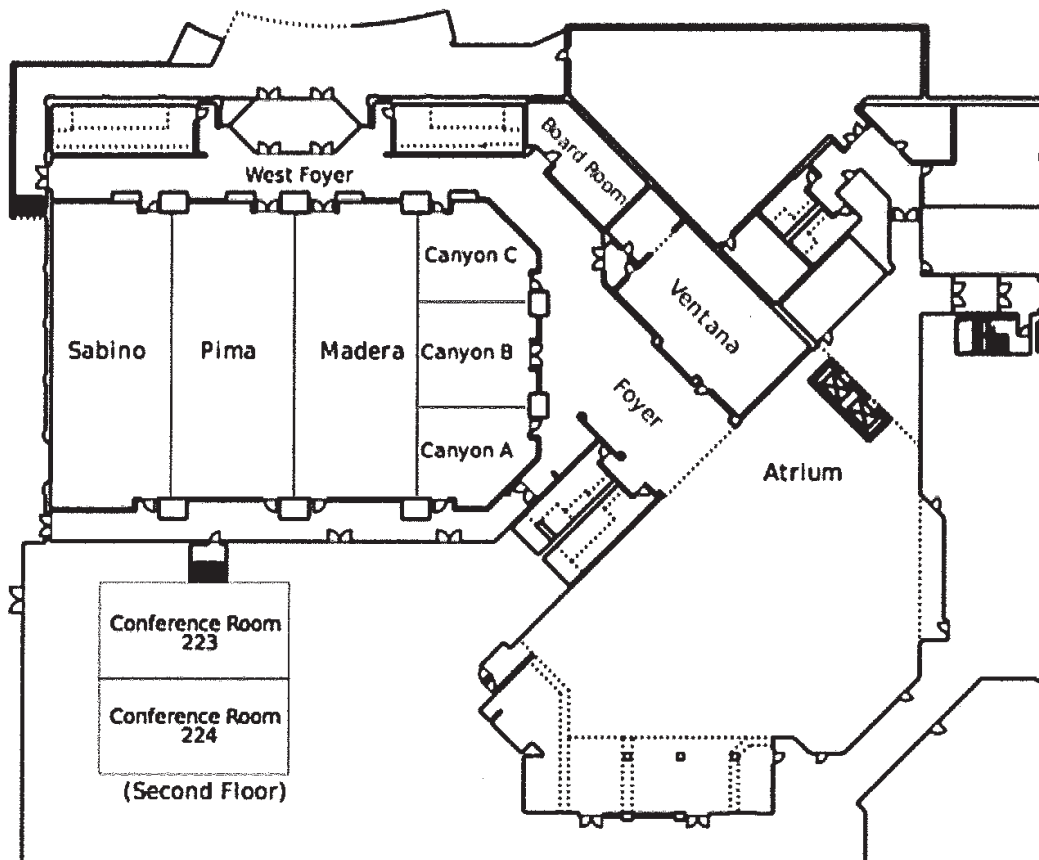
## EVENT INFORMATION:

**WI-FI:** Free wi-fi is available throughout the hotel for attendees. Check with the hotel Front Desk or an NCTE staff member at the Registration/Information Desk for assistance.

**EVENT LOCATIONS:** The **Symposiums** and **Concurrent Sessions** are all located on the main floor of the Tucson University Park Hotel. The **Opening, Closing, Plenary,** and **Delegates Assembly Sessions** are located in the Sabino-Pima rooms on the main floor.

**BOOK DRIVE:** WLU is collecting new and gently used children's books for classroom libraries at the Aneth Community School on the Navajo Nation. Drop off donations at the Hospitality Desk near Registration.

Tucson University Park Hotel



# Schedule of Events

## Thursday, July 20, 2017

10:00 a.m.-7:30 p.m.

8:30 a.m.-11:00 a.m.

11:45 a.m.-5:00 p.m.

5:00 p.m.-7:00 p.m.

7:00 p.m.-9:00 p.m.

Registration

Eye Movement Miscue Analysis (EMMA) Researchers  
(all are welcome to attend)

Preconference Workshop (tickets required, includes  
lunch)

Reception with Entertainment

Opening Plenary Session: Marissa Moss

## Friday, July 21, 2017

7:30 a.m.-8:00 a.m.

8:00 a.m.-5:00 p.m.

8:00 a.m.-9:15 a.m.

9:30 a.m.-11:45 a.m.

12:00 p.m.-1:15 p.m.

1:30 p.m.-2:45 p.m.

3:00 p.m.-4:15 p.m.

4:30 p.m.-5:45 p.m.

6:15 p.m.-7:15 p.m.

Coffee/Continental Breakfast

Registration

Plenary Session: Curtis Acosta

Symposium and Museum Sessions

Luncheon: Jewell Parker Rhodes (tickets required)

A Breakout Sessions

B Breakout Sessions

C Breakout Sessions

Reception at Worlds of Words, University of Arizona  
(free admission, donations accepted)

## Saturday, July 22, 2017

7:30 a.m.-8:00 a.m.

8:00 a.m.-4:30 p.m.

8:00 a.m.-8:45 a.m.

9:00 a.m.-10:15 a.m.

10:30 a.m.-11:45 a.m.

11:45 a.m.-1:30 p.m.

1:30 p.m.-2:45 p.m.

3:00 p.m.-4:15 p.m.

4:30 p.m.-5:15 p.m.

5:30 p.m.-6:45 p.m.

Coffee/Continental Breakfast

Registration

Plenary Session: Deborah Wells Rowe

D Breakout Sessions

E Breakout Sessions

Lunch on your own

F Breakout Sessions

G Breakout Sessions

Delegates Assembly with Refreshments (all are welcome  
to attend)

Closing Plenary Session: Perry Gilmore

## Bookseller info

Thank you to Kid's Center for offering onsite book sales during the Literacies for All Summer Institute. Kid's Center, in operation since 1989, is the largest independently owned children's book and toy store in Arizona. With over 15,000 titles in stock, there are books that would appeal to children of all ages, however the primary focus is 0-12. There is a wide selection of games and puzzles; construction toys; Legos, Brio, and Playmobil; pretend and dress-up; STEM-related activities, and a large infant line. They are open daily 9:00 a.m.-5:30 p.m., closed on Sunday. Their full retail store is located at 1725 North Swan Road, Tucson.

Shipping will be available.

Onsite Book Sale Hours:

Thursday, July 20 6:00 p.m.-9:00 p.m.

Friday, July 21 8:00 a.m.-6:00 p.m.

Saturday, July 22 8:00 a.m.-6:30 p.m.



The A-Store, one of the University of Arizona bookstores, will have professional books by our keynote speakers available for purchase at their retail store.

Location: 845 N Park Avenue, across the parking lot from the Tucson University Park Hotel

Hours:

Monday to Friday 9:00 a.m.-7:00 p.m.

Saturday 10:00 a.m.-7:00 p.m.

Sunday 11:00 a.m.-6:00 p.m.

*Thursday, July 20, 8:30 a.m.–11:00 a.m.*

## **EMMA Researchers Meeting**

**Ventana**

This meeting focuses on sharing Eye Movement/Miscue Analysis research methodology and ongoing projects. It is open to anyone interested in EMMA research.

*Thursday, July 20, 11:45 a.m.–5:00 p.m.*

## **Preconference Workshop**

Tickets required; lunch included

Cosponsored by the Center for Expansion of Language and Thinking (CELT)

**Canyons**

### **We're Not Alone: Uniting for Global Actions**

#### **Workshop Leaders:**

**Bess Altwerger**, Towson University, Baltimore, Maryland

**Richard J. Meyer**, University of New Mexico, Albuquerque



Always beginning with literacy rights, we have come to understand the importance of collective actions rooted in common agreements about progressive agendas in education, health, economics, civil/human rights, Indigenous rights, and more. We will bring together diverse groups with a common progressive agenda with the goal of planning and bringing to fruition actions.

Participants will come away with:

- A deep understanding of the ways in which education rights are linked to the rights that other progressive groups have articulated;
- Insights into the systemic issues of class, race, and capitalism and the ways in which inequities are perpetuated by a fundamentally unjust system;
- Strategies for understanding how we can interrupt our own complicity in inequities;
- Strategies for forming relationships across the many (often siloed) progressive groups whose work we may not know, or whose work might seem peripheral to our work in literacy, but which is actually tightly connected when systemic issues are considered;
- An experience with the common ground from which strategies may grow when working for progressive literacy teaching, learning, and scholarly and creative work;
- Conscious raising that occurs when we listen across groups;
- Time for planning collective actions or actions informed by an understanding of collective work;
- The move to a specific strategy (moviemaking) in which individuals and/or small groups will engage in learning how to compose and “film” public service announcements (PSAs).



*Thursday, July 20, 5:00 p.m.–7:00 p.m.*

## **Opening Reception**

**Sabino-Pima**

Please join us to kick-off the 2017 WLU Summer Institute with refreshments, entertainment, and networking.

The Tucson children's mariachi band, Mariachi Estrellas de Tucson, will provide entertainment from 5:30–6:30 p.m.

*Thursday, July 20, 7:00 p.m.–9:00 p.m.*

## **OPENING PLENARY SESSION**

**Sabino-Pima**



**Featured Speaker: Marissa Moss**, Author-Illustrator, Berkeley, California  
Social Justice through Stories

Picture books are a unique format for expressing complicated social issues in ways students can easily comprehend. Themes of prejudice, marginalization, and global understanding can be made vivid through historical stories and powerful imagery. Marissa Moss discusses how she chooses picture book subjects and frames them in a way to make history alive and meaningful for today's world.

**Introduced by David Schultz**, Long Island University, Brookville, New York

### **Welcome and Opening Remarks: Caryl Crowell, WLU President**

#### **2017 WLU Award Recipients**

Lifetime Membership: Kathryn Mitchell Pierce, Saint Louis University, Missouri

Service Award: Jane Baskwill, Mount Saint Vincent University, Halifax, Nova Scotia, Canada

Joy of Teaching: Elisa Waingort, Academia Cotopaxi, Quito, Ecuador

#### **2017 WLU Scholarship Recipients**

Morgan Belcher, Starke Primary School, Pekin, Illinois (Central Illinois TAWL)

Sue Haynes, Tucson, Arizona (Tucson TAWL)

Brandi Smith, Birmingham, Alabama (Alabama TAWL)

#### **WLU Scholarship Committee**

Joni Fujita, Noelani Elementary, Honolulu, Hawaii

Ray Martens, Towson University, Baltimore, Maryland

*Friday, July 21, 7:30–8:00 a.m.*

***Continental breakfast available in the meeting space foyer.***

*Friday, July 21, 8:00 a.m.–9:15 a.m.*

## **PLENARY SESSION**

**Sabino-Pima**



**Featured Speaker: Curtis Acosta**, Founder, Acosta Educational Partnership;  
Assistant Professor, University of Arizona South

**The United States of Arizona: Striving for the Liberation of Youth in an Era of Dehumanization and Anti-Intellectualism**

This interactive presentation will detail the connection between the dehumanizing and xenophobic policies that brought the Tea Party to power in Arizona, and the current national political climate that impacts youth and people of color, along with other marginalized communities. How do we continue to survive, thrive, and strive for liberation in an era of hateful rhetoric and anti-intellectualism?

Based upon the personal experience of Dr. Curtis Acosta, a teacher from the renowned Mexican American Studies program in Tucson, participants will be introduced to the humanizing pedagogy and methodology, based upon Indigenous epistemologies, which led to the program being banned by Arizona lawmakers in 2012. Participants will then have an opportunity to work in the community, by reflecting upon ways they might implement humanizing educational experiences in their local contexts, or in their future research, to impact education policy and teaching practices.

**Introduced by Caryl Crowell**, WLU President

## Friday, July 21, 9:30 a.m.–11:45 a.m. Symposium and Museum Sessions

Explore topics in-depth and through firsthand experiences with these sessions (which are offered at the same time so that they are not competing with breakout sessions).

### Miscue across the Spectrum | Pima

This symposium illustrates the myriad ways miscue has flooded classrooms, curricula, methodologies, and theories in different contexts. Mini-presentations provide snapshots of how miscue is utilized in elementary, secondary and higher education, teacher education, community initiatives and with eye-movement research and communicative disorders. Resources for follow-up and further reading provided.

#### Presenters:

Kelly Allen, University of Arizona, Tucson  
Kathryn Chavez, Tucson Unified School District  
Caryl Crowell, Borton Magnet School, Tucson  
Alan Flurkey and Debra Goodman, Hofstra University, Hempstead, New York  
Carol Gillis, University of Missouri, Columbia  
Ken Goodman, University of Arizona, Tucson  
Yetta Goodman, University of Arizona, Tucson  
Edie Lantz-Leppert, Literacy Connects  
Prisca Martens, Ray Martens, and Perpie Liwanag, Towson University, Maryland  
Ryan Nelson, University of Louisiana at LaFayette  
Diane Stephens, University of South Carolina, Columbia

### Young Learners in a Digital World: Exploring Apps in Practical Application | Madera

This interactive symposium will address the topic of digital literacy, engagement, and learning of 21st Century K–2 learners. Lesson design for whole language learning in a global perspective has been crafted in this teacher’s classroom, with digital citizenship in mind.

#### Presenters:

Cassie Froemming, New Mexico State University  
Gloriann Heikes, West Elementary School, Hutchinson, Minnesota

### Questions to Help Students Read Brilliantly: The Canon, World Literature, and Popular Fiction | Ventana

How might ideas about “what’s worth reading” obstruct or enhance student engagement with literature? Participants learn to apply rich questions derived from current literary criticism to help diverse students critically examine issues of identity, difference, culture, and power in their lives and in all types of narrative texts.

#### Presenter:

Carol Ricker-Wilson, York University, Toronto, Canada

#### Off-Site Museum Session:

### Exploring the Stories Belongings Hold: Using Objects and Art to Inspire Discussion and Writing

Visit three exhibits at Arizona State Museum, connecting objects with creative writing, poetry, and discussion in order to explore how to read artwork, what these objects can tell us about a culture or society, and how to explain cultures without stereotyping them.

#### Presenters:

Heather Ingram and Lisa Falk  
Arizona State Museum, University of Arizona

A TAWL volunteer with a sign will meet walkers in the hotel lobby at 9:20 a.m.



Arizona State Museum  
1013 East University Boulevard  
Tucson, Arizona 85721-0026  
520-621-6302

Friday, July 21, 12:00 p.m.–1:15 p.m.

## Friday Luncheon

**Tickets required in advance**

**Sabino**



**Featured Speaker: Jewell Parker Rhodes**, Founding Artistic Director, Virginia G. Piper Center, Arizona State University

### **“Creating Empathy, Diversity One Character, One Book at a Time”**

Jewell Parker Rhodes is the author of the Louisiana Girls children’s book trilogy, which includes *Ninth Ward*, *Sugar*, and *Bayou Magic*. This books in this series have received the Parents’ Choice Foundation Award, the Coretta Scott King Author Honor Award, and the Jane Addams Children’s Book Award, among others. *Towers Falling*, her newest middle-grade novel, is a Junior Library Guild Selection, an Amazon’s Best Book of the

Month, and an ADL Best Kid Lit on Bias, Diversity, and Social Justice selection. Another middle-grade book, *Ghost Boys*, will be published in the spring of 2018.

Rhodes is also the author of six adult novels: *Voodoo Dreams*, *Magic City*, *Douglass’ Women*, *Season*, *Moon*, and *Hurricane*, as well as the memoir *Porch Stories: A Grandmother’s Guide to Happiness*, and two writing guides, *Free Within Ourselves: Fiction Lessons for Black Authors* and *The African American Guide to Writing and Publishing Non-Fiction*.

Dr. Jewell Parker Rhodes will discuss her writing process and the enormous need for character-driven fiction.

**Introduced by Pat Paugh**, University of Massachusetts, Boston

Friday, July 21, 2017,  
1:30 p.m.–2:45 p.m.

## A SESSIONS

### A.01 | Developing Literate Mathematicians: Expanding How We Think about Reading, Math Texts, and Multilingual Learners

**Pima** | conversation

Themes: All Topics

Audience Interest: All Audiences

**Presenter:** Keri-Anne Croce, Towson University, Maryland

**Annotation:** This conversation session explores how multilingual learners create multiple mathematical discourses in classrooms. The session will specifically focus on how teachers and students co-create assessments of math literacy.

### A.02 | Empathy, Caring, and Understanding from Multiple Perspectives - New Books for Children and Young Adults

**Madera** | workshop

Themes: Literacy and Literature,  
Language and Culture Literacy, and  
Social/Political Action

Audience Interest: Elementary, Early Childhood, Middle School, High School, Teacher Educators, Administrators

**Chair:** Seemi Aziz, University of Arizona, Tucson

**Presenters:** Suzii Parsons, Oklahoma State University, Stillwater

Renita Schmidt, University of Iowa, Iowa City

**Annotation:** The Notable Books for a Global Society Committee selects a collection of multicultural books that address issues from around the world and are available for school-aged students in K-12th grade. This session will introduce the award-winning texts and discuss teaching ideas and related texts for classroom use.

### A.03 | Culturally Responsive Curriculum: Media in the Classroom

**Canyon A** | combined session

Themes: Language and Culture, Digital and Visual Literacies Community Literacies, Early Childhood (ECEA), Collaborative Projects, Literacy and Social/Political Action

Audience Interest: Elementary, Early Childhood, Teacher Educators, High School, Adult Literacy/College

**Presenters:** Tasha Tropp Laman, University of Louisville, “They tore the fence down around the park so the police can get there faster”: The power of photos in cultivating culturally responsive curriculum

Erinn Metcalf, University of Central Missouri, “White Girls Like Pumpkin Spice Lattes” . . . Or Don’t They? Pushing Students to Question Their Assumptions and Change the Narrative”

**Annotation:** These two presenters will share the role that photography and popular media play in developing an inquiry-based, critical literacy curriculum with second graders, high school, and college students.

### A.04 | Examining the Changing Verbal and Visual Narratives of Heather Has Two Mommies

**Canyon B** | conversation

Themes: Literacy and Literature Digital and Visual Literacies

Audience Interest: Library/Media Specialist

**Presenters:** Tabitha Collins and Mary Fahrenbruck, New Mexico State University, Las Cruces

**Annotation:** Explore with us changes made to the verbal and visual narrative of Heather Has Two Mommies (Newman) from its first publication in 1989 to the most recent edition in 2015. We’ll explore what’s missing, what has been added, what has been exchanged, and of course the “why” supporting these changes.

**A.05 | Cutting the Distance: Literacy Lessons That Bring Us Together—An International Collaborative Project**

**Canyon C** | workshop

Themes: Literacy and Literature

Audience Interest: Elementary, New Teachers, Teacher Educators

**Presenters:** Priscila Alvarado, The Victoria School

Elizabeth Bemiss, University of West Florida, Pensacola

**Annotation:** University preservice teachers from the United States, in collaboration with a fourth-grade teacher from Bogotá, Colombia, engaged in virtual literacy experiences to promote understanding of reading as a meaning making process. Explore with us the potential of crossing borders to support children in their literacy development.

**A.06 | Inviting Young Students into Critical Literacy through Reading, Writing, Drawing, and Drama**

**Ventana** | workshop

Themes: Literacy and Literature, Language and Culture Literacy and Social/Political Action Early Childhood (ECEA)

Audience Interest: Elementary, Early Childhood, New Teachers

Sponsored by NCTE's Early Childhood Education Assembly

**Presenter:** Meredith Labadie, Crestwood Elementary School, Missouri

**Annotation:** This workshop will focus on ways diverse children's literature can be used to facilitate critical literacy with young students. Examples of lessons and student work will be shared and participants will have the opportunity to try out multiple techniques for engaging in critical literacy through discussion, writing, drawing, and drama.

*Friday, July 21, 2017,  
3:00 p.m.–4:15 p.m.*

**B SESSIONS**

**B.01 | Reclaiming Literacy Learning in a Whole Language Kindergarten**

**Sabino** | panel

Themes: Reading and Miscue Analysis Early Childhood (ECEA)

Audience Interest: Elementary, Early Childhood, Teacher Educators

**Presenters:** Alan Flurkey, Hofstra University, New York

David Schultz, Long Island University – Riverhead, New York

**Annotation:** Literacy stories will be shared about children within a kindergarten classroom where whole language beliefs and Cambourne's conditions of learning were in place. Miscue analysis of readers from this classroom suggest a positive correlation between classroom practice, children's use of meaning-making strategies, and children's literacy growth.

**B.02 | Examining Predictability**

**Pima** | panel

Themes: Literacy and Literature, Language and Culture, Reading and Miscue Analysis

Audience Interest: Teacher Educators, Teachers

**Presenters:** Peter Duckett, Bahrain Bayan School, Isa Town, Bahrain

Koomi Kim, Salisbury University, Maryland

**Annotation:** Fifty years have passed since the publication of Ken Goodman's Reading: A Psycholinguistic Guessing Game. This session will examine aspects of predictability in the reading process and will draw on contributions from past and current research involving miscue analysis, eye movement, and eye movement miscue analysis (EMMA), as well as other contributory fields.

### **B.03 | Reading Outside Our Comfort Zone: The Dangers and Possibilities of Reading Globally**

**Madera** | panel

Themes: Literacy and Literature

Audience Interest: Elementary, Teacher Educators

**Chair:** Kathy Short, University of Arizona, Tucson

**Presenters:** Seemi Aziz, University of Arizona, Tucson

Desiree Cueto, Western Washington University, Bellingham

Megan McCaffrey, Governors State University, University Park, Illinois

Kathy Short, University of Arizona, Tucson

**Annotation:** Reading globally expands worldviews and encourages empathy and open-mindedness. What is often overlooked is that asking readers to read outside their comfort zones holds danger as well as possibility. We will explore how to build possibility by developing the ability to critically read both the books and our responses to those books.

### **B.04 | Positionality and (Re)Presentation: Exploring the Narrative Self in Teacher Education**

**Canyon A** | workshop

Themes: Language and Culture, Multiple Languages and Literacies Community Literacies

Audience Interest: High School, Teacher Educators, Adult Literacy/College

**Presenter:** Mara Lee Grayson, Pace University, New York, New York

**Annotation:** This workshop will model the use of personal writing exercises to help preservice and in-service teachers explore their own positionality with regards to language and literacy and consider how their experiences and identities influence their English and ELA instruction.

### **B.05 | Global Professional Development Fostering Diverse Conversations**

**Canyon B** | conversation

Themes: Global Professional Literacy Development

Audience Interest: Teachers, Principals, Curriculum Coordinators, Literacy Specialists, Graduate Students

*Sponsored by the Center for Expansion of Language and Thinking (CELT)*

**Presenters:** Virginia Juettner, Green Valley, Arizona

Bob Wortman, University of Arizona, Tucson

**Annotation:** The purpose of this session is to present a 21st Century model for expanding professional development to the global education community. The philosophy, pedagogy, rationale, and practicalities of offering courses and professional development credit across the globe will be described.

### **B.06 | Promoting Multilingual Literacies: How Pre-service Teachers Found Their Way**

**Canyon C** | panel

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, New Teachers, Teacher Educators

**Presenters:** Kaitlyn Allen, Claire Burns, Katie Heiman, Kelly Hill, Julie Paul, Madysen Reynolds, Amber Ridley, and Jessica Smith, University of Alabama at Birmingham

**Annotation:** Preservice teacher candidates' share their endeavors to nurture language and literacy through the use of children's native language, cultural connections, authentic literacy experiences, and collaborations with families to promote multilingual literacies. Ideas to support preservice teachers in working with emergent bilingual learners and their families will be shared.

**B.07 | The “Grand Illusion” of Reading Is No Illusion: Thermodynamic and Evolutionary Considerations in Making Sense of Print**

**Ventana** | conversation

Themes: Reading and Miscue Analysis  
Reading Theory

Audience Interest: Teacher Educators,  
Reading Researchers

**Presenter:** Steven Strauss, Neurologist and  
Author, Baltimore, Maryland

**Annotation:** The “Grand Illusion” is the false sense of accuracy in reading. Sampling the environment is the ultimate source of inaccuracy. But all biological organisms employ environmental sampling modes, from bacteria to primates. Aligning sense with belief systems is simply one form this biological process takes in self-conscious beings.

*Friday, July 21, 2017,  
4:30 p.m. – 5:45 p.m.*

**C SESSIONS**

**C.01 | Designing Elements of Story in Little Blue and Little Yellow**

**Sabino** | workshop

Themes: Literacy and Literature Digital and  
Visual Literacies Early Childhood (ECEA)

Audience Interest: Elementary, Early  
Childhood, New Teachers, Teacher  
Educators, Administrators, Curriculum  
Specialists

**Presenter:** Ted Kesler, Queens College, CUNY

**Annotation:** We will explore how design elements in picturebooks convey meaning. Through a series of design activities using Little Blue and Little Yellow, we will realize how integral design elements are to comprehension. We will then discuss implications for classroom instruction that challenge assumptions about the reading process in the Common Core State Standards.





## C.02 | Frames Matter: Investigating the Perceived Effects of Reading Process Knowledge on Educators' Professional Practices

**Pima** | conversation

Themes: Reading and Miscue Analysis

Audience Interest: Teacher Educators, Administrators, Curriculum Specialists

*Sponsored by the Center for Expansion of Language and Thinking (CELT)*

**Presenters:** Linda Haling and Deborah MacPhee, Illinois State University, Normal

**Annotation:** In this presentation, we will report on a small research study examining how educators who have studied miscue analysis and the reading process use their knowledge in their current educational contexts. We will facilitate a discussion about what our findings mean for professional development, and share how we are beginning to act on our findings through a state sanctioned Center for Reading and Literacy.

## C.03 | Conversations and Connections: Social Media as a Conduit for Teacher Activism in the Face of Corporate Reform Policies

**Madera** | panel

Themes: Digital and Visual Literacies, Literacy and Social/Political Action

Audience Interest: General—All Audiences

**Presenters:** Debra Goodman, Hofstra University, Hempstead, New York

Elizabeth Lynch, Hofstra University, Hempstead, New York

**Annotation:** Education activist groups are using social media in online conversations, sharing narratives, reframing current issues in education, and taking action. We explore the use of digital literacies in online activist communities, focusing on memes shared in these groups as a new literacy practice. Participants will be engaged in interpretive discussion.

## C.04 | Implementing Literature Circles to Open Windows to a World Near and Far

**Canyon A** | conversation

Themes: Literacy and Literature, Literacy and Social/Political Action

Audience Interest: Elementary, Middle School, Teacher Educators

**Presenters:** Charlene Bustos and Leah Carruth, Angelo State University, San Angelo, Texas

**Annotation:** Historical fiction used with literature circles increases teacher candidates' awareness of others in the world, near and far. Exposing teacher candidates to history through a child's viewpoint enables the candidates not only to participate, but to develop an understanding of the perspectives of others through literature and current events.

## C.05 | Effective and Efficient Readers: Language and Strategies to Support Readers

**Canyon B** | combined session

Themes: Reading and Miscue Analysis, Collaborative Projects

Audience Interest: Elementary, Teacher Educators

**Presenters:** Heidi Bacon, Southern Illinois University, Carbondale, "I picture the word in my mind and ask what makes sense": Revaluing Readers and Reading in a 5th Grade Special Education Classroom

Kathryn Chavez, Tucson Unified School District, Arizona and Kelly Allen, University of Arizona, Tucson, "Family Literacy: Connecting Home and School"

Peter H. Fries, Central Michigan University, emeritus, "Comprehending Texts—Not Words"

**Annotation:** In this session, the presenters explore the roles of miscue analysis, retrospective miscue analysis, and the patterns of meanings in texts in helping readers become effective and efficient. Connecting family literacy and literacy in school also is effective in supporting even vulnerable readers.

## C.06 | Educating Your Special Education Providers through Collaborative Whole Language Infused Classroom Experiences

**Canyon C** | panel

Themes: Literacy and Literature, Language and Culture, Reading and Miscue Analysis, Collaborative Projects

Audience Interest: Elementary, Early Childhood, Middle School

**Presenters:** Holly Damico, Jack Damico, Ryan Nelson, and Christine Weill, University of Louisiana at Lafayette

**Annotation:** Often special education experts dismiss Whole Language and miscue analysis applications when they are teaching children with language-learning disabilities. We will demonstrate Goodman's holistic practices applied to these diverse children and lead conversations regarding how classroom teachers can inform special education professionals' understanding of literacy learning.

## C.07 | Revaluing Readers: Using Retrospective Miscue Analysis with Middle Schoolers

**Ventana** | panel

Themes: Literacy and Literature, Reading and Miscue Analysis, Collaborative Projects

Audience Interest: Middle School, High School, Teacher Educators

**Presenters:** Carol Gilles, University of Missouri, Columbia

Danielle Johnson, Columbia Public Schools, Missouri

Anna Osborn, Columbia Public Schools, Missouri

**Annotation:** This session explores the successes, malfunctions, and surprises of three teachers, as they taught collaborative Retrospective Miscue Analysis to their sixth- to eighth-grade students in reading intervention classes. They document their findings of student interest in reading, a stronger community, higher test scores, and even identity changes.

---

*Friday, July 21, 2017, 6:15 p.m.–7:15 p.m.*

## **Worlds of Words Reception**



Located at the University of Arizona College of Education.

During the event we will honor Kenneth and Yetta Goodman and showcase a display from The Kenneth and Yetta Goodman Collection (1953–2015) from the University of Arizona Library Special Collections, documenting their professional miscue research.

Free admission, donations accepted.

A TAWL volunteer with a sign will meet walkers in the Atrium Lobby at 6:00 p.m. The Reception is located a short distance from the hotel in the College of Education, at the West end of the building, 4th floor. For a map, streetcar directions, or to request a ride, see a staff member or volunteer at the WLU Registration or Hospitality tables.

*Saturday, July 22, 7:30 a.m.–8:00 a.m.*

***Continental Breakfast available in the meeting space Foyer.***

*Saturday, July 22, 8:00 a.m.–8:45 a.m.*

## **PLENARY SESSION**

**Sabino-Pima**



**Featured Speaker: Deborah Wells Rowe**, Peabody College,  
Vanderbilt University

**The Unrealized Promise of Emergent Literacy:  
Re-imagining the Way Forward for Early Writing Instruction**

In this talk, I argue that the promise of emergent literacy research has been largely unrealized in classroom practice, especially in the area of writing.

Despite a half century of research affirming the power of writing experiences in early childhood, many preschool and early grades classrooms offer few opportunities for emergent writing. There is an urgent need to re-imagine the place of writing in classrooms serving our youngest students. Using seminal and contemporary research, I make the case for incorporating authentic, meaningful opportunities for writing in preschool and early grades classes, and then offer research-based recommendations for the design of early writing experiences. I conclude with a call to researchers, policy makers, curriculum designers and early childhood educators to work together to address the unrealized promise of emergent literacy.

**Introduced by Roxanne Henkin**, University of Texas, San Antonio

*Saturday, July 22, 2017,  
9:00 a.m.–11:45 a.m.*

**DE - DOUBLE SESSION**

**DE.01 | Miscue Workshop**

**Sabino** | workshop

Themes: Reading and Miscue Analysis

Audience Interest: Elementary, Middle School, New Teachers

**Presenters:** Kelly Allen, University of Arizona, Tucson

Alan Flurkey, Hofstra University, Hempstead, New York

Debra Goodman, Hofstra University, Hempstead, New York

Yetta Goodman, University of Arizona, Tucson

**Annotation:** This workshop focuses on how to do miscue analysis, and will involve listening to a 6th-grade reader and marking, coding, evaluating, thinking, and talking about the miscues. This workshop will focus on language-cueing systems, the ways readers integrate the cueing systems, and strategies readers use during reading.

*Saturday, July 22, 2017,  
9:00 a.m.–10:15 a.m.*

**D SESSIONS**

**D.02 | An Online World Without Walls: Meaningful Learning with Contemporary Multicultural Literature**

**Pima** | workshop

Themes: Literacy and Literature, Language and Culture, Digital and Visual Literacies, Multiple Languages and Literacies, Collaborative Projects,

Audience Interest: High School, Curriculum Specialists, Adult Literacy/College

**Presenter:** Nadia Kalman, Words Without Borders

**Annotation:** Words without Borders Campus is an online resource for bringing contemporary international literature into high school and college classrooms, with multimodal contextual resources, a range of teaching ideas, and pathways for further exploration. This presentation will explore digital tools and teaching strategies to help students engage with international literature.



### **D.03 | Using the Language of Systems to Make Meaningful Connections**

**Madera** | workshop

Themes: Literacy and Literature, Language and Culture Early Childhood (ECEA)

Audience Interest: Elementary, Early Childhood, Curriculum Specialists

**Presenter:** Sheri Marlin, Waters Foundation

**Annotation:** Systems thinking engages students with visual, verbal, and kinesthetic strategies to distill abstract ideas into a shared vocabulary that lets students express themselves with empowering precision. Participants will experience how to connect classroom learning to the outside world and help students think critically and communicate clearly.

### **D.04 | Integrating Global Literature into the Curriculum: Engaging Readers through Intercultural Perspectives**

**Canyon A** | panel

Themes: Literacy and Literature

Audience Interest: Elementary, Middle School, Teacher Educators

**Chair:** Kathy Short, University of Arizona, Tucson

**Presenters:** Tracy L. Smiles, Western Oregon University

Mary Fahrenbruck, New Mexico State University, Las Cruces

Prisca Martens, Towson University, Maryland

**Annotation:** This session presents a framework for integrating global literature within curricula through specific approaches supporting the development of an intercultural mindset. Literature and strategies are shared that engage readers as they locate themselves culturally in the global community; develop local to global perspectives around topics and issues; experience cross-cultural studies; and create insight into global issues.

### **D.05 | Diverse Students, Diverse Texts: Holding on to a Radical English Curriculum**

**Canyon B** | conversation

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Literacy and Social/Political Action

Audience Interest: High School, Curriculum Specialists, Adult Literacy/College

**Presenter:** David Puthoff, University of New Mexico, Albuquerque

**Annotation:** In the new political landscape, how do we retain a radical commitment to pedagogy of liberation? In this conversation, we can discuss, share, and even generate ideas about how to shift the frame of English literature and composition courses, and empower our students to do the same. Sharing syllabi is welcome!

### **D.06 | Re-cultivating Students' Joy through Playwriting and Writing Workshop**

**Ventana** | combined session

Themes: Literacy and Literature, Multiple Languages and Literacies, Collaborative Projects

Audience Interest: Teacher Educators, Curriculum Specialists, Adult Literacy/College

**Presenters:** David Ellis, New York University, "Play, Playwriting, and Burke's Parlor: Finding a Voice and Creating Engagement with Transfer Friendly Activities"

Elisa Waingort, Academia Cotopaxi, Quito, Ecuador, "Bringing Joy Back to the Writing Workshop"

**Annotation:** In this session, two presenters offer ways to engage students authentically by (1) helping them to creatively find their voices through playwriting about texts, and (2) using writing workshop to find their joy through choice, independent writing time and sharing, and feedback.

**D.07 | The Power of Diverse Literature to Open Young Adolescents' Eyes and Minds**

**Canyon C** | workshop

Themes: Literacy and Literature/Literacy and Social/Political Action

Audience Interest: Middle School, New Teachers, Teacher Educators

**Presenter:** Lina Soares, Georgia Southern University, Statesboro

**Annotation:** Diverse literature provides the texts, the stories that provide the connections, and the examinations of life's experiences from a sociocultural and critical stance. This workshop provides the foundation for a literature-based instructional model for young adolescents that integrates strategic practices in critical literacy while reading multicultural literature.



*Saturday, July 22, 2017,  
10:30 a.m.–11:45 a.m.*

**E SESSIONS**

**E.02 | Waiting . . . and Reading Diverse Books! Early Literacy Behaviors in a Pediatric Clinic Waiting Room**

**Pima** | conversation

Themes: Literacy and Literature, Language and Culture, Community Literacies

Audience Interest: Elementary, Early Childhood

**Presenter:** Kathryn Whitmore, University of Louisville, Kentucky

**Annotation:** Join me in conversation about infusing diverse children's literature in urban and high-need communities. I'll share my recent experiences in a low-income pediatric waiting room where families had access to a culturally relevant library and African American men provided volunteer interactive read-alouds every day for 6 months. Let's compare stories and brainstorm further efforts.

**E.03 | Global Conversations: Sharing Stories about Bullying and Using Literacy to Promote Change in Their Worlds**

**Ventana** | conversation

Themes: Literacy and Social/Political Action

Audience Interest: Elementary, Middle School, Teacher Educators

*Sponsored by NCTE's GSEA Assembly*

**Presenters:** Aurelia De Silva, The San Antonio Writing Project

Roxanne Henkin and Rebecca Paloma, The University of Texas at San Antonio

Anita Pickett, Woodlawn Academy San Antonio Independent School District

Raquel Cataldo, University of Texas at San Antonio

**Annotation:** In this session, we explore the role of microaggressions and the deeper issues involved in bullying and harassment in middle schools, especially with LGBT students. Together we offer concrete strategies for teachers to help all middle school students confront bullying through literacy effectively and make real and lasting change.

#### **E.04 | Dual Language Learners: Challenging a Monolingual Mindset and Writing in the Cloud with Emergent Bilinguals**

**Canyon A** | combined session

Themes: Language and Culture, Digital and Visual Literacies, Multiple Languages and Literacies, Early Childhood (ECEA)

Audience Interest: Elementary, Early Childhood, New Teachers, Teacher Educators, Curriculum Specialists

*Sponsored by the Early Childhood Education Assembly (ECEA)*

**Presenters:** Sally Brown, Georgia Southern University, “Writing in the Cloud with Emergent Bilinguals”

Liza Speece, University of South Carolina, “Challenging a Monolingual Mindset through Dual-Language Immersion: The Struggle is Real”

**Annotation:** Two presenters share their work about dual-language students and the teachers who work with them. They will focus on the difficulty of challenging the monolingual status quo in public education and offer literacy practices that are enacted in multimodal ways.

#### **E.05 | The Refugee Experience in Children’s Literature**

**Canyon B** | panel

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Literacy and Social/Political Action

Audience Interest: Elementary, Middle School, Teacher Educators, Curriculum Specialists, Library/Media Specialist

**Presenters:** Peter Burke, Vanderbilt University, Tennessee

Katie Goetz, Vanderbilt University, Tennessee

Aliceyn Heasley, Columbia University, New York, New York

Jillian Wiedrich, Vanderbilt University, Tennessee

**Annotation:** This panel will focus on the representation of refugees in children’s literature. We will discuss the regional differences in the refugee experience, refugee literature as mirrors and as tools for bibliotherapy, and finally, the importance of refugee books as windows for our students.

#### **E.06 | Global Conversations: Sharing Stories about Bullying and Using Literacy to Promote Change in Their Worlds**

**Ventana** | conversation

Themes: Literacy and Social/Political Action

Audience Interest: Elementary, Middle School, Teacher Educators

*Sponsored by the NCTE’s GSEA Assembly*

**Presenters:** Aurelia De Silva, The San Antonio Writing Project

Roxanne Henkin, The University of Texas at San Antonio

Rebecca Paloma, The University of Texas at San Antonio

Anita Pickett, Woodlawn Academy San Antonio Independent School District

**Annotation:** In this session, we explore the role of microaggressions and the deeper issues involved in bullying and harassment in middle schools, especially with LGBT students. Together we offer concrete strategies for teachers to help all middle school students confront bullying through literacy effectively and make real and lasting change.

11:45 a.m.–1:30 p.m.

**Lunch is on your own:**

Restaurants located near the Tucson University Hotel, along the Tucson Streetcar Route (map included), are available at the Registration Desk and on the WLU website at the following link:

<http://bit.ly/TucsonRestaurantList>

*Saturday, July 22, 2017,  
1:30 p.m.–2:45 p.m.*

**F SESSIONS**

**F.01 | “Teach Me? . . . You Don’t Even Know Me!”:  
Lessons From Families that Transformed the  
Curriculum**

**Sabino** | workshop

Themes: Language and Culture  
Community Literacies, Early Childhood  
(ECEA)

Audience Interest: Early Childhood,  
Curriculum Specialists

**Presenter:** Fran Perkins, Birmingham City Schools,  
Alabama

**Annotation:** My two-year journey with preK children was filled with opportunities for tapping into the cultural capitol of families to create culturally relevant learning opportunities for all. The voices of the students and their families living in poverty created learning opportunities that transformed the curriculum.

**F.02 | Leveling Up Project Based Learning: Student  
Entrepreneurship**

**Pima** | conversation

Themes: Digital and Visual Literacies Com-  
munity Literacies Collaborative Projects

Audience Interest: Elementary, Early  
Childhood, Curriculum Specialists

**Presenters:** Kathy Lohse, Borton Magnet School,  
Tucson Unified School District, Arizona

Stephanie Pederson, Borton Magnet School, Tucson  
Unified School District, Arizona

**Annotation:** This conversation will explore Entre-  
preneurial Project Based Learning at Borton Mag-  
net School in Tucson, Arizona. After an overview of  
three student-run businesses, participants will be  
introduced to design thinking tools to engage in  
brainstorming possibilities for entrepreneurship in  
their schools.



### F.03 | International Collaborations: Meaning Professional Development in South Africa and Ecuador

#### Canyon A | combined session

Themes: Community Literacies Collaborative Projects

Audience Interest: Elementary, Early Childhood, Teacher Educators

**Presenters:** Melanie Keel, Wingate University, North Carolina, “Culturally Sustaining Pedagogy: Study Abroad to Teaching Internship”

Amy Seely Flint, University of Louisville, Kentucky, and Peggy Albers, Georgia State University, Atlanta, “Understanding Place and Space in International Collaborations”

**Annotation:** Two presenters will share their work with both practicing teachers and preservice teachers in both South Africa and Ecuador. One of these programs focused on using culturally relevant texts, meaning making literacy strategies, and technology tools. The second presentation addresses the need to grow preservice teachers who can proficiently teach diverse children.

### F.04 | Connecting WLU Beliefs to Literacy as a Human Right and Research

#### Canyon B | conversation

Themes: Language and Culture, Literacy and Social/Political Action, Early Childhood (ECEA)

Audience Interest: Elementary, Early Childhood, Teacher Educators

**Presenters:** Jo-Anne Wilson-Keenan, Keenan Literacy and Learning/Connected Learning After School and Summer Partnership

**Annotation:** This conversation explores connections between literacy as a human right and WLU Beliefs. Barriers to this right, practices that support it, and linkages between these practices and recent research will also be examined.

### F.05 | “Yes they can!”: A Discussion-Based Approach for Building Academic Language and Critical Thinking Skills among First Grade ELLs

#### Canyon C | panel

Themes: Literacy and Literature, Language and Culture

Audience Interest: Elementary

**Presenter:** Douglas Mosher, Metro Nashville Public Schools, Tennessee

Claire White, Wheelock College, Boston, Massachusetts

**Annotation:** A quasi-experimental study investigating whether a discussion-based approach (DBA) would accelerate the academic language development of first-grade Latino ELLs. Results showed that after four months of implementation, the control group showed greater gains on curriculum-based measures, improvements in writing and critical thinking skills than did the control group.

### F.06 | Lessons in Logic Help Readers Take Command of Complex Informational Texts

#### Ventana | workshop

Themes: Reading and Miscue Analysis Reading as a Sensible/Logical Guessing Game

Audience Interest: Elementary, Middle School, High School, New Teachers, Teacher Educators, Curriculum Specialists, Adult Literacy/College

**Presenter:** Joan Lazar, Teaneck Public School System, Teaneck, New York (North Fork TAWL)

**Annotation:** Instruction that shows learners how to think logically and flexibly in response to understandable written language clues improves students’ comprehension of complex math, social studies, and science other nonfiction texts. This presentation will highlight how to teach developing readers to use logic to comprehend complex informational texts better.

Saturday, July 22, 2017,  
3:00 p.m.–4:15 p.m.

## G SESSIONS

### G.01 | Let's Stop Reacting to Attacks on Education and Demand that Education Be Recognized as the Right of Every Child

**Sabino** | conversation

Themes: Literacy and Social/Political Action

Audience Interest: Elementary, High School, Teacher Educators

*Sponsored by the Center for Expansion of Language and Thinking (CELT)*

**Presenter:** Ken Goodman, University of Arizona, Tucson

**Annotation:** Ken Goodman will lead a discussion of possible ways that we can advocate for education as a human right, including amendments to state and U.S. constitutions to establish education as a right.

### G.02 | Cuéntame: Our Children, Our Stories

**Pima** | workshop

Themes: Language and Culture, Multiple Languages and Literacies, Community Literacies, Early Childhood (ECEA), Collaborative Projects

Audience Interest: Elementary, Early Childhood, Administrators

**Presenters:** Natalia Hoffman and Dianette Plácido, Make Way for Books

**Annotation:** Cuéntame: Our Children, Our Stories is an interactive look at how Make Way for Books collaborates with parents, educators, administrators, and communities to empower families and prepare children for success in school and beyond. Participants will share and explore their perspectives related to literacy, school readiness, and storytelling.

### G.03 | Changing Lives—Teachers Ensuring the Success of All Readers

**Madera** | workshop

Themes: Reading and Miscue Analysis

Audience Interest: Elementary, Early Childhood, Teacher Educators

**Presenters:** Deema Abu Abdo, Kelly Still, Sally Som-erall, and Tara Thompson, School District Five of Lexington and Richland Counties, South Carolina

Catherine Hamilton and Hanna Lotz, Aiken County School District, South Carolina

Michele Myers and Diane Stephens, University of South Carolina, Columbia

**Annotation:** This workshop will focus on beliefs (called What Matters) which inform reading instruction and will spend time with teachers/coaches at two different grade levels (K-4) learning about how teachers, guided by What Matters, use Kidwatching and modified Miscue Analysis to assure that all students progress as readers.

### G.04 | Cultivating Understand Across Languages and Cultures

**Canyon A** | combined session

Themes: Digital and Visual Literacies, Multiple Languages and Literacies

Audience Interest: Elementary, Middle School

**Presenters:** Lucy K. Spence, University of South Carolina, Columbia, "The Power of Words: A Multilingual Elementary School Writer in Asia"

Yang Wang, University of South Carolina, Columbia; Yuebo Zheng, Hebei University of Economics and Business; Shuyi Li, China Medical University, "Cultivate Intercultural Understanding: Global Literature Book Club Between Literacy Teachers in the US and English Learners in China"

**Annotation:** Studying the writing of diverse, multilingual writers holds implications for using student languages as resources for learning. An international, global book club transforms views of diverse cultures and global literacy.

## G.05 | Writing for *Talking Points*

### Canyon C | conversation

Themes: Language and Culture, All Audiences

Audience Interest: All Audiences

**Presenters:** Sally Brown, Georgia Southern University, Statesboro

Deborah MacPhee, Illinois State University, Normal

**Annotation:** This session will recruit teachers, media specialists, teacher educators, and other support personnel to become actively engaged with WLU by submitting an article for publication in *Talking Points*. We will offer brainstorming, drafting, and editing support to participants who attend this session. This session provides an opportunity to publically acknowledge the important role of whole language in the teaching of literacy and to celebrate the projects, activities, concepts, and ideas that highlight the successes of a whole language approach.

## G.06 | Wholly Connected: Extending the Personal and Global Conversation through Multimodal Literacy

### Ventana | conversation

Themes: Digital and Visual Literacies, Literacy and Social/Political Action

Audience Interest: Middle School, High School, Adult Literacy/College

**Presenters:** Marilyn Buono, Hofstra University, Hempstead, New York

Melinda Smith, Hofstra University, Hempstead, New York

Josefa Pace, Sonoma State University, California

**Annotation:** Conversation centered on transformative multimodal approaches to learning that inspire agentive change; change that challenges preconceived notions about normalcy and academic preparedness; and change in curriculum from autonomous and fixed to one reflective of 21st Century global and ideological changes and the identities and individualized literacy practices of each student.



*Saturday, July 22, 4:30 p.m.–5:15 p.m.*

**Delegates Assembly**  
**Sabino-Pima**

**Refreshments available**

All are welcome to the annual meeting of the WLU membership. By virtue of registering for this conference, all conference attendees are WLU members. Please join us for a discussion of the future of whole language education and the Whole Language Umbrella.

After a brief overview of the status of WLU, delegates can choose to join discussion and planning in one of three working groups: TAWL groups and membership, special projects, and social action.

---

*Saturday, July 22, 5:30 p.m.–6:45 p.m.*

**CLOSING PLENARY SESSION**  
**Sabino-Pima**



**Featured Speaker: Perry Gilmore**, University of Arizona, Tucson

**A Language for Two. A Message for Many.**  
**(The Story of Colin and Sadiki)**

This is a love story about two five-year-old boys who simultaneously created a special bond and a special language, both inextricably woven together. By chance, Colin (the son of American researchers) and Sadiki (the son of Samburu cattle herders) met when they became neighbors and friends on a remote and isolated multilingual hillside in postcolonial Kenya in 1975.

Their encounter at the complex borders of language and culture grew into a close, and often controversial, friendship that was created through and marked by their invention of a special private language that was understood and shared only by the two of them. Their invented language helped them construct new identities and resist, transgress, and transform the marked postcolonial borders and harsh inequities of economics, race, and culture that engulfed them and dominated the social power relationships and language ideologies that engaged all aspects of their daily lives. The boys' friendship left a significant gift—a rare language legacy that contributes to our understanding of young children's astounding creative expressive abilities and agentive power too often unrecognized and drastically underestimated in the research literature and in education policies and practices.

**Introduced by Deborah MacPhee**, Illinois State University, Normal

# ALPHABETIC LIST OF PRESENTERS

Deema Abu Abdo, G.03  
Peggy Albers, F.03  
Kaitlyn Allen, B.06  
Kelly Allen, C.05, DE.01,  
Symposium, page 11  
Priscila Alvarado, A.05  
Seemi Aziz, B.03  
Heidi Bacon, C.05  
Elizabeth Bemiss, A.05  
Sally Brown, E.04, G.05  
Marilyn Buono, G.06  
Peter Burke, E.05  
Claire Burns, B.06  
Charlene Bustos, C.04  
Leah Carruth, C.04  
Raquel Cataldo, E.03  
Kathryn Chavez, C.05,  
Symposium, pg. 11  
Tabitha Collins, A.04  
Keri-Anne Croce, A.01  
Caryl Crowell,  
Symposium, pg. 11  
Desiree Cueto, B.03  
Holly Damico, C.07  
Jack Damico, C.07  
Aurelia De Silva, E.03  
Peter Duckett, B.02  
David Ellis, D.06  
Mary Fahrenbruck, A.04,  
D.04  
Lisa Falk, Museum Session,  
pg. 11  
Amy Seely Flint, F.03  
Alan Flurkey, B.01, DE.01,  
Symposium, pg. 11  
Peter H. Fries, C.05  
Cassie Froemming,  
Symposium, pg. 11  
Carol Gilles, C.07,  
Symposium, pg. 11  
Katie Goetz, E.05  
Debra Goodman, C.03, DE.01,  
Symposium, pg. 11  
Yetta Goodman, DE.01,  
Symposium, pg. 11  
Ken Goodman, G.01,  
Symposium, pg. 11  
Mara Lee Grayson, B.04  
Linda Haling, C.02  
Catherine Hamilton, G.03  
Gloriann Heikes, Symposium,  
pg. 11  
Katie Heiman, B.06  
Roxanne Henkin, E.03  
Kelly Hill, B.06  
Natalia Hoffman, G.02  
Ashlee Horton, B.06  
Heather Ingram, Museum  
Session, pg. 11  
Danielle Johnson, C.07  
Nadia Kalman, D.02  
Melanie Keel, F.03  
Ted Kesler, C.01  
Koomi Kim, B.02  
Meredith Labadie, A.06  
Edie Lantz-Leppert,  
Symposium, pg. 11  
Joan Lazar, F.06  
Shuyi Li, G.04  
Perpie Liwanag, Symposium,  
pg. 11  
Kathy Lohse, F.02  
Hanna Lotz, G.03  
Elizabeth Lynch, C.03  
Deborah MacPhee, C.02, G.05  
Sheri Marlin, D.03  
Prisca Martens, D.04,  
Symposium, pg. 11  
Ray Martens, Symposium,  
pg. 11  
Megan McCaffrey, B.03  
Erinn Metcalf, A.03  
Douglas Mosher, F.05  
Michele Myers, G.03  
Aliceyn Heasley, E.05  
Ryan Nelson, C.07,  
Symposium, pg. 11  
Anna Osborn, C.07  
Josefa Pace, G.06  
Rebecca Paloma, E.03  
Suzii Parsons, A.02  
Julie Paul, B.06  
Stephanie Pederson, F.02  
Fran Perkins, F.01  
Anita Pickett, E.03  
Dianette Plácido, G.02  
David Puthoff, D.05  
Madyson Reynolds, B.06  
Carol Ricker-Wilson,  
Symposium, pg. 11  
Amber Ridley, B.06  
Renita Schmidt, A.02  
David Schultz, B.01  
Kathy Short, B.03, D.04  
Tracy Smiles, D.04  
Jessica Smith, B.06  
Melinda Smith, G.06  
Lina Soares, D.07  
Sally Somerall, G.03  
Liza Speece, E.04  
Lucy Spence, G.04  
Diane Stephens, G.03,  
Symposium, pg. 11  
Kelly Still, G.03  
Steven Strauss, B.07  
Tara Thompson, G.03  
Tasha Tropp Laman, A.03  
Elisa Waingort, D.06  
Yang Wang, G.04  
Christine Weill, C.07  
Claire White, F.05  
Kathryn Whitmore, E.02  
Jillian Wiedrich, E.05  
Jo-Anne Wilson-Keenan, F.04  
Yuebo Zheng, G.04

# THE FIRST CHAPTER

St. Louis, MO

NOVEMBER 16-19

Our past, our story, has been a long one, and now time demands we reflect on and rewrite our present and future. No one can better tell the story of our passion, dedication, and commitment to our profession and to our students than we ourselves. It is we who prepare students to live, think, and make meaning long after the last school door is closed. It is we on whom our students depend to prepare them with lifelong literacy. NCTE's 2017 Convention, The First Chapter, and our series of Town Halls allow us and our students to begin an ongoing conversation about who we are, where we are going, why, and how we will continue on our mission together. Come join us. Learn more at [ncte.org/annual](http://ncte.org/annual).



2017 ANNUAL  
CONVENTION





## **2017 NCTE ANNUAL CONVENTION**

**Join thousands of educators, experts, authors, administrators, publishers, and others for the 2017 NCTE Annual Convention in St. Louis!**

**Among the hundreds of sessions scheduled, the WLU Strand, Elementary Section, and Early Childhood Strand offer an extensive number of sessions throughout the NCTE Annual Convention.**

**WLU Strand sessions include**

- **WLU Opening Session: Literacy Educators Talking Back to Public Education Policy, Mandates, and Legislative Trends**
- **Supporting Readers as Meaning Makers While Giving Them Room to Grow**
- **(Re)Storying Ferguson, (Re)Finding Our Voices**
- **Insights into Diverse Readers as Meaning Makers: Eye Movement and Miscue Analysis**
- **Content Literacy for Real: Becoming Literate Mathematicians**
- **Talking about Culture and Identity: Four Perspectives on Literature Discussion Groups**
- **Children Finding Their Voices through Imagination, Creativity, and Storying: Learning from David Wiesner**
- **Seeing the Forest AND the Trees: Moving from Compliance to Agency**
- **In Defense of Play: What the Research Tells Us Is Best for Our Youngest Learners**

**Visit <http://www.ncte.org/annual>**

**to register, reserve your hotel room, and learn more about the NCTE Annual Convention!**



**NCTE**  
National Council of  
Teachers of English®