31st Annual Literacies for All Virtual Summer Institute

Visions and Voices for the Future

Saturday, July 10, 2021

Presented by Languages and Literacies for All
of the National Council of Teachers of English

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Literacies and Languages for All wishes to thank . . .

- Center for Expansion of Language and Thinking (CELT) for their ongoing support of LLA initiatives and events.
- Early Childhood Education Assembly (ECEA) of NCTE for their collaboration on an early childhood strand throughout the Institute
- NCTE staff Lori Bianchini, Stephanie Casad, and Kristen Ritchie and all those in the NCTE office who helped make this Institute possible.
- LLA Board members who served as the local planning committee for this virtual event.

Greetings from LLA President Deborah MacPhee

Welcome to the first-ever virtual Literacies for All Summer Institute! Although we are saddened not to be gathering in Normal, Illinois, this year, the LLA Executive Board and NCTE staff have worked hard to develop a program that honors many of the Summer Institute traditions you have come to know and love. We have dynamic, relevant, and inspiring keynote speakers and a diverse selection of breakout sessions with opportunities to engage in conversation with presenters and colleagues. In addition, all sessions will be recorded and available for 30 days following the event!

This year's theme, "Visions and Voices for the Future," reflects our organization's ongoing transformation, as we consider what holistic education looks and sounds like in virtual and physically distanced environments where **Black Lives Matter.** Much has changed in the world since we last met in South Carolina during the summer of 2019. I am excited for this opportunity to gather, share our experiences, and celebrate the ways we are becoming influencers, agitators, and activists for literacy and justice in our classrooms, schools, and communities.

I hope that during this day you find (or create) opportunities to engage with old friends and colleagues and to learn with new voices in LLA; to stretch your ways of thinking about teaching, learning, and literacy; and to cultivate new and lasting relationships. If this is your first Summer Institute, I am so glad you're here! Make yourself at home. Join the conversation. I look forward to learning alongside you.

I'd like to thank the amazing NCTE events team and staff members—Lori Bianchini, Stephanie Casad, and Kristen Ritchie—for everything they do to organize the Summer Institute and make it run smoothly. I also want to acknowledge the LLA Executive Board for their vision and thoughtful planning, the Center for Expansion of Language and Thinking (CELT) for their partnership and ongoing support of LLA, and the NCTE Early Childhood Education Assembly for collaborating on an early childhood strand throughout the Institute.

I wish you all a day full of inspiration and collaborative learning!

Visit us at https://ncte.org/groups/lla/ to learn more about Literacies and Languages for All.

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.

LLA 2021 Schedule

Saturday, July 10

All times are Eastern Time

10:00 a.m.–11:30 a.m.	Live Opening Session Welcome and Awards – LLA President Deborah MacPhee Joy of Teaching Awards – Natasha Thorntron Keynote Speaker – April Baker-Bell
11:30 a.m.–11:40 a.m.	Break
11:40 a.m.–12:30 p.m.	One Prerecorded Session + Four Live Sessions
12:30 p.m.–12:40 p.m.	Break
12:40 p.m.–1:30 p.m.	Panel Discussion with LLA Board Members over Lunch
1:30 p.m.–1:40 p.m.	Break
1:40 p.m.–2:30 p.m.	One Prerecorded Session + Four Live Sessions
2:30 p.m.–2:40 p.m.	Break
2:40 p.m.–3:10 p.m.	Networking Opportunities
3:10 p.m.–3:20 p.m.	Break
3:20 p.m.–4:10 p.m.	One Prerecorded Session + Four Live Sessions
4:10 p.m.–4:20 p.m.	Break
4:20 p.m.–5:10 p.m.	One Prerecorded Session + Three Live Sessions
5:10 p.m.–5:20 p.m.	Break
5:20 p.m.–6:10 p.m.	One Prerecorded Session + Three Live Sessions
6:10 p.m.–6:20 p.m.	Break
6:20 p.m.–7:30 p.m.	Live Closing Session Keynote Speaker – Gloria Swindler Boutte

Six On-Demand sessions will also be available beginning Thursday, July 8. See p. 18 for details.

All sessions can be viewed through **Tuesday, August 10, 2021.**

ECEA (Early Childhood Education Assembly) Strand Sessions

11:40 a.m.–12:30 p.m. ET

L3 - Live Session
We Are What We See: Interrogating the Assumptions Children Bring to Their Transactions with Books

4:20 p.m.–5:10 p.m. ET

L18 - Live Session
Critical Literacy and Drama: Working in Opposition to the Script

5:20 p.m.–6:10 p.m. ET

P5 - Scheduled/Prerecorded Session
Responding to the Rich Literature of Grace Lin and Oge Mora

Summer Institute Program

Opening Session
10:00 a.m.–11:30 a.m. ET | Live
L1 | Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy

Presenters: Deborah MacPhee, Illinois State University, Normal – Welcome
Natasha Thornton, Thornton Educational Consulting, LLC – Reclaiming the Joy of Teaching Awards presented to
Sharon Ball, Guided Way Child's Play, Arlington Heights, IL
Valente' Gibson, Jackson Creek Elementary School, Columbia, SC
Chris Hass, Center for Inquiry, Richland 2 School District, Columbia, SC
Margarita Pomare-McDonald, Savannah Chatham County Public School System, GA
Sally Brown, Georgia Southern University, Statesboro – Introduction of Keynote Speaker April Baker-Bell, Michigan State University, East Lansing

April Baker-Bell is an award-winning transdisciplinary teacher-researcher-activist and associate professor of language, literacy, and English education in the Department of English and Department of African American and African Studies at Michigan State University. Baker-Bell is an international leader in conversations on Black Language education, and her research interrogates the intersections of Black Language and literacies, anti-Black racism, and antiracist pedagogies. Her award-winning book, *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy,* brings together theory, research, and practice to dismantle Anti-Black Linguistic Racism (a term Baker-Bell coined) and white linguistic supremacy. Baker-Bell is the recipient of many awards and fellowships, including the 2021 Andrew W. Mellon Foundation's New Directions Fellowship, the 2021 Michigan State University's Community Engagement Scholarship Award and the 2021 Distinguished Partnership Award for Community-Engaged Creative Activity, the 2020 NCTE George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language, the 2019 Michigan State University Alumni Award for Innovation & Leadership in Teaching and Learning, and the 2018 AERA Language and Social Processes Early Career Scholar Award.

11:40 a.m.–12:30 p.m. ET | Scheduled/Prerecorded
P1 | Exploring College English Learners' Disciplinary Reading Using Eye Movement and Miscue Analysis

Themes: Reading and Miscue Analysis|Multiple Languages and Literacies
Audience: Middle School|High School|Teacher Educators|Adult Literacy/College

Presenters: Ismahan Arslan-Ari, University of South Carolina, Columbia
Yang Wang, University of South Carolina, Columbia

Our study uses EMMA and REMMA to investigate how international students read in their disciplines. Six international students read two texts in their disciplines. The participants read aloud the text while the eye tracker records their eye movements simultaneously. They retell and answer questions about the text. The participants watch the eye movement recordings and talk about their miscues and eye movements. We will share our findings of international students' reading conceptions and strategy use in their disciplines. We will provide implications for teaching disciplinary reading.

11:40 a.m.–12:30 p.m. ET | Live
L2 | Looking into Reading Process: Helping Students Re-value Themselves as Competent Readers

Themes: Reading and Miscue Analysis|Multiple Languages and Literacies
Audience: Elementary|Middle School|High School|New Teachers|Teacher Educators|Adult Literacy/College

Presenter: Kyungjin Hwang, University of South Carolina, Columbia

This case study shows two young readers' reading process through Miscue Analysis (MA) and Retrospective Miscue Analysis (RMA). MA is the recording and review of miscues to determine a pattern of reading strategy. RMA is an interactive instructional tool that has readers talk about their miscues with teachers. The findings show how MA and RMA provide a window into the reading process and spotlight readers' strengths and strategies in reading. Readers reflect on their own reading process, develop self-monitoring strategies to keep track of the meaning-making process, and look at miscues as potentials to be changed into strengths. The implication is that teachers can individualize their instructional approach to readers to capitalize on readers' strengths and look at their miscues as potentials.

11:40 a.m.–12:30 p.m. ET | Live
L3 | We Are What We See: Interrogating the Assumptions Children Bring to Their Transactions with Books

Themes: Literacy and Literature|Social Justice and Political Action|Early Childhood (ECEA)
Audience: Early Childhood|Elementary|New Teachers|Teacher Educators
Strand: ECEA (Early Childhood Education Assembly)

Presenters: Christie Angleton, Illinois State University, Normal
Xiaoying Zhao, Illinois State University, Normal

In this presentation, we will describe the Girl Scout book club in which we read from diverse picture books and invited children to interpret the story through their own illustrations. We will then share our findings from our analysis of the data and point to the ways this work is helping us to understand the biases and assumptions about race and gender that the children in the study brought to their transactions with literature, and how they maintained and/or disrupted the stereotypical thinking of themselves and their peers.

11:40 a.m.–12:30 p.m. ET | Live
L4 | Is Writing by Hand an Important Skill for the 21st Century?

Themes: Literacy and Literature|Early Childhood (ECEA)
Audience: Early Childhood|Elementary|New Teachers|Teacher Educators|Administrators|Curriculum Specialists

Presenter: Claire Koehler, retired, Fond du Lac School District, WI

Teachers are responsible for the development of efficient letter formation, and in my experience few have received sufficient pre- or inservice training in this area. Virtual learning has compounded the challenge. What resources are needed to assist teachers in the development of fluent letter formation? How much time is devoted to teaching letter formation and integrating this understanding with literacy instruction in classroom practice? What resources are currently provided for students with challenges in letter formation? Engage in discussion of what works and what can be improved for our young learners as they learn to encode language.

11:40 a.m.–12:30 p.m. ET | Live
L5 | Teaching for Racial Equity—Becoming Interrupters

Themes: Literacy and Literature|Language and Culture|Social Justice and Political Action
Audience: Elementary|Middle School|High School

Presenters: Tina Curry, Sarah E. Goode STEM Academy, Chicago, IL
Adelfio Garcia, Illinois Writing Project/Northeastern Illinois University, Chicago
Katy Smith, Illinois Writing Project/Northeastern Illinois University, Chicago
Steven Zemelman, Illinois Writing Project/Northeastern Illinois University, Chicago

This session explores key steps to "interrupt" inequitable educational practices and help students to do so as well. A first step is to reflect on our own identities, strengths, and various roles race has played in our lives, considering how our actions may impact students' learning consciously and unconsciously. This supports critically examining racial inequity issues and acting to interrupt them. We'll briefly outline Yolanda Sealey-Ruiz's stages in racial literacy development and invite participants to try out an innovative identity exploration. Workshop facilitators will describe how this process has led to classroom strategies to ensure students' equitable learning.

Lunch Panel
12:40 p.m.–1:30 p.m. ET | Live
L6 | Science of Reading: Have You Thought About…

Gather your lunch and join us for a panel discussion by the LLA board members.

Panelists: Sally Brown, Georgia Southern University, Statesboro
Keri-Anne Croce, Towson University, MD
Deborah MacPhee, Illinois State University, Normal
Kelly Murphy, Towson University, MD
Patricia Paugh, University of Massachusetts Boston
Sherry Sanden, Illinois State University, Normal

1:40 p.m.–2:30 p.m. ET | Scheduled/Prerecorded
P2 | Social Justice Pedagogy: Creating Space to Teach "In the Now"

Themes: Digital and Visual Literacies|Social Justice and Political Action
Audience: High School

Presenters: Abbey Jarvis, Saint Louis University, MO
Bridget Nelson, Southern Illinois University Edwardsville/East Saint Louis Charter High School, IL

In the wake of massively emotional cultural moments, this session will address both immediate and long-term virtual and in-person pedagogies founded in antiracism for teaching "in the now." In the interest of inclusion, equity, and accessibility, attendees will leave with materials and resources both provided by presenters and generated during this interactive session that can be implemented in their own classrooms.

1:40 p.m.–2:30 p.m. ET | Live
L7 | Becoming Aware: Using Children's Literature and Read Aloud Strategies to Uncover Our Own Assumptions and Get to Know Our Students

Themes: Literacy and Literature|Language and Culture|Social Justice and Political Action
Audience: Elementary|Middle School|New Teachers|Teacher Educators|Library/Media Specialists|Literacy Coaches

Presenter: Jen Stowe, Canisius College, Buffalo, NY

Stories, as Lester Laminack says, "help us to be more, to outgrow our current selves, and to see beyond the horizon of our current circumstances." We often recognize interactive read-alouds as powerful tools to help our students grow, but we sometimes forget that teachers benefit too! As we plan, talk, and listen, we create opportunities to unpack our own cultural assumptions as we learn about the cultural assumptions of our students. We will discuss how to approach analyzing and choosing children's literature from a critical literacy perspective. We will also share strategies for engaging students in conversations about their lives.

1:40 p.m.–2:30 p.m. ET | Live
L8 | Building Curriculum on a Student Foundation: Students as Our "Why"

Themes: Literacy and Literature|Language and Culture|Digital and Visual Literacies|Community Literacies
Audience: Middle School|High School|Administrators|Curriculum Specialists

Presenter: Lorraine Radice, Long Beach Public Schools, NY

The ways students engage in literacy experiences in school should be responsive to their lives outside of school. The meaning of *literacy* is constantly changing in response to shifts in our cultural and societal norms, and literacy learning should reflect these changes. This presentation will share the process of how curriculum revisions were made in a school district to include student-centered literacy experiences and practices that led to more diverse texts in curriculum and classroom libraries. Practical strategies will be offered for initiating this work as participants will be invited to engage in the reflection protocols of this curriculum project.

1:40 p.m.–2:30 p.m. ET | Live
L9 | *Ethan's Healthy Mind Express:* A Children's First Mental Health Primer

Themes: Digital and Visual Literacies|Mental Health
Audience: Elementary|Teacher Educators|Administrators|Curriculum Specialists|Library/Media Specialists

Presenters: Erik Bean, Ethan Bean Mental Wellness Foundation
Sherry Wexler, Ethan Bean Mental Wellness Foundation

In an age of the current mental health crisis, it's a rhyming lesson for K–5th graders on how to avoid social media pitfalls and a call for community support to embrace acceptance and understanding of the needs of atypicals, and those neurodiverse who are one of the fastest rising demographics within the US educational system. Discover *Ethan's Healthy Mind Express,* an award-winning, handcut-paper, illustrated picture book that represents a children's first mental health primer. This book is the product of an effort by an elementary school teacher and adjunct English composition instructor who lost his autistic 17-year-old son to suicide in 2018.

1:40 p.m.–2:30 p.m. ET | Live
L10 | Stories That Overcome Barriers: How National Writing Project Open Institutes Empowered ELAR (English Language Arts and Reading) Teachers' Voices in Schools and Classrooms

Themes: Literacy and Literature|Language and Culture|Social Justice and Political Action|Community Literacies
Audience: Middle School|High School|New Teachers|Teacher Educators|Curriculum Specialists

Presenter: Caleb Hood, University of Texas at San Antonio

In this presentation, Caleb Hood will discuss the typical barriers that teachers have found and how they sought ways to overcome them through discussion with their colleagues. The importance of the confluence of a teacher's local knowledge of their school, community, and colleagues was instrumental in teachers finding creative paths forward that enabled them to ensure they could implement reading and writer's workshop methods they had practiced during a week-long NWP Open Institute. Drawing on discourse analysis of two separate open institutes in different locations, he will talk about the importance of local knowledge and the depth of knowledge that teachers bring to their own professional development; knowledge that can make PD sessions more productive and enduring once the school years begins.

2:40 p.m.–3:10 p.m. ET | Live
L11 | Networking Opportunities

Sally Brown, Georgia Southern University, Statesboro, will facilitate the main session and board members will be in the breakout rooms to facilitate those conversations.

- Publish in *Talking Points*
- Miscue Analysis and EMMA
- SOR Continuing the Conversation
- Writing for Equity and Social Justice
- Equity in Education

3:20 p.m.–4:10 p.m. ET | Scheduled/Prerecorded
P3 | "You Can Advocate for Yourself if You Can Write": Teachers' Perceptions of Literacy and Agency

Themes: Social Justice and Political Action
Audience: Middle School|High School|New Teachers|Teacher Educators

Presenter: Kaia-Marie Bishop, Eastern Michigan University, Ypsilanti

This presentation explores secondary ELA teachers' perceptions of literacy and beliefs about the power of literacy, particularly writing. Teacher beliefs about literacy may impact student experiences with writing. The presenter and conference participants will discuss what six ELA teachers shared about valuing English teachers as experts of writing, the links between reading and writing, and the value in literacy for agency and advocacy, as well as examine the role of literacy in our lives and its relationship to our agency. This research holds implications for the way we teach writing and how we approach writing pedagogy in teacher preparation programs.

3:20 p.m.–4:10 p.m. ET | Live
L12 | Honoring Language and Culture through Multiple Literacies: Broadening Our Definition of What Counts as "Research" through Multigenre Writing Projects

Themes: Writing & Multiple Literacies
Audience: Middle School|High School

Presenter: Jennifer Connolly, Granite City High School/Southwestern Illinois College, Belleville

Let's challenge the notion that research can't be interesting, lively, real inquiry. Broadening our definitions of research, and helping our students do the same, we can reenvision research writing as a merging of ideas through multigenre creation, emphasizing its acceptance of language, culture, and connections.

3:20 p.m.–4:10 p.m. ET | Live
L13 | Three Strategies for Translanguaging Pedagogy in Classroom Ecologies

Themes: Language and Culture|Multiple Languages and Literacies
Audience: Elementary|Teacher Educators|Curriculum Specialists

Presenters: Lara Handsfield, Illinois State University, Normal
Mark Pacheco, University of Florida, Gainesville

In this presentation we explore how teachers and students gave voice to student identities, recognized linguistic and cultural resources, and reshaped classroom spaces to create, participate in, and sustain translanguaging pedagogies. We use an ecological approach to describe these strategies as envoicing, entextualizing, and recontextualizing, foregrounding the relationship between identities, resources, and contexts in classrooms. We conclude with key questions for educators who seek to make their classrooms more multilingual, as well as recommendations for sustaining translanguaging classroom ecologies.

3:20 p.m.–4:10 p.m. ET | Live
L14 | Scaffolding Student Talk about Social Justice: Developing Voice and Identity

Themes: Literacy and Literature|Language and Culture|Digital and Visual Literacies|Social Justice and Political Action|Community Literacies
Audience: Elementary|Middle School|Teacher Educators

Presenters: William Kerns, University of Arkansas at Little Rock
Amanda McCaleb, Springfield Public Schools, MO

This session focuses on practices in the English and reading classroom that promote an awareness of injustices in society and prepare students to become change agents in society while developing crucial language arts and literacy skills. The session will explore ways that students can develop increasing skill while also developing a sense of identity and voice. Participants in the session will explore instructional scaffolding moves that can help students to develop the skills to "read the word and the world" by critically examining language use within text.

3:20 p.m.–4:10 p.m. ET | Live
L15 | Validating Classroom Voices in Reclaiming Literacies as Meaning Making

Themes: Literacy and Literature|Language and Culture|Reading and Miscue Analysis|Classroom Assessments
Audience: Early Childhood|Elementary|Middle School

Presenters: Christie Angleton, Illinois State University, Normal
Sally Brown, Georgia Southern University, Statesboro
Caryl Crowell, retired, Tucson Unified School District, AZ
Carol Gilles, University of Missouri, Columbia
Debra Goodman, Hofstra University, Hempstead, NY
Chuck Jurich, University of North Carolina Wilmington
Kelsey Kerr, Saint Frances Cabrini Academy, St. Louis, MO
Anna Gotangco Osborn, Jefferson Middle School, Columbia Public Schools, MO
Kathryn Pierce, Saint Louis University, MO
Elisabeth Costa Saliani, William Floyd UFSD, Mastic Beach, NY
Karissa Sywulka, Saint Louis University, MO

Join us for rich conversations about the ways classroom teachers make sense of student learning, and craft new narratives about literacies as meaning making with an equity focus. Consider with us the ways our Whole Language beliefs align with culturally sustaining literacy assessment practices, our commitments to social justice, and our celebrations of the rich literacy resources our students bring from their families and communities. Explore the ways our beliefs and practices inform the stories we tell about our students' learning, and the counternarratives that help to shape asset-focused discussions about student learning.

4:20 p.m.–5:10 p.m. ET | Scheduled/Prerecorded
P4 | Redefining Standard English

Themes: Literacy and Literature|Language and Culture|Multiple Languages and Literacies|Social Justice and Political Action|Community Literacies
Audience: Middle School|High School|New Teachers

Presenter: Monica Leskanich, LaSalle Peru Township High School, LaSalle, IL

Within a confluence of cultures and languages, our job as educators is to help students form literate identities. As we build proficiency in Standard English, how do we continue to place value on other dialects, languages, and cultures? How do we build a safe space for students to create these literate identities within the context of their cultural identities? This presentation will highlight practical ways to redefine Standard English for students and situate its use into a meaningful learning context, as well as how to utilize students' other languages, dialects, and cultures as an asset to learning.

4:20 p.m.–5:10 p.m. ET | Live
L16 | What Good Readers Actually Do while Taking Standardized Reading Comprehension Assessments

Presenter: Chuck Jurich, University of North Carolina Wilmington

From a holistic and sociocultural perspective of readings, we examine the practices of third-grade students taking standardized reading comprehension practice assessments. We inquired, what exactly are students doing when they scored five out of five while taking these assessments? Data suggests that readers who score well consistently read "with" and "against" the texts. Implications and specific teaching strategies are suggested.

4:20 p.m.–5:10 p.m. ET | Live
L17 | Community Voices and School Curriculum: Teaching a Critical Literacies Curriculum on DAPL

Themes: Digital and Visual Literacies
Audience: Middle School|High School

Presenters: Rebecca Beucher, Illinois State University, Normal
David Low, Fresno State University, CA
Amy Smith, Illinois State University National Board Resource Center

In this paper we share lessons from our work with students at Mní School, who, as part of a language arts unit (grades 6–8), responded to environmental and human rights injustices using social media tools and drawing on local epistemic knowledge. We highlight the internet memes students analyzed and made during a four-day curricular unit titled "Extending Argument Learning and Critical Media Literacy on DAPL Coverage" (CML_DAPL). CML_DAPL foregrounded social media coverage of the Water Protectors, a group of Native American people and allies protesting the building of the Dakota Access Pipeline across the Standing Rock Sioux people's land in North Dakota. We inquire: how might literacy educators build curriculum around contemporary issues that centers both students' knowledge of the power asymmetries structuring our world and the digital media youth use to transact with the world? What might this work look like?

4:20 p.m.–5:10 p.m. ET | Live
L18 | Critical Literacy and Drama: Working in Opposition to the Script

Themes: Literacy and Literature|Language and Culture|Social Justice and Political Action|Community Literacies|Early Childhood (ECEA)
Audience: Early Childhood|Elementary|Middle School|New Teachers|Teacher Educators|Curriculum Specialists
Strand: ECEA (Early Childhood Education Assembly)

Presenters: Justine Bruyere, Vanderbilt University, Nashville, TN
Noelle Yoo, The Advent School, Boston, MA

Literacy learning is not as easy as disseminating the basal reading program and accompanying text-dependent questions or reading from the scripted literacy program sheets. Literacy learning, in this presentation, is guided by Freire's understanding that learning is a socially constructed endeavor, one where answers to questions are difficult to predict and even more difficult to fit into a 30-minute time slot. Now, more than ever, teachers need to plan for learning to happen, rather than delivering learning in a conclusive way.

5:20 p.m.–6:10 p.m. ET | Scheduled/Prerecorded
P5 | Responding to the Rich Literature of Grace Lin and Oge Mora

Themes: Literacy and Literature|Language and Culture|Digital and Visual Literacies|Multiple Languages and Literacies|Early Childhood (ECEA)
Audience: Early Childhood|Elementary|New Teachers|Teacher Educators
Strand: ECEA (Early Childhood Education Assembly)

Presenters: Sally Brown, Georgia Southern University, Statesboro

This session provides participants with the opportunity to (1) explore picture books written by Grace Lin and Oge Mora, (2) analyze the ways in which young students respond to these texts via videos and transcripts, and (3) learn strategies for setting the stage for rich literature discussions in the classroom.

5:20 p.m.–6:10 p.m. ET | Live
L19 | A Miscue Is Not a Mistake: Does Sense of Belonging Affect In-Depth Miscue Analysis in Relation to Literacy Education?

Themes: Literacy and Literature|Reading and Miscue Analysis
Audience: Elementary|Middle School|High School|Adult Literacy/College

Presenter: Haidy Diaz, University of South Carolina

This study presentation will explore how Retrospective Miscue Analysis (RMA) is related to a reader's sense of belonging. This study draws on qualitative data, a 12-week case study of a 16-year-old white Latina high school student who studied in both the Northeastern and the Midwestern areas of the United States of America. Drawing on sense of belonging as a theoretical framework, the following question is addressed: does sense of belonging affect in-depth miscue analysis?

5:20 p.m.–6:10 p.m. ET | Live
L20 | Wonder, Reading, and Play: One District Rethinks Homework and Explores Meaningful Learning Experiences after School

Themes: Literacy and Literature|Community Literacies|Home and School Connections
Audience: Early Childhood|Elementary|Teacher Educators|Administrators|Curriculum Specialists

Presenters: Christine Botti, Hofstra University, Hempstead, NY
Rosebud Elijah, Hofstra University, Hempstead, NY
Debra Goodman, Hofstra University, Hempstead, NY
Lorraine Radice, Long Beach Public Schools, NY

Presenters share a qualitative study of one school district's move away from traditional homework for elementary students in favor of meaningful after-school learning experiences with the goal of cultivating a joy of learning and lifelong learners. The voices of students, teachers, and guardians during focus groups highlighted successes and struggles of the implementation process: The new policy was congruent to a culture of reading throughout the district and the larger community. The less-structured home learning reduced stress in students and families, and children were more successful in school. While home reading thrived, the focus on "wonder and play" was less consistent. Home/school connections building on family funds of knowledge were rare. We explore these issues and engage participants in a discussion of homework, home learning experiences, and possibilities for building meaningful partnerships between home and school.

5:20 p.m.–6:10 p.m. ET | Live
L21 | (Re)Connecting to Our North Star: State-Defined Literacy, Teacher Learning, and Connection in Literacy Teaching

Themes: Social Justice and Political Action
Audience: Elementary|Teacher Educators

Presenter: Michael Young, University of Iowa, Iowa City

State-defined literacy involves policy and testing mandates that constrain the work of teachers and the lives of students. Rooted in discourses of deficit, the state's definition of literacy emerges as one tied to phonics, testing, and the management of bodies. In the context of a world rebuilding itself, this session features research tied to state-defined literacy, the narratives of teachers managed by such policy discourses, and the relationship between these narratives and the professional learning teachers experience. The session will invite teachers to (re)connect to literacy teaching by (re)centering our work in the lives and literacies of children.

Closing Session
6:20 p.m.–7:30 p.m. ET | Live
L22 | We Be Lovin' Black Children: A Proclamation, an Affirmation, a Commitment, and a Promise

Presenter: Michele Myers, University of South Carolina, Columbia – Introduction of Keynote Speaker Gloria Swindler Boutte, University of South Carolina, Columbia

Gloria Swindler Boutte is a Carolina Distinguished Professor at the University of South Carolina. Her scholarship focuses on equity pedagogies. She is the author/editor of five books: (1) *We Be Lovin' Black Children: Learning to Be Literate about the African Diaspora;* (2) *African Diaspora Literacy: The Heart of Transformation in K–12 Schools and Teacher Education* (2019 AESA Critics Choice Award); (3) *Educating African American Students: And How Are the Children?;* (4) *Resounding Voices: School Experiences of People from Diverse Ethnic Backgrounds;* and (5) *Multicultural Education: Raising Consciousness.* She has nearly 100 publications. Boutte has presented nationally and internationally on equity issues and has received prestigious awards such as the Fulbright Scholar; Fulbright Specialist; 2020 National Council of Teachers of English (NCTE) Outstanding Educator in the English Language Arts—Elementary Section; and the 2021 American Educational Research Association (AERA) 2021 Division K Legacy award. She is the founder and executive director of the Center for the Education and Equity of African American Students (CEEAAS).

On-Demand Sessions
Available Beginning Thursday, July 8

O2 | ELA Our Way: Advancing Equity-Centered Practices in English and Language Arts Curriculum, Classrooms, and Programs

Presenter: Jendayi Mbalia, Literacy 4 Brown Girls

In light of the traumatic experiences of 2020, classrooms must be transformed into spaces of freedom. Current English and Language Arts curricula should be rewritten to reflect the needs, experiences, and desires of students of color. We must teach "ELA Our Way." Through the use of an intersectional lens, the presenter will shed light on the ways in which we can ensure that our practices, curricula, classrooms, and programs are designed with all students in mind.

O3 | Creating Cuentos as a Vehicle for Social Justice and Action

Presenters: Aurelia de Silva, San Antonio Writing Project, TX
Roxanne Henkin, emeritus, University of Texas at San Antonio

How can educators co-create equitable classroom communities through writing about their families' lives and sharing their stories with each other? How can these stories that focus on justice, further a commitment to equitable, humanizing, participatory, and antiracist student-centered engagements? In this session, we'll share the work of the San Antonio Writing Project and our efforts to create a global perspective in the professional development of writing for teachers and students of all levels and across the curriculum, along with students' Cuentos and their stories calling for social justice and action.

O4 | Disciplinary Literacy: Creating Habits of Mind in Classroom Instruction

Presenter: Jay Percell, Illinois State University, Normal

This presentation will detail disciplinary literacy across content areas, and identify some practical instructional approaches to bring about "habits of mind" within different disciplines. Moje (2010) stated that disciplinary literacy allows students to produce or construct knowledge for themselves as they engage with text, texts which can be very different across content areas. The aim of this session is to consider implications of disciplinary literacy within instruction and share ideas to leave with practical steps for developing disciplinary "habits of mind" among students.

O5 | "I Don't Know What to Say": Beyond Whiteness Interpretations of Diverse Texts

Presenters: Erin Quast, Illinois State University, Normal
Brooke Ward Taira, University of Hawaii at Manoa

Reading diverse literature in classroom contexts can center the identities and experiences of historically marginalized students, while providing opportunities for students from dominant backgrounds to reflect upon their worldviews. While an emphasis on diverse texts is advocated in teacher preparation programs, little is known about how teacher candidates interpret and use such texts. This presentation explores teacher candidates' perceptions and classroom uses of diverse texts. We will share examples from a case study of how some teacher candidates moved beyond Whiteness interpretations to plan and facilitate critical reading contexts for elementary students.

O7 | Understanding Literacy Using Eye Movement Miscue Analysis in a Global World

Presenters: Laura Arrington, University of Louisiana at Lafayette
Charlotte Clark, University of Wisconsin-Eau Claire
Holly Damico, University of Louisiana at Lafayette
Jack Damico, University of Louisiana at Lafayette
Judith Franzak, Salisbury University, MD
Yueh-Nu Hung, National Taichung University of Education
Koomi Kim, Salisbury University, MD
Maria Perpetua Liwanag, Towson University, MD
Ryan Nelson, University of Louisiana at Lafayette
Amanda Percle, University of Louisiana at Lafayette
Heather Porter, Salisbury University, MD
Shannon Tucker, University of Maryland, College Park
Christine Weill, University of Louisiana at Lafayette

Reading is a process through which learners construct meaning and gain critical knowledge to participate in our global society. In this presentation, we will share research using eye movement miscue analysis (EMMA) to support literacy development of diverse populations. EMMA is an innovative method of study that focuses on what the eye looks at when a reader is orally reading an authentic text and what this means about the reading process. We will share how families, teachers and researchers apply EMMA research findings in the classroom, after school programs and other related professional fields.

INDEX

Angleton, Christie, 8, 13
Arrington, Laura, 19
Arslan-Ari, Ismahan, 7

Baker-Bell, April, 7
Ball, Sharon, 7
Bean, Erik, 11
Beucher, Rebecca, 14
Bishop, Kaia-Marie, 12
Boutte, Gloria Swindler, 17
Botti, Christine, 16
Brown, Sally, 7, 9, 11, 13, 15
Bruyere, Justine, 15

Clark, Charlotte, 19
Connolly, Jennifer, 12
Croce, Keri-Anne, 9
Crowell, Caryl, 13
Curry, Tina, 9

Damico, Holly, 19
Damico, Jack, 19
de Silva, Aurelia, 18
Diaz, Haidy, 15

Elijah, Rosebud, 16

Franzak, Judith, 19

Garcia, Adelfio, 9
Gibson, Valente', 7
Gilles, Carol, 13
Goodman, Debra, 13, 16

Handsfield, Lara, 12
Hass, Chris, 7
Henkin, Roxanne, 18
Hood, Caleb, 11
Hung, Yueh-Nu, 19
Hwang, Kyungjin, 8

Jarvis, Abbey, 10
Jurich, Chuck, 13, 14

Kerns, William, 13
Kerr, Kelsey, 13
Kim, Koomi, 19
Koehler, Claire, 9

Leskanich, Monica, 13
Liwanag, Maria Perpetua, 19
Low, David, 14

MacPhee, Deborah, 7, 9
Mbalia, Jendayi, 18
McCaleb, Amanda, 13
Murphy, Kelly, 9
Myers, Michele, 17

Nelson, Bridget, 10
Nelson, Ryan, 19

Osborn, Anna Gotangco, 13

Pachero, Mark, 12
Paugh, Patricia, 9
Percell, Jay, 18
Percle, Amanda, 19
Pierce, Kathryn, 13
Pomare-McDonald, Margarita, 7
Porter, Heather, 19

Quast, Erin, 19

Radice, Lorraine, 10, 16

Saliani, Elisabeth Costa, 13
Sanden, Sherry, 9
Smith, Amy, 14
Smith, Katy, 9
Stowe, Jen, 10
Sywulka, Karissa, 13

Taira, Brooke Ward, 19
Thornton, Natasha, 7
Tucker, Shannon, 19

Wang, Yang, 7
Wexler, Sherry, 11
Weill, Christine, 19

Yoo, Noelle, 15
Young, Michael, 16

Zemelman, Steven, 9
Zhao, Xiaoying, 8