

29th Annual

# WLU Literacies for All Summer Institute

*Sustaining Joy in Our Learning  
Communities during Challenging Times*

***July 12-14, 2018***

Lord Baltimore Hotel  
Baltimore, MD

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

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## ACKNOWLEDGEMENTS

Whole Language Umbrella wishes to thank . . .



Center for Expansion of Language and Thinking (CELT) and Save our  
Schools (SOS) for their sponsorships of the Preconference Workshop



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

The Children's Bookstore, Roland Park for supplying onsite book sales.

Perpie Liwanag, Ray Martens, and the local committee for their planning and hospitality.

Our thanks for the beautiful student artwork go to Storying Studio, Baltimore, Maryland.

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

## Greetings from WLU President Roxanne Henkin

Welcome to Baltimore and the Whole Language Umbrella Literacies for All Summer Institute. Baltimore has been a major seaport since the 18th century. Our hotel, the Lord Baltimore Hotel, is located in the Inner Harbor historic district where we can walk to the harbor and the many surrounding museums. The National Aquarium, a world-renowned aquarium, and the American Visionary Art Museum, which specializes in outsider art, are two of the highlights to visit while you are in the area. There are also ships that offer cruises of the Inner Harbor and the famous clambakes at local restaurants to be experienced.

This year's conference theme, **"Sustaining Joy in Our Learning Communities during Challenging Times,"** invites us to give voice to the languages, literacies, and cultures of the diverse students in our classrooms and among ourselves as professionals, and to focus on the joy we find in this important work. Keynote speaker Jitu Brown, the National Director of the Journey for Justice Alliance and the "We Choose Campaign," will share his deep knowledge and experience as an advocate for youth, parents and communities for equitable and just school systems. In keynote and breakout sessions, our speakers will address topics such as social justice, children's literature, blogs and digital literacies, 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're 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 organize for racial and social justice in schools and communities. This is an important preconference where teachers and activists will share their work and strategies for making a difference in educational communities.

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 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 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 the Baltimore local committee for all their advice and suggestions, and for helping to spread the word in Baltimore and beyond. We want to especially thank Ray Martens, Bess Altwerger, and Perpie Liwanag for their hard work to make this conference possible, and we also thank Caryl Crowell, Prisca Martens, Richard Meyer, and Debra Goodman for their guidance and their insights. The local committee is ready and willing to tell you about their favorite restaurants, shopping, and sightseeing spots. We wish you an incredible conference!

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

### Save the Date

2019 WLU Summer Institute  
July 11-13, 2019  
Columbia, South Carolina



## 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.

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## EVENT INFORMATION

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**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:** All sessions and events are in the Lord Baltimore Hotel. All session rooms and the Ballroom are accessible by the elevator.

**BOOK DRIVE:** WLU is collecting new and gently used children's books to be donated to New Song Academy, Baltimore, MD. Drop off donations at the Hospitality Desk near Registration.

# WLU 2018 Schedule

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## Thursday, July 12

- 10:00 a.m.–7:30 p.m. Registration
- 8:30–11:00 a.m. Eye Movement Miscue Analysis (EMMA) Meeting
- 11:45 a.m.–5:00 p.m. Preconference Workshop  
(tickets required, includes lunch)
- 5:00–7:00 p.m. Reception with Entertainment
- 7:00–9:00 p.m. Opening Session: David Wiesner

## Friday, July 13

- 8:00 a.m.–5:00 p.m. Registration
- 9:00–10:15 a.m. General Session: Jitu Brown
- 10:30–11:45 a.m. A Breakout Sessions
- 12:00–1:30 p.m. Luncheon: Jonathan Bean  
(tickets required)
- 1:45–3:00 p.m. B Breakout Sessions
- 3:15–4:30 p.m. C Breakout Sessions
- 4:45–6:00 p.m. D Breakout Sessions

## Saturday, July 14

- 8:00 a.m.–4:30 p.m. Registration
- 9:00–10:15 a.m. E Breakout Sessions
- 10:30–11:45 a.m. F Breakout Sessions
- 11:45 a.m.–1:30 p.m. Lunch on your own
- 1:30–2:45 p.m. G Breakout Sessions
- 3:00–4:15 p.m. Delegates Assembly with Refreshments
- 4:30 p.m.–5:15 p.m. Closing General Session:  
Franki Sibberson and Mary Lee Hahn

## Bookseller Information



The Children's Bookstore

The Children's Bookstore offers high quality chapter books and richly illustrated picture books, with a wide variety of fiction, non-fiction, transitional readers, and YA lit. We sell cards, plush animals, and puppets, and we're always eager to help customers find just the right books.

In 2017, The Huffington Post ranked The Children's Bookstore #14 among it's 50 of the Best Indie Bookstores in America.

<http://bit.ly/cbookstore50oftheBest>

Shipping will be available.

## Onsite Book Sale Hours:

Thursday, July 12 6:00 p.m.-9:00 p.m.

Friday, July 13 8:00 a.m.-6:00 p.m.

Saturday, July 14 8:00 a.m.-5:30 p.m.

**Thursday, July 12, 8:30–11:00 a.m.**

**EMMA Researchers Meeting**

Salon A

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

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**Thursday, July 12, 11:45 a.m.–5:00 p.m.**

**Preconference Workshop**

Salon C

Tickets required; lunch and refreshments included



Cosponsored by Save Our Schools (SOS) and the Center for Expansion of Language & Thinking (CELT)



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

**Organizing for Racial & Social Justice in Schools & Communities**

**Workshop Leaders: Rick Meyer & Bess Altwerger** (SOS, WLU, CELT)

**Featured Speaker: Jitu Brown, Journey for Justice Alliance, "We Choose Campaign"**

The Preconference Workshop for the 2018 Literacies for All Summer Institute continues the tradition of focusing on educational activism. This summer, diverse local and national activists will join us in addressing our theme "Organizing for Racial & Social Justice in Schools and Communities." Jitu Brown, will be the inspirational keynote speaker. Meet and learn in workshops with leaders of Journey for Justice Alliance, Advancement Project, BMORE, Racial Justice Now!, Leaders of a Beautiful Struggle and others. Topics of interactional sessions will include: union activism, safe schools for "Dreamers," restorative justice, school-to-prison pipeline and much more.

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**Thursday, July 12, 5:00–7:00 p.m.**

**Opening Reception**

Salon C

Please join us to kick-off the 2018 WLU Summer Institute with refreshments, entertainment, and networking.

The Hammond High School Jazz Combo & The Wild Lake Steppers will provide entertainment from 5:30 to 6:30 p.m.



**Thursday, July 12, 7:00–9:00 p.m.**

## **OPENING SESSION**

**Salon C**

**Featured Speaker: David Wiesner**, Penguin Random House

### **The Language of Pictures**

The visual language of picture books is rich and complex and must be read with the same scrutiny and care as a written text. I will discuss the ways I use this pictorial language, particularly in my books without text. It is in these books that children use their imagination to interpret what they see and tell the stories in their own voice.



As a child growing up in suburban New Jersey, **David Wiesner** re-created his world daily in his imagination. A swamp, a cemetery, and a landfill bound the outskirts of his neighborhood, exotic lands that became anything from a faraway planet to a prehistoric jungle. When the everyday play stopped, he would follow his imagination into the pages of books, wandering among the dinosaurs of Charles Knight, the surreal landscapes of Salvador Dali, and the fantastic universes of Jack Kirby. The images before him generated a love of detail, an admiration for the creative process, and a desire to tell stories with the pictures he himself was drawing.

As a student at the Rhode Island School of Design, he developed the narrative aspects of his work and realized that the picture book was the perfect form in which to present his stories and images.

David Wiesner has been awarded the Caldecott Medal three times—for Tuesday in 1992, The Three Pigs in 2002, and Flotsam in 2006. Three other books of his, FreeFall, Sector 7, and Mr.Wuffles, were named Caldecott Honor Books. David was the 2008 United States nominee, and a finalist, for the Hans Christian Andersen Award. He is on the faculty of the Pennsylvania Academy Of Fine Art.

Among other honors, Wiesner holds the Japan Picture Book Award for Tuesday, the French Prix Sorcières for The Three Pigs, a New York Times Ten Best Illustrated award for Flotsam, and the German Jugendliteraturpreises for Mr. Wuffles.

**Introduced by Ray Martens**, Towson University, MD

**Welcome and Opening Remarks: Roxanne Henkin**, WLU President, University of Texas at San Antonio

#### **2018 WLU Award Recipients**

**Lifetime Membership:** Caryl Crowell, Tucson, AZ

**Service Award:** Ray and Prisca Martens, Towson University, Baltimore, MD

**Joy of Teaching:** Morgan Belcher, Starke Primary School, Pekin, IL

#### **2018 WLU Scholarship Recipients**

**Courtney Antone**, Minneapolis Public Schools/Metropolitan State University, MN

**Gbemike Ibitoye**, Obafemi Awolowo University, Ile Ife, Osun State, Nigeria

**Steven Littles**, Douglas County School System, Douglasville, GA

**Charles Logan**, Griffin School, Austin, TX

**Anna Osborn**, Jefferson Middle School, Columbia, MO

**Joseph Pizzo**, Black River Middle School, Chester, NJ

**Vanessa Stice**, Glenpool Public School, Glenpool, OK

**WLU Scholarship Committee:** Ray Martens and Yang Wang

**Friday, July 13, 9:00–10:15 a.m.**

**GENERAL SESSION**

**Salon C**

**Featured Speaker: Jitu Brown,** Journey for Justice Alliance

**Failing Brown v. Board; an Honest Assessment of Inequity in Public Education**

We will examine data from our soon-to-be-released report, *Failing Brown v. Board*, and explore the connection between inequity and the opportunity gap between children of color and their white counterparts. We will engage the audience in our strategy to address inequity by calling for a “new Brown v. Board.”



**Jitu Brown** is the national director for the Journey for Justice Alliance, a network of 37 grassroots community-based organizations in 25 cities organizing for community-driven school improvement; he was formerly the education organizer for the Kenwood Oakland Community Organization (KOCO). He has organized in the Kenwood Oakland neighborhood in Chicago for over 22 years, bringing community voices to the table on school issues; they have together successfully organized to stop several school closings in the area and secured resources for neglected neighborhood schools. KOCO now serves as a resource for organizations nationwide dealing with school closings and the elimination of community voice from the decision-making process. In 2015, Jitu was the organizer of the

historic Dyett High School Hunger Strike, which lasted for 34 grueling days and resulted in the reopening of Dyett as an open-enrollment neighborhood school with over \$16 million in new investments. A believer in working locally and thinking globally, Jitu has taken youth leaders from KOCO to the United Nations, the Passamaquoddy Native American reservation in Maine, and the UN Conference on Racism in South Africa. He has been widely published and has appeared on several talk shows, including MSNBC’s *Melissa Harris-Perry* and *The Ed Show*.

**Introduced by Jesse Turner,** Central Connecticut State University, New Britain

Friday, July 13

10:30–11:45 a.m.

## A SESSIONS

### A.01 | Translanguaging in Writers' Workshop: Promoting Multilingualism in Young Emergent Bilinguals

#### Salon A | Panel Presentation

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

*Audience Interest:* Early Childhood, New Teachers, Teacher Educators

**Presenters:** Kelly Hill, University of Alabama at Birmingham  
Jennifer Ponder, University of Alabama at Birmingham  
Diana Prutzman, Birmingham City Schools, AL  
Jennifer Summerlin, University of Alabama at Birmingham  
Kathleen Watkins, University of Alabama at Birmingham

**Annotation:** Learn how translanguaging pedagogy can be applied in writing workshop to help young emergent bilinguals use their full language repertoire in writing. Presenters will share how teachers used mentor text to promote translanguaging. Student work samples will be shared, analyzed, and discussed. A list of mentor texts will be distributed.

### A.02 | “Just Five More Minutes!” National Novel Writing Month and Student Engagement for Writing

#### Salon D | Workshop

*Themes:* Literacy and Literature, Literacy and Social/Political Action, Collaborative Projects

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

**Presenter:** Sara Field, George Mason University, Fairfax, VA

**Annotation:** Imagine students begging for more writing time (even during recess)! This presentation shares experiences and how-to's for implementing National Novel Writing Month (NaNoWriMo) in your classroom. NaNoWriMo is free, differentiated, engaging, and empowering for students of all ages and abilities. The session will support teachers with brainstorming and collaboration.

### A.03 | Listening In: Formative Assessment in Literature Discussion Groups

#### Maryland Room | Panel Presentation

*Themes:* Literacy and Literature

*Audience Interest:* Elementary, Middle School

**Presenters:** Carol Gilles, Columbia Public Schools, MO  
Kathryn Mitchell Pierce, Saint Louis University, MO

**Annotation:** We listen in to students engaged in literature discussion groups to know what they are thinking and wondering, and to plan how to support them. Join us in looking closely at samples of student talk and the formative assessment tools and stances teachers use to make sense of that talk.

#### **A.04 | Action Research: From Challenge to Inquiry**

##### **Hanover A | Workshop**

*Themes:* Literacy and Literature, Language and Culture, Literacy and Social/Political Action, Community Literacies, Collaborative Projects

*Audience Interest:* New Teachers, Teacher Educators

**Presenters:** Mary Buckelew, West Chester University, PA  
Janice Ewing, West Chester University, PA

**Annotation:** Join us for an interactive workshop in which we will explore how you can turn your classroom challenges into action research projects. Share and learn new ways to form a question, collect data, and implement and share your results with colleagues.

#### **A.05 | Working Readers**

##### **Hanover B | Panel Presentation**

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

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

**Presenters:** Peter Duckett, Salisbury University, MD  
Koomi Kim, Salisbury University, MD

**Annotation:** Participants will examine eye movement miscue analysis data of readers as they work and discuss the readers' development and use of strategies, background knowledge and identity, and text features. Childhood, New Teachers, Teacher Educators, Administrators, Curriculum Specialists

**Friday, July 13, 12:00–1:30 p.m.**

**LUNCHEON**

**Salon C**

**Featured Speaker: Jonathan Bean,** Farrar, Straus and Giroux

**Inspiring Teachers and Students during Challenging Times**



Jonathan will talk about what inspired him to make art as a child, what currently inspires him to make picture books, and why he thinks so many well-meaning books that aim directly for inspiration fall short of their intended goal.

**Jonathan Bean** lives in Harrisburg, Pennsylvania, above a café on the third floor of a yellow building in a small apartment where he keeps all his money and jewels on the doorstep, so thieves can find them, but sleeps with his drawings under the mattress. He can sometimes be spotted just down the street at his favorite bookstore, The Midtown Scholar, or watering his rooftop garden or around town drawing people and places. If you tell him that making picture books is the best job in the world, he will not disagree.

After receiving his undergraduate degree from Messiah College, Jonathan moved to New York City in 2003 to attend graduate school at the School of Visual Arts. He received his first job illustrating for children when hired by Cricket Magazine in 2004. Since then, Jonathan has worked for numerous publishers, and his illustration and writing have received widespread praise. His first two authored books won the prestigious Boston Globe-Horn Book Award and his illustrations for Lauren Thompson’s *The Apple Pie that Papa Baked* were honored with the Ezra Jack Keats Award. *Real Cowboys*, written by Kate Hoelfer, is his latest book and appeared in fall 2016.

**Introduced by David Schultz,** Long Island University Riverhead, NY

Thank you to the undergrad and graduate art education students of Ray Martens, Towson University for providing the centerpieces.

Friday, July 13

1:45–3:00 p.m.

## B SESSIONS

### B.01 | Energy and Joy: Humanizing Teaching through Collaboration and Planning

#### Salon A | Panel Presentation

*Themes:* Literacy and Literature, Language and Culture, Collaborative Projects

*Audience Interest:* Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists

**Presenters:** Kimberly Feldman, University of Maryland, Baltimore County  
Nancy Rankie Shelton, University of Maryland, Baltimore County

**Annotation:** Teachers often find themselves disconnected from what brings them joy in their work because of dehumanizing mandates. Participants will reflect on what gives them energy, what takes it away, and how reconnecting with colleagues and students can reinvigorate our work. Presenters will share examples from their own research and experience.

### B.02 | Sustaining Hope When Encountering Bullying

#### Salon B | Panel Presentation

*Themes:* Literacy and Social/Political Action

*Audience Interest:* Middle School, High School, Teacher Educators

**Presenters:** Aurelia de Silva, San Antonio, TX  
Roxanne Henkin, The University of Texas at San Antonio  
Rebecca Palomo, The University of Texas at San Antonio  
Anita C. Pickett, Woodlawn Academy, San Antonio, TX

**Annotation:** How do we sustain hope when encountering bullying? How can we support students to confront bullying in their lives? Together, how can we make a real difference in our communities? We'll share the role of microaggressions and the projects students have created to make change and bring hope to their communities.

### B.03 | Revaluing Variables Associated with Reading Fluency

#### Salon D | Panel Presentation

*Themes:* Reading and Miscue Analysis, Literacy and Social/Political Action, Early Childhood (ECEA)

*Audience Interest:* Elementary, Middle School, Teacher Educators

**Presenters:** Laura Arrington, University of Louisiana at Lafayette  
Holly Damico, University of Louisiana at Lafayette  
Jack Damico, University of Louisiana at Lafayette  
Alan Flurkey, Hofstra University, Hempstead, NY  
Kelly Koch, University of Louisiana at Lafayette  
Samuel Ndhlovu, University of Louisiana at Lafayette  
Ryan Nelson, University of Louisiana at Lafayette  
Amanda Percle, University of Louisiana at Lafayette

**Annotation:** This panel discussion will revalue and reframe variables associated with oral reading fluency. We will challenge conventional fluency models by drawing upon oral reading miscue analysis (Goodman, 1996), flow (Flurkey, 1997) and eye movement miscue analysis to identify seven substantial variables that influence the oral reading fluency of children.

## **B.04 | The Corpus Linguistics Integration Approach: New Pathways in Language Study Using Online Corpora**

### **Salon E | Workshop**

*Themes:* Literacy and Literature, Language and Culture, Digital and Visual Literacies, Reading and Miscue Analysis, Multiple Languages and Literacies, Collaborative Projects

*Audience Interest:* Early Childhood, Elementary, Middle School, High School, Teacher Educators, Administrators, Curriculum Specialists, Adult Literacy/College

**Presenter:** Chris Sclafani, Hofstra University, Hempstead, NY

**Annotation:** This workshop will discuss the usage of corpus linguistics in the everyday classroom. There will be a brief overview of corpus linguistics, followed by various applications of this field for students of all ages and abilities. Guidance for integrating corpus linguistics into retrospective miscue analysis will also be presented.

## **B.05 | The Role of Art in Constructing Narratives and Individual Literacies**

### **Hanover A | Combined Panel**

*Themes:* Literacy and Literature, Language and Culture, Digital and Visual Literacies, Literacy and Social/Political Action, Collaborative Projects

*Audience Interest:* Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Library/Media Specialist

**Presenters:** Jeradi Cohen, Wilmington College, OH, “Drawing and Collaborating to Create Personal Narratives”  
Amy Krafcik, Northwest Florida State College, Niceville, FL, “Using Art to Understand Culture and Argument”

**Annotation:** Two presenters examine the role of art, both digital and touchable media, in forming and sharing students’ individual literacies and identities, from early childhood learners through high school and including students with special needs.

## **B.06 | Vital and Joyful Assessment: Using Miscue Analysis to Work with a Variety of Readers**

### **Hanover B | Panel Presentation**

*Themes:* Reading and Miscue Analysis

*Audience Interest:* Elementary, Middle School, New Teachers, Teacher Educators

**Presenters:** Erin Doty, District Five of Lexington & Richland Counties, SC  
Jennifer Stowe, University of South Carolina, Columbia  
Robert Walker, University of South Carolina, Columbia  
Yang Wang, University of South Carolina, Columbia

**Annotation:** This panel showcases the versatility and power of miscue analysis and RMA as a tool for assessment and teaching. Presentations include miscue work by three different educators with different students. Students ranged in age, had varying reading abilities, and came from different family and language backgrounds.

**Friday, July 13**

**3:15–6:00 p.m.**

**CD – DOUBLE SESSION  
SYMPOSIUM**

**CD.01 | Joyful Teachers and Students: From Whole Language Beliefs to Classroom Practice**

**Salon C** | Symposium

*Themes:* Literacy and Literature, Language and Culture, Reading and Miscue Analysis, Early Childhood (ECEA), Collaborative Projects

*Audience Interest:* Early Childhood, Elementary, Middle School

**Presenters:** Caryl Crowell, retired educator, Tucson, AZ  
Mary Fahrenbruck, New Mexico State University, Las Cruces  
Lorraine Radice, Hofstra University, Hempstead, NY  
David Schultz, Long Island University Riverhead, NY

**Annotation:** Aligning teaching practices and classroom environments with the Whole Language beliefs brings joyful learning to teachers and students alike. We'll review these beliefs and explore possibilities that afford opportunities for creative practice and meaningful learning. Presenters will share their own first, small steps and how these fundamentally changed their classrooms.

**Friday, July 13**

**3:15–4:30 p.m.**

**C SESSIONS**

**C.02 | “Let’s Play”: Early Learners Develop Language and Literacy and Tell Their Stories Using Digital Tools**

**Salon A** | Panel Presentation

*Themes:* Literacy and Literature, Language and Culture, Digital and Visual Literacies, Early Childhood (ECEA), Collaborative Projects

*Audience Interest:* Early Childhood, Elementary, Teacher Educators

**Presenters:** Ceil Candreva, Hofstra University, Hempstead, NY  
Theresa McGinnis, Hofstra University, Hempstead, NY  
Patricia Meehan, Hofstra University, Hempstead, NY  
**Annotation:** Join an exciting, interactive session and explore the use of play and digital applications to invite our youngest learners to tell their stories. Participants will experience the transformative power of play and digital storytelling as a means of providing authentic multimodal experiences to support early literacy development and meaning making.

**C.03 | Making Models in the Language Arts Classroom**

**Salon B** | Workshop

*Themes:* Literacy and Literature, Digital and Visual Literacies, Collaborative Projects

*Audience Interest:* Middle School, High School, New Teachers, Curriculum Specialists

**Presenter:** Charles Logan, Griffin School, Austin, TX

**Annotation:** Making models transforms abstract concepts into concrete artifacts. In this workshop, we will explore building models as a way to prioritize joy and creativity in learning. Examples of models and student work will be examined. Participants will also create a model based on a concept from their own curricula.



## C.04 | Critical Literacy in Action: Interrogating and Problematizing Systemic Oppression through Forum Theater

### Salon E | Panel Presentation

*Themes:* Multiple Languages and Literacies, Literacy and Social/Political Action, Collaborative Projects

*Audience Interest:* Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Adult Literacy/College

**Presenter:** Tabitha Collins, New Mexico State University, Las Cruces

**Annotation:** Presenters will share their experience of forum theater in a multicultural education course to show the possibilities for using this practice in other contexts. The critical literacy approach of Forum Theater allows preservice teachers to engage with issues of oppression and methods of intervention toward transformation.

## C.05 | Writing Hope Framework: Revealing Authentic and Joyful Acts of Writing within High School and College Learning Communities

### Salon D | Panel Presentation

*Themes:* Literacy and Literature, Language and Culture, Community Literacies, Collaborative Projects

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

**Presenters:** Josefa Pace, Sonoma State University, Rohnert Park, CA  
Sasha Ramlal, Sonoma State University, Rohnert Park, CA  
Nicole Sieben, SUNY College at Old Westbury, NY

**Annotation:** This presentation will extend the critical pedagogy of hope by showing how writing hope strategies are designed to allow students and practitioners to work within their own unique writing processes. The research and creative writing projects transcend classrooms to create more joyful and sustainable learning communities.

## C.06 | Sparking the Joy with Service-Learning

### Hanover A | Workshop

*Themes:* Literacy and Social/Political Action, Community Literacies, Collaborative Projects

*Audience Interest:* Elementary, Middle School

**Presenters:** Sarah Beverly, Need in Deed, Philadelphia, PA  
Pam Prell, Need in Deed, Philadelphia, PA

**Annotation:** This workshop will make the connection between high-quality service-learning in the elementary school and the rich language learning opportunities that occur throughout the process when student voice is incorporated in community engagement. Need in Deed will share the challenges and rewards encountered, as well as tools to get started.

## C.07 | Action Research: Creating Communities around Literacy

### Hanover B | Combined Panel

*Themes:* Literacy and Literature, Language and Culture, Community Literacies, Collaborative Projects, Action Research

*Audience Interest:* Elementary, New Teachers, Teacher Educators

**Presenters:**  
Wen-chiang Rita Chen, University of Wisconsin - La Crosse, "Making Students' Voice Heard in the Community Event: A Case Study of Making a Community Literacy Event a Platform for Students to Learn and Share Their Social Justice and Multicultural Projects with the Community Members"  
Steven Littles, Eastside Elementary School, Douglasville, GA, "Joy at the End of the Action Research Rainbow"

**Annotation:** One speaker in this session will share about a community literacy event planned and carried out by students in 4th-6th grades. The other speaker will share how participation in classroom-based action research projects can inform teachers and create change.

Friday, July 13

4:45–6:00 p.m.

## D SESSIONS

### D.02 | To Intervene or Not to Intervene: How RMA Helped Change Two Teachers

#### Salon A | Panel Presentation

*Themes:* Language and Culture, Reading and Miscue Analysis, Collaborative Projects

*Audience Interest:* Middle School, High School, Teacher Educators, Administrators, Curriculum Specialists

**Presenters:** Carol Gilles, Columbia Public Schools, MO  
Danielle Johnson, Columbia Public Schools, MO  
Anna Osborn, Columbia Public Schools, MO

**Annotation:** Engaging in Retrospective Miscue Analysis has far-reaching consequences for both students and teachers. Join us to see examples of students engaged in RMA, learning about themselves and the reading process. We will explore what students took from RMA, and also how teachers changed their practices because of RMA.

### D.03 | Raising Our Voices, Telling Our Stories, and Inspiring Social Action: Framing Contrasting Narratives Surrounding the Use of High-Stakes Testing in Teacher Evaluations

#### Salon B | Panel Presentation

*Themes:* Literacy and Social/Political Action

*Audience Interest:* All

**Presenters:** Debra Goodman, Hofstra University, Hempstead, NY  
Elizabeth Lynch, Hofstra University, Hempstead, NY  
Rick Meyer, University of New Mexico, Albuquerque

**Annotation:** Narratives function as essential components of social movements. We share teachers' stories collected in a five-year study, using framing

theory to consider how teachers are positioned by current teacher evaluations and how teachers are responding. Through discussion, participants will explore framing themes and are invited to share their experiences.

### D.04 | Reading and Writing in the 21st Century: Media Literacy in the Classroom

#### Salon D | Combined Panel

*Theme:* Digital and Visual Literacies

*Audience Interest:* High School

**Presenters:** Chuck Jurich, University of North Carolina Wilmington, "I Bleeping Love Bleeps!: A Transactional Understanding of Multimodal Representations"  
Susannah Moran, Hofstra University, Hempstead, NY, "Developing Content Creators: Transforming Learning with Media Literacy"

**Annotation:** Media literacy is an essential skill for students of all ages. These presenters will explore how readers and writers make use of technology to become content creators and make sense of content created by others, including the use of "bleeps."

### D.05 | Young Children at Play: Noticing Their Language and Literacy Growth

#### Salon E | Combined Panel

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

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

**Presenters:** Christie Angleton, University of Louisville, KY, "Developmental Moments in Young Children's Language and Literacy Development"  
Sally Brown, Georgia Southern University, Statesboro, "Digital Play: Learning Literacy While Having Fun"  
Kathryn Whitmore, University of Louisville, KY, "Developmental Moments in Young Children's Language and Literacy Development"

**Annotation:** Young children’s use of language and literacy during authentic learning activities, and their inventions, can inform us about what the children know. This session highlights research in literacy development, multimodal interactions with technology, second language learning, and nature experiences with young children.

### **D.06 | Promoting Multilingual Literacies: Teachers and Families Working Together**

**Maryland Room |** Panel Presentation

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

*Audience Interest:* Early Childhood, Elementary, New Teachers, Teacher Educators

**Presenters:**

Hillary Ginn Brown, University of Alabama at Birmingham

Hannah Graham, University of Alabama at Birmingham

Noah Graham, University of Alabama at Birmingham

Kelly Hill, University of Alabama at Birmingham

Claire Hollon, University of Alabama at Birmingham

Julie Paul, University of Alabama at Birmingham

Mariah Weber, University of Alabama at Birmingham

**Annotation:** Teachers will share their efforts to promote multilingual literacies through collaborations with families to enhance the use of children’s native language, cultural connections, and authentic literacy experiences. Ideas to support pre- and inservice teachers in working with emergent bilingual learners and their families will be shared.

### **D.07 | Empowering English Language Learners: Celebrating Students’ Voices in a Literacy Workshop**

**Hanover A |** Panel Presentation

*Themes:* Literacy and Literature, Language and Culture, Multiple Languages and Literacies

*Audience Interest:* Elementary, Middle School

**Presenters:** Stephanie Gentilini-Pagonis, Port Washington School District, NY

Michelle Smithers, Hofstra University, Hempstead, NY

**Annotation:** How can we cultivate learning opportunities that allow for all students’ voices to be heard? Classroom teachers explore a literacy workshop that values and affirms the ethnic, cultural, and linguistic diversity of students. We share student work samples and invite participants to engage in culturally responsive dialogue.

### **D.08 | Cultural Responsive Practices: Just Classrooms for Diverse Learners**

**Hanover B |** Combined Panel

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

*Audience Interest:* Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists

**Presenters:** Leni Fragakis, The Arts Based School, Columbia, MO, “Pathways to Inspiring a Culturally Responsive Classroom”

Nadine Haley, Metropolitan State University, St. Paul, MN, “Culturally Responsive Pedagogy as Agency to Just Instruction”

**Annotation:** This session will focus on the use of culturally responsive pedagogy and multicultural literature to provide students with mirrors into their own lives and windows into the lives of others. Discussion will include literacy practices and strategies that create equitable classrooms.

**Saturday, July 14**

**9:00–11:45 a.m.**

**EF – DOUBLE SESSION  
SYMPOSIUM**

**EF.01 | Making “Assessment” Joyful Again by  
Sitting beside Literacy Learners: Deepening Our  
Understanding of What Learners Present to Us**

**Salon C** | Symposium

*Themes:* Literacy and Literature, Language and Culture, Reading and Miscue Analysis, Multiple Languages and Literacies, Literacy and Social/Political Action, Early Childhood (ECEA)

*Audience Interest:* Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists

**WELCOME AND INTRODUCTION**

**Rick Meyer**, University of New Mexico, Albuquerque  
“The Discourse of Acquisition and the Discourse of Meaning Making”

**LEARNING PILLAR**

**Kathryn F. Whitmore**, University of Louisville, KY  
“Emotional Engagement as Manifested in Students’ Bodies: The Visual Learning Analysis”

**TEACHING PILLAR**

**Perpie Liwanag**, Towson University, MD  
**Koomi Kim**, Salisbury University, MD  
**Nicole Harrison**, Blades Elementary, Seaford, DE  
**Shannon Tucker**, Towson University, MD  
“Empowering Literacy Learning Experiences: Using Eye Movement Miscue Analysis to Support Children’s Literacy Development”

**LANGUAGE PILLAR**

**Kathryn Mitchell Pierce**, St. Louis University, MO  
“Listening In: Talk as a Window on Student Learning”

**SOCIOCULTURAL CONTEXT PILLAR**

**Debra Goodman**, Hofstra University, Hempstead, NY  
**Elisabeth Costa Saliani**, Long Island University, NY  
“Revaluing Writers and Writing through Advocacy Biographic Profiles”

**Chuck Jurich**, University of North Carolina Wilmington  
“Literacy in, around, and outside of School: The Relationship between Sociocultural Contexts and the Discourses of Literacy”

**CLOSING AND DISCUSSION**

**Rick Meyer**, University of New Mexico, Albuquerque  
“Reclaiming Manifestations of Literacies by Cultivating a Discourse of Meaning Making”

**Annotation:** Decades of mandated leveling and testing mean teachers often accept that evaluation and assessment are painful and damaging events in the lives of learners and teachers. Reawaken the joy that comes from understanding learners by sitting beside them as they engage in literacy activities and using authentic assessment strategies.

# Saturday, July 14

## 9:00–10:15 a.m.

### E SESSIONS

#### **E.02 | Capable Kids: Exploring Agency, Identity, and Advocacy with Our Youngest Learners**

##### **Salon A** | Panel Presentation

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

*Audience Interest:* Early Childhood, Elementary

**Presenters:** Althea Goldberg, Mount Eagle Elementary, Alexandria, VA

Katie Keier, Fairfax County Public Schools, Alexandria, VA

Jordan Wright, Mount Eagle Elementary, Alexandria, VA

**Annotation:** Three classroom teachers will share how they create joyful learning environments where children are empowered and engaged. They will explore ways of using inquiry, play and literacy to create spaces for children to investigate and celebrate who they are and how they can make a difference in the world.

#### **E.03 | Teaching LGBTQ+ Topics through Activist Literacies in K-12 ELA Classrooms**

##### **Salon B** | Panel Presentation

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

*Audience Interest:* Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists

**Presenter:** Nicole Sieben, SUNY College at Old Westbury, NY

**Annotation:** This session will include pedagogy and activist literacy strategies for teaching LGBTQ+ topics in teacher education programs and ELA

classrooms. Attendees at this session will participate in interactive activities that can be recreated in K–12 classrooms, preservice teacher training classes, and professional development workshops for ELA teachers.

#### **E.04 | Promoting Joy in Our Learning Communities through Service-Learning**

##### **Salon D** | Panel Presentation

*Themes:* Literacy and Literature, Language and Culture, Collaborative Projects

*Audience Interest:* Teacher Educators, Administrators, Adult Literacy/College

**Presenters:** Kara Rosenblatt, University of Texas of the Permian Basin, Odessa

Tara Wilson, University of Texas of the Permian Basin, Odessa

**Annotation:** This presentation will demonstrate how service-learning promotes community engagement and provides students with opportunities for practical application of new learning material. The presenters will interactively share the results of their study on service-learning conducted with preservice teachers in a literacy class and pose questions to prompt group discussion.

#### **E.05 | Lessons in Logic Help Developing Readers Take Command of Complex Informational Text**

##### **Salon E** | Workshop

*Themes:* Reading and Miscue Analysis

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

**Presenter:** Joan Lazar, Teaneck Board of Education, NJ

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

## E.06 | Writing for *Talking Points*

### Maryland Room | Workshop

*Themes:* Literacy and Literature, Language and Culture, Digital and Visual Literacies, Reading and Miscue Analysis, Multiple Languages and Literacies, Literacy and Social/Political Action, Community Literacies, Early Childhood (ECEA), Collaborative Projects

*Audience Interest:* Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists, Adult Literacy/College, Library/Media Specialists

**Presenters:** Sally Brown, Georgia Southern University, Statesboro  
Deborah MacPhee, Illinois State University, Normal

**Annotation:** This session is designed to help educators learn about publishing in *Talking Points*. The workshop will allow for the discussion of ideas as well as give insight into the publishing process.

## E.07 | Research into Literacy Practices in Middle and High School

### Hanover A | Combined Panel

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

*Audience Interest:* Early Childhood, Elementary, Middle School, High School

**Presenters:** Gbemike Ibitoye, Obafemi Awolowo University, Ile Ife, Osun State, Nigeria, “The Effect of Read-Aloud on the Reading Skills of Selected Junior Secondary School Students in Ife North, Osun State”  
Ashley Stevenson, University of North Carolina Wilmington, “Effects of Routinized Literacy Practices”

**Annotation:** Two researchers will share the results of their studies into literacy. One speaker will discuss the impact of routinized literacy practice for comprehension. The other speaker will address read-aloud as an instructional strategy for secondary students.

## E.08 | Nurturing Literacies in Bilingual Readers: Using Miscue Analysis with Diverse Learners

### Hanover B | Panel Presentation

*Themes:* Language and Culture, Reading and Miscue Analysis

*Audience Interest:* Middle School, Teacher Educators, Adult Literacy/College

**Presenters:** Yang Wang, University of South Carolina, Columbia  
Yuechen Sun, University of South Carolina, Columbia  
Yuebo Zheng, University of South Carolina, Columbia

**Annotation:** This presentation will share the power of miscue analysis and Retrospective Miscue Analysis and the use of these assessment tools with one Chinese American middle school student and a group of college English Learners in Mainland China. The presenters will share their exploration of these learners’ reading processes in English.

Saturday, July 14

10:30–11:45 a.m.

## F SESSIONS

### F.02 | Poetry T.I.M.E.: A Strategy for Reading and Talking, Writing and Presenting Poetry

#### Salon A | Panel Presentation

*Themes:* Literacy and Literature

*Audience Interest:* Middle School, High School, New Teachers, Teacher Educators

#### Presenters:

Erin L. Berry-McCrea, Towson University, MD  
Andy Chen, John Burroughs School, St. Louis, MO  
Sarah Cole, Capital City Public Charter School, Washington, DC  
Janelle Jennings-Alexander, William Peace University, Raleigh, NC  
America Moreno Jimenez, Sanderson High School, Raleigh, NC  
Anna Roseboro, educator, mentor, author, Grand Rapids, MI  
Kia Turner, Harlem Academy, New York, NY

**Annotation:** Poetry T.I.M.E. follows a fifteen-minute presentation by cohort of Early Career Educators of Color Leadership Award winners who are meeting this weekend to refine their yearlong projects. This NCTE award offers six winners a weekend leadership retreat and a year of mentoring to implement a leadership project at their home schools/colleges. Anna Roseboro, the presenter for this session is also their mentor. Following the cohort presentations, you will participate in an hour-long interactive session experiencing ways to teach students an engaging and efficient way to read, write, and analyze poetry using a key Anna will share with you.

### F.03 | Affirming Gender Expression for All: An Analysis of YA Realistic Fiction with Gender-Creative Protagonists

#### Salon B | Combined Panel

*Themes:* Literacy and Literature

*Audience Interest:* Middle School, High School, Library/Media Specialist

**Presenters:** Jeane Copenhaver-Johnson, Ithaca College, NY  
Madeline May, Ithaca College, NY

**Annotation:** A cisgender and transgender research team analyze how gender-creative protagonists are represented in realistic YA fiction. This small but growing body of literature holds the potential to offer affirming representations of youth who rarely find their gender expressions accurately or joyfully expressed in literature and popular media.

### F.04 | Educating Early Childhood Preservice Teachers about Dual-Language Theory and Practices

#### Salon D | Workshop

*Themes:* Multiple Languages and Literacies, Early Childhood (ECEA)

*Audience Interest:* Early Childhood, Elementary, New Teachers, Teacher Educators

**Presenters:** Maria Acevedo, HarperCollins  
Patricia Paugh, University of Massachusetts Boston  
Ana Solano-Campos, University of Massachusetts Boston

**Annotation:** This workshop shares the presenters' experiences in introducing dual-language theories to undergraduate and graduate early childhood education majors. It invites audience members to engage with proactive, additive biliteracy practices and reflect on the effect of these practices in promoting language-rich culture in early childhood classrooms.

## **F.05 | Engaging Collaborative Literacy Learning Contexts: Using Eye Movement and Miscue Analysis as an Empowering Tool**

### **Salon E | Panel Presentation**

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

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

**Presenters:** Meghan East, Salisbury University, MD  
Judith Franzak, Salisbury University, MD  
Koomi Kim, Salisbury University, MD  
Katherine MacDonald, Salisbury University, MD  
Heather Porter, Salisbury University, MD  
Araïna Sala, Salisbury University, MD  
Marcie Stutzman, Salisbury University, MD  
Chelsea Tyndall, Salisbury University, MD

**Annotation:** This session explores how diverse readers transact with authentic texts. Participants will gain insights into 1) connections between eye movement and strategies that readers (elementary to adult) employ to make meaning; 2) connections between expected responses (miscues) and observed responses; and 3) connections between reading strategies and instructional strategies.

## **F.06 | Maximizing and Optimizing Literacy Learning and Teaching in African Schools and Colleges: The Nigerian Literacy Enhancement and Achievement Project (LEAP)**

### **Maryland Room | Panel Presentation**

*Themes:* Collaborative Projects

*Audience Interest:* High School, Teacher Educators, Administrators, Curriculum Specialists, Adult Literacy/College

**Presenters:** Chukwuemeka Onukaogu, Obafemi Awolowo University, Ile Ife, Osun State, Nigeria  
Ifeoma Patricia Ezeaku, Obafemi Awolowo University, Ile Ife, Osun State, Nigeria  
Irene Mbanefo, Obafemi Awolowo University, Ile Ife, Osun State, Nigeria  
Paul-Barnabas Onukaogu, Obafemi Awolowo University, Ile Ife, Osun State, Nigeria  
G. Onyinloye, Obafemi Awolowo University, Ile Ife, Osun State, Nigeria

**Annotation:** Literacy across the school curriculum, especially in English, basic science and technology, and mathematics, is not a common practice in African schools and colleges. This project, through the use of school-based teacher training emphasizes the impact of literacy teaching across the school curriculum.

## **F.07 | Changing Attitudes about Writing: Students See Themselves as Writers**

### **Hanover A | Combined Panel**

*Theme:* Literacy and Literature

*Audience Interest:* Middle School

**Presenters:** Babette Griffith, University of South Carolina, Columbia, “Dialogic Writing Instruction That Honors Diverse Student Voices”  
Kathleen Kempert, Frederick Community College, MD, “There’s More Than One Way to Write a Research Paper! Incorporating an MGR into Your Syllabus”  
Lucy Spence, University of South Carolina, Columbia, “Dialogic Writing Instruction That Honors Diverse Student Voices”

**Annotation:** These presenters will share about how their use of dialogic classroom practices and creative multigenre research practices helped students see themselves as writers and have more fun while writing.

## **F.08 | What Happens at Book Club Should Transcend Book Club: How Can We Use Multicultural Literature to Support Teachers’ Understanding of Diverse Students and the Need for Advocacy?**

### **Hanover B | Panel Presentation**

*Themes:* Literacy and Literature, Language and Culture

*Audience Interest:* Teacher Educators, Library/Media Specialist, Adult Literacy/College

**Presenters:** Meghan Liebfreund, Towson University, MD  
Melissa Wrenn, North Carolina State University, Raleigh

**Annotation:** This session focuses on multicultural book clubs for teachers. We will share the reflections of undergraduate preservice teachers who participated in multicultural book discussions. Then, we will engage session participants in a discussion of practices that can support book discussions transcending the group and impacting our students and society.



**Saturday, July 14**

**11:45 a.m.–1:30 p.m.**

**Lunch is on your own**

Meet and network with friends and colleagues—old and new—during this lunch break.

Check the Hospitality Table near Registration for lists of restaurants recommended by the Baltimore local committee.

**Saturday, July 14**

**1:30–2:45 p.m.**

**G SESSIONS**

**G.01 | Expanding Miscue Analysis: Coding Children’s Reading of Their Own Writing**

**Salon A |** Panel Presentation

*Theme:* Reading and Miscue Analysis

*Audience Interest:* Elementary, Middle School, New Teachers

**Presenters:**

Laura Arrington, University of Louisiana at Lafayette  
Holly Damico, University of Louisiana at Lafayette  
Jack Damico, University of Louisiana at Lafayette  
Kelly Koch, University of Louisiana at Lafayette  
Samuel Ndhlovu, University of Louisiana at Lafayette  
Ryan Nelson, University of Louisiana at Lafayette  
Amanda Percle, University of Louisiana at Lafayette

**Annotation:** Miscue analysis is often applied in the form of children reading a teacher’s edited version of the child’s writing. This study considers children reading their own written product. Data are presented from over 30 samples. We suggest new codes to expand miscue analysis to more effectively account for observed behaviors.

**G.02 | Reading in Stressful Situations: Restoring a Sense of Community through Literature**

**Salon B |** Combined Panel

*Themes:* Literacy and Literature, Reading and Miscue Analysis, Literacy and Social/Political Action

*Audience Interest:* Elementary, Middle School, High School, Teacher Educators, Administrators, Adult Literacy/College

**Presenters:** Joanne Fish, Fontbonne University, St. Louis, MO, “The Impact of Childhood Bullying on a Teacher Candidate’s Reading Confidence — A Case Study”

Cassidy Hamborsky, Worcester County Public Schools, MD, “When Restorative Practices and Read-Aloud Collide”

Christina Welch, Worcester County Public Schools, MD, “When Restorative Practices and Read Aloud Collide”

**Annotation:** These presenters will share about the impact of childhood bullying on reading ability and confidence and how the use of interactive read-aloud and Restorative Practices can help create an accepting community.

**G.03 | Voices of Early Readers and Writers: Young Children Making Meaning**

**Salon D |** Combined Panel

*Themes:* Early Childhood (ECEA)

*Audience Interest:* Early Childhood

**Presenters:** Raquel Cataldo, University of Texas at San Antonio, “Our Stories Matter: Latina Mothers and Their 4-Year-Olds Writing Stories”

Meg Jacobs, University of Auckland, New Zealand, “Family Literacies, Identities, and the Role of Community in a New Country”

Sherry Sanden, Illinois State University, Normal, “The Joys of Early Literature Conversations: Literary Discussions in the Social Environment of the Pre-school Classroom”

**Annotation:** Three presenters will share their work with preschoolers as the children explore their literate identities and voices within the cultures of their families and their classrooms.

## **G.04 | It's a Bird . . . It's a Plane . . . It's Your Superhero-Students: How Literature-Based Projects Can Transform Students into Conscious, Inspired, Change-making Social Justice Superheroes**

### **Salon E | Panel Presentation**

*Themes:* Literacy and Social/Political Action, Collaborative Projects

*Audience Interest:* Elementary, Middle School, High School, New Teachers, Teacher Educators, Curriculum Specialists

**Presenter:** Sarah Hunt, Brewster Academy, Wolfeboro, NH

**Annotation:** Join this session to see how literature-based projects can transform your students into social justice superheroes!

## **G.05 | Challenging Common Notions of Reading with Eye Movement and Miscue Analysis (EMMA) Research**

### **Hanover A | Panel Presentation**

*Themes:* Reading and Miscue Analysis, Collaborative Projects

*Audience Interest:* Teacher Educators, Curriculum Specialists

**Presenters:** Yueh-Nu Hung, National Taichung University of Education, Taichung, Taiwan  
Perpie Liwanag, Towson University, MD  
Deborah MacPhee, Illinois State University, Normal  
Prisca Martens, Towson University, MD  
Ray Martens, Towson University, MD  
Shannon Tucker, Towson University, MD

**Annotation:** In this presentation, Eye Movement and Miscue Analysis (EMMA) researchers will use a mobile eye tracker to demonstrate how eye movement data is collected during the oral reading of a new text. Researchers will then share an EMMA study conducted with a fourth grade bilingual reader.

## **G.06 | Learning Engagements across the Spectrum**

### **Hanover B | Panel Presentation**

*Themes:* Reading and Miscue Analysis, Collaborative Projects

*Audience Interest:* Elementary, New Teachers, Teacher Educators

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

**Annotation:** This presentation illustrates how a third-grade reader, eight-year-old Wyatt, identified with a specific learning disability in reading, actively participated in a graduate level literacy course with instructors and graduate students engaging in reflective discussions about his reading.

## **G.07 | Stories by Us, for All**

### **Maryland Room | Workshop**

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

*Audience Interest:* Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists

**Presenters:** Carole Bruzzano, New Jersey Institute of Technology, Newark & Montclair State University, NJ  
Lories Nye-Slockbower, Patterson Public Schools, NJ

**Annotation:** “Stories by Us, for All” is a multimodal language arts literacy activity originally funded through a Voya Financial grant award. Participants are provided with the tools and strategies needed for implementing it in their own classrooms at no cost, and without compromising the authentic, multimodal approach for 21st-century pedagogy.

**Saturday, July 14, 3:00–4:15 p.m.**

## **DELEGATES ASSEMBLY**

**Salon C**

**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 will reflect and share highlights of the conference in multimodal ways. Then we'll brainstorm together possibilities for the future.

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**Saturday, July 14, 4:30–5:15 p.m.**

## **CLOSING SESSION**

**Salon C**

### **Featured Speakers:**

**Franki Sibberson**, NCTE President-Elect, Dublin City Schools, OH

**Mary Lee Hahn**, teacher/author, Dublin City Schools, OH

### **The Joy of Blogging: Reading, Writing, Community**

Mary Lee Hahn and Franki Sibberson have been blogging at A Year of Reading for over 10 years. Although they started their blog as a way to share books with each other, blogging has changed their reading and writing lives in ways they never could have expected. In this keynote, Mary Lee and Franki will share the journey of how their blog has impacted them as readers, writers, and teachers, the global learning community they have formed through blogging, and the joy the blog still brings them after all these years.

**Introduced by: Caryl Crowell**, WLU Past President, retired educator, Tucson, AZ



**Franki Sibberson**, president-elect of the National Council of Teachers of English (NCTE), is a fifth-grade teacher in Dublin, Ohio, where she taught for over 30 years. She has coauthored several books including *Beyond Leveled Books* (Stenhouse), *Still Learning to Read* (Stenhouse), *Day-to-Day Assessment in the Reading Workshop* (Scholastic), and *Digital Reading: What's Essential in Grades 3–8* (NCTE). Franki is a regular contributor to Choice Literacy and she blogs with Mary Lee Hahn at a Year of Reading.



**Mary Lee Hahn** has been a 4th/5th-grade teacher for more than 30 years. She is the author of *Reconsidering Read-Aloud* (Stenhouse) and has poems in nine anthologies. She is also a gardener, a baker, a photographer, and a fly fisher.



## 2018 NCTE ANNUAL CONVENTION

Join thousands of educators, experts, authors, administrators, publishers, and others for the 2018 NCTE Annual Convention in Houston!

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:

- Becoming a Critical Reader of Visual Images in Picturebooks
- Play for a Better World: Amplifying Student Voices and Identities to Support Meaning-Making within Collaborative, Democratic Learning Communities
- What Came First, the Chicken or the Egg? Questioning the Origins of “Reading Difficulties” in Schools
- Raising Student Voices: Advocating for Equity, Justice, and Empowerment
- Using Illustrated Texts to Showcase Struggles and Create Safe Spaces
- Empowering English Language Learners: Celebrating Students’ Voices in a Literacy Workshop
- SchoolWideRead: A Culturally Responsive Model for Literacy Development
- Coaching and Conferencing: Interventions That Raise Students’ Voices and Build Self-Efficacy
- Transforming Classrooms into Shared Learning Spaces: Teachers and Students Together
- Empowering Students through Writing Workshop
- Podcasts and Films: Narrative and Documentary in the ELA Classroom
- The Literacy Experiences of Diverse Children

Visit <http://convention.ncte.org/> to register, reserve your hotel room, and learn more about the NCTE Annual Convention!

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**2018**  
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**November 15-18 • Houston, TX**  
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# ALPHABETIC LIST OF PRESENTERS

Acevedo, Maria - F.04  
Allen, Kelly - G.06  
Angleton, Christie - D.05  
Arrington, Laura - B.03, G.01  
Beverly, Sarah - C.06  
Brown, Sally - D.05, E.06  
Brown, Hillary Ginn - D.06  
Bruzzano, Carol - G.07  
Buckelew, Mary - A.04  
Candrea, Ceil - C.02  
Cataldo, Raquel - G.03  
Chen, Wen-chiang Rita - C.07  
Cohen, Jeradi - B.05  
Collins, Tabitha - C.04  
Copenhaver-Johnson, Jeane - F.03  
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Damico, Holly - B.03, G.01  
Damico, Jack - B.03, G.01  
de Silva, Aurelia - B.02  
Doty, Erin - B.06  
Duckett, Peter - A.05  
East, Meghan - F.05  
Ewing, Janice - A.04  
Ezeaku, Ifeoma Patricia - F.06  
Fahrenbruck, Mary - CD.01  
Feldman, Kimberly - B.01  
Field, Sara - A.02  
Fish, Joanne - G.02  
Flurkey, Alan - B.03  
Fragakis, Leni - D.08  
Franzak, Judith - F.05  
Gentilini-Pagonis, Stephanie - D.07  
Gilles, Carol - A.03, D.02  
Goldberg, Althea - E.02  
Goodman, Debra - D.03, EF.01  
Goodman, Yetta - G.06  
Graham, Hannah - D.06  
Graham, Noah - D.06  
Griffith, Babette - F.07  
Haley, Nadine - D.08  
Hamborsky, Cassidy - G.02  
Harrison, Nicole - EF.01  
Henkin, Roxanne - B.02  
Hill, Kelly - A.01, D.06  
Hollon, Claire - D.06  
Hung, Yueh-Nu - G.05  
Hunt, Sarah - G.04  
Ibitoye, Gbemike - E.07  
Jacobs, Meg - G.03  
Johnson, Danielle - D.02  
Jurich, Chuck - D.04, EF.01  
Keier, Katie - E.02  
Kempert, Kathleen - F.07  
Kim, Koomi - A.05, EF.01, F.05  
Koch, Kelly - B.03, G.01  
Krafcik, Amy - B.05  
Lazar, Joan - E.05  
Liebfreund, Meghan - F.08  
Littles, Steven - C.07  
Liwanag, Perpie - EF.01, G.05  
Logan, Charles - C.03  
Lynch, Elizabeth - D.03  
MacDonald, Katherine - F.05  
MacPhee, Deborah - E.06, G.05  
Martens, Prisca - G.05  
Martens, Ray - G.05  
May, Madeline - F.03  
Mbanefo, Irene - F.06  
McGinnis, Theresa - C.02  
Meehan, Patricia - C.02  
Meyer, Rick - D.03, EF.01  
Moran, Susannah - D.04  
Ndhlovu, Samuel - B.03, G.01  
Nelson, Ryan - B.03, G.01  
Nye-Slockbower, Lories - G.07  
Onukaogu, Chukwuemeka - F.06  
Onukaogu, Paul-Barnabas - F.06  
Onyinloye, G. - F.06  
Osborn, Anna - D.02  
Pace, Josefa - C.05  
Palomo, Rebecca - B.02  
Paugh, Patricia - F.04  
Paul, Julie - D.06  
Percle, Amanda - B.03, G.01  
Pickett, Anita C. - B.02  
Pierce, Kathryn - A.03, EF.01  
Ponder, Jennifer - A.01  
Porter, Heather - F.05  
Prell, Pam - C.06  
Prutzman, Diana - A.01  
Radice, Lorraine - CD.01  
Ramlal, Sasha - C.05  
Roseboro, Anna - F.02  
Rosenblatt, Kara - E.04  
Sala, Araina - F.05  
Saliani, Elisabeth Costa - EF.01  
Sanden, Sherry - G.03  
Schultz, David - CD.01  
Sclafani, Chris - B.04  
Shelton, Nancy Rankie - B.01  
Sieben, Nicole - C.05, E.03  
Smithers, Michelle - D.07  
Solano-Campos, Ana - F.04  
Spence, Lucy - F.07  
Stevenson, Ashley - E.07  
Stowe, Jennifer - B.06  
Stutzman, Marcie - F.05  
Summerlin, Jennifer - A.01  
Sun, Yuechen - E.08  
Tucker, Shannon - EF.01, G.05  
Tyndall, Chelsea - F.05  
Walker, Robert - B.06  
Wang, Yang - B.06, E.08  
Watkins, Kathleen - A.01  
Weber, Mariah - D.06  
Welch, Christina - G.02  
Whitmore, Kathryn - D.05, EF.01  
Wilson, Tara - E.04  
Wrenn, Melissa - F.08  
Wright, Jordan - E.02  
Zheng, Yuebo - E.08

# NOTES



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