

**22nd  
LITERACIES FOR ALL  
SUMMER INSTITUTE**

**TEACHERS, STUDENTS, AND FAMILIES  
TOGETHER: NURTURING LITERATE  
COMMUNITIES**

**JULY 21 – 24, 2011  
HARRAH'S LAS VEGAS  
LAS VEGAS, NV**

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

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

**Cover designed by Kirstie McLavy**



## Welcome from the WLU President

Welcome to the Whole Language Umbrella's 2011 Literacies for All Summer Institute in Las Vegas, Nevada. We are looking forward to an exciting array of sessions and presenters whose shared experiences will spark many great conversations to come. This year's Literacies for All Summer Institute focuses on "Teachers, Students, and Families Together: Nurturing Literate Communities" featuring a variety of voices from the literacy community. Well known for his work with urban adolescents, educator Ernest Morrell opens the conference on Thursday evening. Mariana Souto-Manning, whose expertise lies in early childhood education, will be the Friday morning General Session Speaker. On Saturday morning, we will have the pleasure of engaging in the stories and work of Kadir Nelson. Linda Christensen, Director of the Oregon Writing Project at Lewis and Clark College will close the Institute. In addition to our major speakers, there will be small break-out sessions where participants will have the opportunity to examine and discuss together the rich contexts of family and community literacy as well as the research and work of a variety of teacher researchers from Nevada. Side-by-side we will welcome opportunities to consider the rich influence of family and communities on literacy and learning.

I want to especially welcome to the conference those of you joining us for the first time. We look forward to hearing your voices and insights because you are the future of teaching and learning. Newcomers will find this Summer Institute friendly and brimming with interactive discussions and interesting sidebars that focus on the rights and privileges of all readers and writers. It is a gathering replete with a family of well-respected whole language educators who have spent their lives mentoring other teachers and colleagues as a community of learners.

Some of you may not have a history as whole language teachers or learners so I would like to share an anecdote of explanation. At a recent meeting of NCTE, a secondary English teacher read my name tag that identified me as the WLU president asked me to explain what was meant by "whole language." "Is it like literature study and writing workshop?" she asked. No one had asked me that question in a long time and I was reminded of what my dear, pragmatic friend Dorothy Watson told me so many years ago. "Whole language is not a strategy or method. It's the way we believe learning takes place . . . starting from the whole story. No one gets much out of examining words and sentences unless they tell a story." By the same token, each child brings with him or her, a story. They enter our classrooms with experiences that we cannot realize, some good, some not so good, and some tragic. But we cannot let those perceptions of the quality of family and community hinder the acceptance that each child, regardless of age, gender, or heritage, carries with him or her—a literate legacy of family and community that will guide us in building classroom learning communities that scaffold the literate identities of their members.

The questions we now turn to are: what makes us literate and how do we engage the families of our children in learning communities that support the whole child? Who are the families of our children and what are their literate routines and customs? What do they read, talk, and write about? What kinds of conversations evolve during their daily lives and what are the many contexts and meanings of those conversations? How do we, as educators, ensure that the literate and multicultural contexts in which learners are developing outside the classroom are reflected within the school community?

During the 2010 WLU summer institute in Indianapolis, we were challenged to reflect on our practice as teachers and learners. This year, we extend the invitation to include the broader notion of nurturing the literate identities of teachers, learners, *and* their family rituals, beliefs, and experiences. Last year, I quoted my grandson who is now four years old, who at the time loved to stride into any given family setting and ask, “What’s going on in here?” In thinking about families and how children learn within their families and communities, I’d like to continue to share with you a bit more about what Sebastian has taught me about what *goes on* in the world of family and community literacy. Sebastian attends preschool twice a week, is learning Spanish from Teacher Irma, and reads environmental print with great interest and intentionality, first reading the whole word and then telling me the letters and how they sound. I distinctly remember when he first read “Wal-Mart” at age 3 because it has a W and an A, and informed me that’s where daddy does the grocery shopping. No one had to tell him to “stretch out the word.” I realized he learned that when he had earlier figured out how to read his name—because it had meaning for him. When words have meaning, children will read.

Family literacy and ritual is strong at Sebastian’s house. His daddy, Scott, reads a chapter to him every night from their favorite book, *The Wizard of Oz*. Sebastian carefully pointed out other “chapter” books to me during a recent stroll through Borders. Scott is teaching Sebastian to cook because at his house, “Daddy cooks and Mommy does the laundry.” His Mommy, Molly, is teaching him to paint, recognize and sing classical and blues music, clip coupons, and to discover the states where all his relatives live. His most recent musical accomplishment is from Diana Ross and the Supremes, “*Stop in the name of love, before you break my heart!*” Sebastian hasn’t yet mastered the use of he/she pronouns, using them interchangeably in a charming, sometimes disarming fashion, and he loves the color pink; in fact, his favorite car at *Toys R Us* is the hot pink Barbie Jeep. He has no gender bias and very much wants a baby sister because he already has a baby brother. He alternately and appropriately calls Mommy “Molly” and Daddy, “Scott,” signifying he recognizes them as people and as parents.

Like many curious toddlers, Sebastian’s knowledge of animals is quite robust: he learned from his naturalist grandfather all about how moose shed antlers in the fall and grow them in the spring and can deftly describe to you the difference between a deer, an elk, a buffalo, and a moose—something most adult tourists in Yellowstone Park cannot do. He will tell you that the Tetons are his favorite mountains and that the painting in Gram and Papa’s room is of trumpeter swans; he has experienced both first-hand and through art and books. I hope his kindergarten teacher lets him and his friends plan the thematic units on animals.

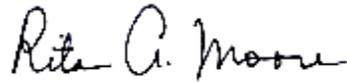
Sebastian will enter kindergarten one year from now with a rich repertoire of language, culture, and family ritual. How do we honor the communities of knowledge from which children like my grandson spring and make them a part of the classroom context? It is my hope that you take away from this conference if not answers, at least some ideas, to this complex and multifaceted question.

During the conference, as you talk with new friends and old, I would encourage you to reflect on your unique beliefs, your family, your cultures, and your communities and share them with others as we build the larger learning community from the inside out . . . a pathway that the whole language movement has historically embraced. Discussing our individual experiences, similarities, and differences as communities of learners will undoubtedly show us new directions and possibilities for renewed passions, energy, and future accomplishments. Let us commit ourselves to what Frank Smith termed as “living off the land” of our own existence as members of an intricate and literate society surrounded by the truth and literacy of our own art, culture, treasured beliefs and rituals that make us whole.

In closing, I want to acknowledge those teachers, university affiliates, parents and community members who built the frameworks for this conference. I encourage us during our time together

to embrace the time, energy, and commitment to collaboration, and the inclusion of the culture and community that extends beyond the classroom walls. The founders of the whole language movement have never wavered in their commitment to advocating for the right to learn of all children and have firmly stood their ground on the importance of respecting and honoring the many contexts of family and community within the school curriculum. We dedicate this conference to those beliefs.

On behalf of the WLU Board, welcome and please let us know how we can be of service during the conference. We look forward to learning with you here in Las Vegas and many WLU years to come. Enjoy!

A handwritten signature in black ink that reads "Rita C. Moore". The signature is written in a cursive style with a large initial "R" and "M".

Rita Moore  
WLU President



## **Welcome from Marilyn McKinney**

### **Local Conference Planning Liaison**

Welcome to Vegas—to the desert, the fabulous Las Vegas strip, and our many magnificent natural wonders! We are pleased and honored to be hosting the 22nd Annual Whole Language Umbrella Summer Institute, *Literacies for All!* What better place than here amidst the neon lights to gather with colleagues from around the globe to engage in meaningful dialogue about issues and ideas that always make this Institute so effective in nudging us more deeply and passionately into our work.

I invite you to experience the energy and excitement of the conference and the city. Renew! Revitalize! Breathe the great western skies and nights! Las Vegas provides an amazing array of sights and sounds — there is literally something here for everyone! Experience Paris, Venice, and one of my favorites: Cooling in the mists of the Bellagio Fountains, then walking inside under the Chihuly ceiling sculpture and into the magic of a seasonal display at the Conservatory and Botanical Gardens. Shopping opportunities abound — check out the Fashion Show Mall across from the Wynn, the Miracle Mile at Planet Hollywood, the Forum Shops at Caesar's, and Canal Shops at the Venetian. The architecture and dozens of new sculptures at the recently opened City Center will not disappoint. The real downtown area of Vegas is worth seeing too. It sports the Fremont Experience canopy and a more old-time feel.

Away from the glitter and within easy driving distance you can explore: Red Rock Canyon (spectacular beauty, amazing geology, and ancient rock art), Hoover Dam, and Springs Preserve (great for kids too, opened just a few years ago). About 45 minutes away are the Spring Mountains (often referred to as “Mt. Charleston” by locals), a great place for picnics, hiking, and just relaxing in cool mountain air.

On behalf of the teachers, students, and families who dwell in this unique and vibrant community, I thank you for coming to this place we call home. We hope you will have many opportunities to explore together the conference theme of nurturing literate communities. During your stay, please don't hesitate to ask me or other local conference attendees for assistance. And relax, if you don't manage to see and do everything you want on this trip, the NCTE Annual Convention in 2012 will provide another opportunity!

Sincerely,

Marilyn McKinney



## **Tribute to Ethel Buchanan**

July 6, 1916 – March 19, 2011

Ethel Buchanan, a Primary Supervisor with Winnipeg Public School Board, in Winnipeg, Manitoba, Canada, along with a group of like-minded teachers and principals, established CEL (Child Centered-Experience Based Learning), based on the latest available research on how children learned and the role of language in learning. This was in the late 1970s; their work continued throughout the 1980s and into the early 1990s.

All teachers and principals who were involved with CEL practiced their beliefs in their own classrooms. They also provided in-service sessions and workshops in their own city, throughout the province of Manitoba and then in Alberta and other centres. They spoke at conferences and conventions across North America. Ethel and three other principals/teachers, all members of CEL, coauthored a book based on their beliefs and experiences. The book “Reading, Writing and Caring”, was then used as a text or reference book in 150 universities in Canada, the United States, and Australia. As her last major project, Ethel gathered 5000 samples of student spelling from schools in Winnipeg, analyzed her samples, and then wrote a book “Spelling for Whole Language Classrooms” that is still in use today.

The CEL group held their own conferences in Winnipeg every February for about 10 years. Founders and members of WLU were always in attendance at the conference as both speakers and observers, and in the early days, held WLU organizational meetings at CEL conferences.

Ethel Buchanan was named a Whole Language Founding Mother and, along with the other Founding Mothers, was presented with a silver umbrella pin and plaque at the WLU Conference in 1995. She will be missed by family, friends, teachers, and colleagues of the field.

## **Conference Features**

### **Thursday, July 21**

10:00 a.m. – 8:00 p.m.	Registration
11:45 a.m. – 6:00 p.m.	Preconference Workshop (tickets required)
7:00 p.m. – 9:00 p.m.	Opening Session with Ernest Morrell

### **Friday, July 22**

8:00 a.m. – 5:00 p.m.	Registration
8:30 a.m. – 9:45 a.m.	Special Session with Mariana Souto-Manning
10:00 a.m.–11:15 a.m.	A Sessions
11:30 a.m.–12:45 p.m.	B Sessions
12:45 p.m. – 2:00 p.m.	Luncheon (tickets required)
2:00 p.m. – 3:15 p.m.	C Sessions
3:30 p.m. – 4:45 p.m.	D Sessions

### **Saturday, July 23**

8:00 a.m. – 4:30 p.m.	Registration
8:30 a.m. – 9:45 a.m.	Special Session with Kadir Nelson
10:00 a.m. – 11:15 a.m.	E Sessions
11:30 a.m. – 12:45 p.m.	F Sessions
12:45 p.m. – 2:00 p.m.	Lunch on your own
2:00 p.m. – 3:15 p.m.	G Sessions
3:30 p.m. – 4:45 p.m.	H Sessions
5:00 p.m. – 6:00 p.m.	Delegates Assembly

### **Sunday, July 24**

9:00 a.m. – 11:00 a.m.	Registration
9:00 a.m. – 10:15 a.m.	I Sessions
10:30 a.m. – 11:45 a.m.	Closing Session with Linda Christensen

# **The Whole Language Umbrella Executive Board**

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Rick Meyer

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Brian Cambourne

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2. Orin Cochrane 1991–1993
3. Jerome Harste 1993–1995
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9. Michael Muise 2005–2007
10. Katie VanSluys 2007–2010

## **Honorary Past President**

Kenneth Goodman

**THURSDAY, JULY 21**

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*NOTES*

**Preconference Workshop  
Goldfield & Tonopah Rooms  
11:45 a.m. – 6:00 p.m.**

***Building Classroom Reading Communities***

This preconference program will engage participants in demonstrations of how to conduct retrospective miscue analysis with small groups of students within a classroom setting. Students talking about their miscues and exploring miscues and reading strategies of others establishes classroom reading communities benefiting all readers. By attending this workshop, participants will gain a greater understanding of the reading process and learn ways of encouraging readers to learn with, and from, one another. Organizing more sustainable classroom reading communities and developing strategies for using Socratic Circle techniques in their reading curriculum will be shared. Participants will take away new ways of listening to children read, new lenses of understanding how children learn most by listening and talking to one another as readers, and how to build stronger communities of readers.

**Presenters:**

Rita Moore, Willamette University, Salem, OR  
Victoria Seeger, Stephen F. Austin State University, Nacogdoches, TX

**Opening Session  
Reno Room  
7:00 p.m. – 9:00 p.m.**

**Welcome and Opening Remarks:** Rita Moore, WLU President, Yvonne Siu-Runyan, NCTE President

**Distinguished Service Award Presentation:** Rick Meyer

**Lifetime Membership Award Presentation:** Rick Meyer

**Presentation of Outgoing Whole Language Umbrella Executive Board Members:** Rita Moore

**Reception Immediately Following the Opening Session  
Reno Room  
9:00 p.m.**

**7:00 p.m. – 9:00 p.m.**

**Opening General Session  
Reno Room**

**Introduction of Featured Speaker: Barbra McKenzie**



**Ernest Morrell**

**Nurturing Literate Communities through Youth Participatory Action Research**

Ernest Morrell is Associate Professor of Urban Education and Cultural Studies and Associate Director of Youth Research at the Institute for Democracy, Education, and Access (IDEA) at UCLA. He is a writer of poems, plays, essays, novels, academic books, book chapters, articles, and encyclopedia entries. Ernest is the author of *Linking Literacy and Popular Culture: Finding Connections for Lifelong Learning* and *Becoming Critical Researchers: Literacy and Empowerment for Urban Youth*. For more than a decade he has worked with adolescents, drawing on their involvement with popular culture to promote academic literacy development.

Visit Ernest's website at <http://www.ernestmorrell.com>

**FRIDAY, JULY 22**

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*NOTES*

**8:30 a.m. – 9:45 a.m.**

**Opening General Session  
Reno Room**

**Introduction of Featured Speaker: Bonnee Breese**



**Mariana Souto-Manning**

**Revisoning Everyday Texts, Envisioning Changes**

This session problematizes taken-for-granted understandings of what counts as reading, writing, and texts. It explores ways in which children revision everyday texts dialogically and change their own classrooms and communities. In it, Souto-Manning will share examples of the hybrid and expansive ways in which children collectively envision and carry out change as they read and (re)write words and worlds. Learning with children and theorizing from practice, she will offer implications for teaching transformatively.

**FRIDAY, JULY 22**

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**10:00 a.m. – 11:15 a.m.**

**A SESSIONS**

**A.01**

*Session/Panel*

**Connecting Family Literacy with School Literacy Knowledge  
(Elementary, Primary/Preschool)**

**Elko Room**

The purpose of this home visitation project is to connect family literacy with school literacy knowledge to provide children an opportunity to succeed academically. Participating parents were invited to present, in Spanish, ways they supported their children's academic learning at a parent workshop hosted by a local elementary school.

**Chair:** Connie Montgomery, California State University, Palm Desert

**10:00 a.m. – 11:15 a.m.**

**A SESSIONS**

**A.02**

*Session/Panel*

**What Have You Learned about How You Think as a Reader?**

**Instructing toward Identity through Discussion (Elementary)**

**Ely Room**

Two classroom teachers will share about their year-long inquiry investigating the use of discussion-based instructional frameworks to help support fourth- and- fifth grade students in constructing identities as meaning-making readers who process text for understanding as they engage in their literate communities.

**Presenter:** Emily Whitecotton, Nursery Road Elementary School, Columbia, SC

**A.03**

*Session/Panel*

**An Easy Method to Teach Narrative in Early Grades: Literacy Practice for English Language Learners (Elementary, Librarians, New Teachers)**

**Goldfield Room**

Objective: To empower children by giving them the opportunity to express their voice in creating stories and imbuing them with their own meanings. To help children acquire the concept of “story” as a coherent flow of events (with a beginning, a middle, and an end), and internalize the narrative structure.

**Presenter:** Veronika Martenova Charles, York University, Toronto, Ontario, Canada

**A.04**

*Session/Panel*

**A Whole New Language: Comics and 21st-Century Literacy (Middle School, High School)**

**Tonopah Room**

This highly-interactive session will use whole language pedagogy to teach participants about sequential art narratives. Participants will be immersed in examples from acclaimed graphic novels to promote discussion about the medium and provide scaffolding for creating their own mini-comics during the session.

**Chair:** Nick Kremer, University of Missouri, Columbia

**10:00 a.m. – 11:15 a.m.**

**A SESSIONS**

**A.05**

*Session/Panel*

**Linking Literate Lives through Community-Academic Partnerships  
(Teacher Educators, Administrators, Curriculum Specialist)**

**Laughlin Room**

Teacher educators and educational researchers will share perspectives of how three community-academic partnership programs helped to illuminate and link the literate lives of the participants involved through a holistic journey of mutual learning and care. Audience participation is welcome as the possibilities for nurturing and sharing literacy learning through community-academic partnerships are explored.

**Chair:** Mark Kohan, University of Cincinnati, OH

**Presenter:** Lisa Vaughn, Cincinnati Children's Hospital Medical Center, OH

Juanjuan Zhao, University of Cincinnati, OH

**A.06**

*Roundtable*

**Engaging High School Students through Scaffolded Silent Reading and Personal Essay Writing through the Senior Thesis (High School, New Teachers)**

**Silver Room**

Getting teenagers to enjoy reading and understand what they read can be a challenge. Encouraging them to write is also challenging, but personal essay writing can help. In this presentation, I will discuss ways teachers can engage students in reading and writing through Scaffolded Silent Reading and the Senior Thesis.

**Presenter:** Chandra West, Opelika High School, Opelika, AL

**10:00 a.m. – 11:15 a.m.**

**A SESSIONS**

**A.07**

*Session/Panel*

**Imagining the Possible: Agency and Identity through Multimodal Literacies (Administrators, Curriculum Specialist)**

**Copper Room**

The purpose of this panel is not only to advocate for innovative and creative pedagogical changes within all classrooms—from elementary through college— but also to provide both a theoretical framework and practical examples that can accomplish this goal.

**Presenters:** Marilyn Buono, Hofstra University School of Education, Hempstead, NY

Elizabeth Hynes-Musnisky, Hofstra University School of Education, Hempstead, NY

Melinda Smith, Hofstra University School of Education, Hempstead, NY

**A.08**

*Session/Panel*

**Valuing Language Study for Language Arts Curriculum**

**(Elementary, Middle School, High School, Primary/Preschool, New Teachers, Curriculum Specialist)**

**Reno Room**

We explore the power of teaching and learning about language in language arts classrooms. We explore ways to engage students in inquiry into Language Study raising language to a conscious level. We revalue language, literacy learning, and teaching.

**Chair:** Mary Fahrenbruck, Grand Valley State University, Grand Rapids, MI

**Presenters:** Mary Fahrenbruck, Grand Valley State University, Grand Rapids, MI

Yetta M. Goodman, University of Arizona, Tucson, AZ

Tracy Smiles, Western Oregon State University, Monmouth, OR

11:30 a.m. – 12:45 p.m.

**B SESSIONS**

**B.01**

*Paper Session (1.25 hours)*

**Pre-service Teachers' Comparative Analyses of Teacher-/Parent-Child Talk: Making Literacy Teaching Explicit and Children's Literacy Learning Visible (Teacher Educators, Primary/Preschool)**  
**Elko Room**

This paper reports the results of a meta-analysis of pre-service teachers' comparative investigations of two transcripts of teacher/student talk. Pre-service teachers worked with a variety of tools of analysis and their knowledge of the role of talk in literate, cultural, and social practices to analyze the effectiveness of literacy pedagogy.

**Presenter:** Deborah Geoghegan, University of Southern Queensland, Toowoomba, Queensland, Australia

**B.02**

*Session/Panel*

**Real Kids and Real Life. . . Why Not Real Books? (Elementary, Administrators)**  
**Goldfield Room**

Real Kids, Real Life. . . Why Not Real Books? This session highlights our work with fourth-grade students in two classrooms in the midwestern and southern United States as they read and responded to *The Higher Power of Lucky* by Susan Patron.

**Chair:** Renita Schmidt, Furman University, Greenville, SC

**Presenters:** Renita Schmidt, Furman University, Greenville, SC  
Kathy Whitmore, The University of Iowa College of Education, Iowa City, Iowa

**B.03**

*Session/Panel*

**Becoming Writers: Visions and Decisions (Elementary, Teacher Educators, New Teachers)**  
**Ely Room**

This proposed session aims to demonstrate the ways in which young elementary age writers and their teachers build literate lives together, specifically attending to their use of writing as a tool for thinking, engaging in writing for a variety of purposes, as well as understanding and articulating their processes and decision-making en route.

**Presenters:** Beatrice Mazoyer, Lycee Francais de Chicago  
Hadley Smillie, Lycee Francais de Chicago

11:30 a.m. – 12:45 p.m.

**B SESSIONS**

**B.04**

*Session/Panel*

**Using Touchstone Books as Bridges to Connect Home and School Literacy Learning (Elementary, Teacher Educators, Administrators, New Teachers, Curriculum Specialist)**  
**Laughlin Room**

Linking classroom routines to home literacy practices helps families establish daily routines to foster a reading “habit” and helps “level the playing field” for marginalized families. This workshop shares effective ways to begin the process by using touchstone texts to connect home and school literacy learning in authentic ways.

**Chair:** Jane Baskwill, Mount Saint Vincent University, Halifax, NS

**Presenter:** Jane Baskwill, Mount Saint Vincent University, Halifax, NS

**B.05**

*Session/Panel*

**“If you really knew about my life . . .” Using Mentor Texts with At-Risk and Special Education Students to Increase Critical Awareness and Engagements with Literacy (Elementary, Middle School)**  
**Tonopah Room**

This research explores one teacher’s approach to meeting the academic needs of students labeled at-risk or learning disabled through the support of mentor texts. Specifically, this session will describe the ways these texts encouraged discussions of family and community that built basic skills and engagements with critical literacy.

**Chair:** Kattie Hogan, Warren Woods Middle School, Warren, MI

**B.06**

*Session/Panel*

**Are adolescent learners being ignored? An Examination of Recent Research in Adolescent Literacy (Middle School, Teacher Educators)**  
**Silver Room**

Over 1000 articles in key journals over the previous six years were analyzed for content related to adolescent literacy. This session tracks the trends and gaps in the current research and compares the results with a similar study from the previous decade.

**Presenters:** Clayton Leishman, University of South Carolina, Columbia, SC

John Robertson, University of South Carolina, Columbia, SC

**11:30 a.m. – 12:45 p.m.**

**B SESSIONS**

**B.07 -**

*Session/Panel*

**Writing our Lives across the Curriculum**

**Copper Room**

Participants will be invited to discuss writing across the curriculum from multiple perspectives and subject matter. Connections to family lives and the history and culture of writing in communities will be highlighted.

**Presenter:** Rita Moore, Willamette University, Salem, OR

**B.08**

*Session/Panel*

**Exploring the Impact of Critical Literacy Theory and Practice in a Graduate Content Area Literacy Course (Elementary, Middle School)**

**Reno Room**

The purpose is to present findings from a descriptive qualitative case study (Merriam, 1998) that explores the ways in which elementary and secondary teachers enrolled in a content area literacy graduate course at a southwestern university moved towards critical literacy theory and practices within their own classroom context.

**Chair:** Kyle Kaalberg, University of Nevada, Las Vegas

**Presenter:** Jennifer Wimmer, University of Nevada, Las Vegas

## FRIDAY, JULY 22

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12:45 p.m. – 2:00 p.m.

### CELEBRATORY LUNCHEON (Tickets required)

Studio 1

**Introduction of Speakers:** Marilyn McKinney

*Just Voices: Literacy and Social Justice*

**Friday, July 22 from 12:45–2:00 p.m.** (tickets required; \$48.00 per person)

In Las Vegas high schools, teachers and youth engaged in the [\*Just Voices\*](#) project have discovered what can happen when they have opportunities to interact with “writers of conscience” and to read and grapple with issues of social justice as portrayed by visiting authors and explored in their own worlds. *Just Voices* teachers will share stories of the impact and power of this project on themselves and their practice, as well as on the youth they teach, many of whom are on the brink of dropping out of school. Come join educators from across the country to discuss and exchange ideas!

### Featuring local Las Vegas educators

Viviana DeArmas, Jane Newton, Elizabeth Strehl, Sydney Venable

## FRIDAY, JULY 22

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2:00 p.m. – 3:15 p.m.

### C SESSIONS

#### C.01

*Session/Panel*

#### **Nurturing Our Youngest Writers (Elementary, Primary/Preschool)**

**Elko Room**

Join a group of early childhood teachers for a conversation about how they have applied their study of early literacy professional texts to their daily classroom practices. Resources related to the implementation and management of writing workshop, oral storytelling, and writer’s notebook in a developmentally appropriate classroom environment will be provided.

**Chair:** Julie Everly, Monroe Public Schools, Monroe, MI

**Presenters:** Linda Ellis, Monroe Public Schools, Raisinville Elementary, Monroe, MI

Amy Pabin, Monroe Public Schools, Raisinville Elementary, Monroe, MI

**2:00 p.m. – 3:15 p.m.**

**C SESSIONS**

**C.02**

*Paper Session (1.25 hours)*

**Developing an After-School Literacy Program with Family Involvement (Elementary, Parents)**

**Ely Room**

This session will show you how to develop an after school literacy tutoring program with family involvement to include a discussion of program development, instruction, and materials.

**Chair:** Lucy Spence, University of South Carolina, Columbia

**Presenters:** Lucy Spence, University of South Carolina, Columbia  
David Brink, University of South Carolina, Columbia

**C.03**

*Session/Panel*

**Words, Words, Words: Growing the Academic Vocabulary Knowledge of All Students (Special Education Students Too!) (Middle School, High School)**

**Goldfield Room**

This session will be helpful for anyone who has struggled with teaching vocabulary to students who have difficulty learning academic vocabulary. The strategies that will be demonstrated are based on the concept of “transmediation” which involves taking information that is one form and presenting it in another.

**Presenter:** Janice Henson, Central Methodist University, Fayette, MO

**C.04**

*Roundtable*

**Expanding Thinking about ELL Writing with Pre-service Teachers**  
**Laughlin Room**

Using an article by Lucy Spence (2010, *The Reading Teacher*) and asking pre-service teachers to read ELL students’ writing through “generous” eyes results in a spectrum of responses. The session will show how a course assignment asking pre-service teachers to expand their thinking about the writing of ELL students can lead to a transformation in thinking about the way teachers assess writing in a critical way. A range of responses, though, assists us to understand that the practice of viewing and critiquing writing punitively rather than generously is deeply ingrained and often based on our own previous school experiences with writing.

**Presenter:** Victoria Seeger, Stephen F. Austin State University, Nacogdoches, TX

2:00 p.m. – 3:15 p.m.

**C SESSIONS**

**C.05**

*Roundtable*

**Conversations that Matter Most: Facilitating Student-Led Policy in the AP Language Classroom  
Tonopah Room**

What I have found, in my classroom, is that when students assume co-ownership in developing their own curriculum and assessments, they become invested in the outcomes. This presentation focuses on educators who want to get back to what matters most: our children.

**Presenter:** Shekema Silveri, Georgia State University, Atlanta, GA

**C.06**

*Session/Panel*

**Writing Happens Right Here!  
Silver Room**

This presentation will highlight experiences from the Summer Youth Writing Camp developed by the Southern Nevada Writing Project. This innovative and challenging program was designed as a professional development course to transform the teaching of writing while simultaneously developing a community of enthusiastic young writers (grades 1-12). We will share samples of student writing, as well as insights from SNWP mentors, professional development teachers, parents and students.

**Presenters:** Tracy Rush, Palo Verde High School, Las Vegas, NV  
Robert Davis, Southwest Technical Academy, Las Vegas, NV  
Jennifer Mahr, West Prep Academy, Las Vegas, NV

**C.07**

*Session/Panel*

**These Aren't Stories. This is Life. An Introduction to the Theater of the Oppressed (Middle School, High School)  
Copper Room**

Participants in this session will see how working youth who have participated in a school of human rights in Quetzaltenango, Guatemala use drama as a tool for posing and seeking solutions to problems they face daily. Following these demonstrations, all will participate in the process in their own dramatizations.

**Presenter:** Steve Barrett, Centro Ecumenico de Integracion Pastoral, Quetzaltenango, Guatemala  
Linda Ferris, Centro Ecumenico de Integracion Pastoral, Quetzaltenango, Guatemala

**FRIDAY, JULY 22**

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*NOTES*

**2:00 p.m. – 3:15 p.m.**

**C SESSIONS**

**C.08**

*Session/Panel*

**Learning Together to Appraise Student Learning and Teacher Development (Elementary, Administrators)**

**Reno Room**

Teachers constantly make decisions about instruction. Based upon the research of Ken and Yetta Goodman, Arthur Combs, and W. Edwards Deming, HOPS, a holistic observational process will be shared. HOPS goes beyond conventional methods to determine student learning and teacher effectiveness. Come learn about HOPS, a process to empower learning.

**Chair:** Yvonne Siu-Runyan, University of Northern Colorado, Greeley, CO

**FRIDAY, JULY 22**

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**3:30 p.m. – 4:45 p.m.**

**D SESSIONS**

**D.01**

*Session/Panel*

**Understanding and Supporting Vulnerable Readers: An Ecological Systems Perspective (Elementary, Curriculum Specialist)**

**Elko Room**

Due to the pervasiveness of scripted reading programs in urban schools, the instruction provided to students who struggle with reading is frequently fragmented and unengaging. If we are to serve our most vulnerable readers, we must fully understand their complex experiences and respond to their individual needs.

**Presenter:** Elizabeth Jaeger, University of California Berkeley, Berkeley, CA

**D.02**

*Session/Panel*

**Community Explorations: Engaging Multiple Literacy Identities (Elementary, New Teachers)**

**Ely Room**

**Presenter:** Elizabeth Garza, California State University, San Marcos, CA

3:30 p.m. – 4:45 p.m.

**D SESSIONS**

**D.03**

*Session/Panel*

**Seeing Beyond the Academy: Technology, Community, and Alternate Literacies in the Digital Mirror Computer Camp for Girls (Middle School, Parents, Media Specialist)**  
**Goldfield Room**

This panel presentation profiles a case study of university community outreach through a three-day computer literacy camp for twenty middle school girls titled “The Digital Mirror.”

**Chair:** Kristine Blair, Bowling Green State University, Department of English, Bowling Green, OH

**Presenters:** Kristine Blair, Bowling Green State University, Bowling Green OH

Katie Fredlund, Bowling Green State University, Bowling Green, OH

Em Hurford, Bowling Green State University, Bowling Green, OH

Stacy Kastner, Bowling Green State University, Bowling Green, OH

Alison Witte, Bowling Green State University, Bowling Green, OH

**D.04**

*Session/Panel*

**Narratives of Pre-service Teachers: Evolving Teacher Identities (Teacher Educators, New Teachers)**  
**Tonopah Room**

Teacher identities may be the single most important aspect of teaching and possibly the most neglected and undervalued part of teacher education programs and professional development. Emphasis on teacher identities is usually absent from pre service teachers’ course work and seldom are discussions relating to identities on the agenda of plans for teacher development. This session invites educators to consider the research on teacher identity and to recognize the importance of engaging all teachers in discussions about their identities. The presenter will model strategies and invite attendees to engage in activities that allow them to explore their own teacher identities. In addition, the presenter will share interpretations of the narratives of five pre-service teachers who participated in a doctoral study during their senior year field experiences.

**Chair:** Jean Dickinson, University of Missouri, Columbia, MO

**Presenter:** Jean Dickinson, University of Missouri, Columbia, MO

3:30 p.m. – 4:45 p.m.

**D SESSIONS**

**D.05**

*Paper Session (1.25 hours)*

**Now I Get It! Helping Struggling Readers to Understand Informational Text (Middle School, High School, Teacher Educators)  
Laughlin Room**

Joan Lazar, co-author of NOW I GET IT! Teaching Struggling Readers to Make Sense of What They Read, Scholastic 2010, shares lessons that help students comprehend the kinds of complex language structures commonly found in textbooks and online sources. The language- and logic- based lessons are fun for students and effective.

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

**Respondent:** Yetta Goodman, University of Arizona, Tucson, AZ

**D.06**

*Session/Panel*

**Collaborative Kidwatching: Inviting Students into Language-based Inquiry (Elementary, Middle School, High School, Teacher Educators, Administrators, New Teachers, Curriculum Specialist)  
Silver Room**

In this session we will share how we used teacher research to engage students as “Collaborative Kidwatchers.” We will actively explore how to engage in authentic, shared inquiries with students to improve practice and create new roles for students and teachers as literacy and language users.

**Chair:** Tracy Smiles, Western Oregon University, Monmouth, OR

**Presenter:** Marie LeJeune, Western Oregon University, Monmouth, OR

**3:30 p.m. – 4:45 p.m.**

**D SESSIONS**

**D.07**

*Roundtable*

**Assessing and Evaluating: Valuing Students' Work (Elementary, Middle School, High School, Parents, New Teachers)**

**Copper Room**

This roundtable session will provide examples of ways teachers can work with parents to assess and evaluate student literacy practices in meaningful ways that do not disrupt the everyday work of the classroom. Elementary, middle, and high school teachers will share video and samples of student work and will share their ways of communicating literacy achievement with families.

**Chair:** Renita Schmidt, Furman University, Greenville, SC

**Roundtable Leaders:** Stephanie Johnson, Eliot-Hine Middle School, Washington, DC

Megan Maness, Furman University, Greenville, SC

Sarah Methvin, Southside Christian School, Simpsonville, SC

Merianna Neely, Spartanburg Day School, Spartanburg, SC

Amanda Pepper, Berea High School, Greenville, SC

**D.08**

*Session/Panel*

**Engaging Families in Literacy through PBS Children's Programs (Primary/Preschool)**

**Reno Room**

Participants will learn how to use "The Learning Triangle" to engage the families of preschoolers in literacy-related activities based upon PBS children's television programming.

**Chair:** Jessica Carroll, University of Nevada, Las Vegas

8:30 a.m. – 9:45 a.m.

**Opening General Session**  
**Reno Room**

**Introduction of Featured Speaker: Lucy Spence**



**Kadir Nelson**

Kadir Nelson began drawing at the age of three, and painting at age ten. Nelson experimented with several different media and began painting in oils at sixteen. He would later submit his paintings to art competitions and win an art scholarship to study at Pratt Institute in Brooklyn, New York. Upon graduating with honors, Nelson began his professional career as an artist, publishing his work and receiving commissions from publishers and production studios such as DreamWorks, where he served as a the lead conceptual artist for Steven Spielberg’s “Amistad” and “Spirit: Stallion of the Cimarron,” Sports Illustrated, Coca-Cola, The United States Postal Service and Major League Baseball, among others.

Most recently, Nelson released his authorial debut, *We Are the Ship: The Story of Negro League Baseball* (Jump at the Sun/Disney), a New York Times best-selling tribute to the Negro Baseball Leagues which Nelson crafted over a period of almost eight years. It was named a 2009 [NCTE Orbis Pictus](#) Honor Book.

**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

**E.01**

*Session/Panel*

**“I Didn’t Know I Had Poems Inside Me”: Poetry, Power, and Critical Literacy (Elementary, Primary/Preschool, New Teachers)**

**Elko Room**

This session examines what happens when teachers and students engage in a unit of study that integrates poetry with issues related to social justice. Through a critical poetry study, teachers began to reposition kids and curriculum, and built interest in navigating the terrain of more critical approaches to literacy instruction.

**Chair:** Tasha Laman, University of South Carolina, Columbia

**Presenter:** Amy Seely-Flint, Georgia State University, Atlanta, GA

**E.02**

*Paper Session (1.25 hours)*

**Families, Bookmaking, Artmaking (Elementary, New Teachers)**

**Ely Room**

Come hear the poetic voices of second graders who composed and published family stories into books at the Iowa Center for the Book. In this presentation we’ll discuss how to circumvent rigid literacy standards and demonstrate how to craft books as art that mean something to children and families.

**Presenters:** Marie Gernes, The University of Iowa, Iowa City

Kathy Whitmore, The University of Iowa, Iowa City

**E.03**

*Session/Panel*

**Multicultural Nonfiction: Embracing Universal Human Experiences (Elementary, Middle School)**

**Goldfield Room**

Participants will experience NCTE’s Orbis Pictus award-winning nonfiction titles that provide multicultural perspectives on topics addressing science, social studies, biographies, and the arts. The presenter will examine the author’s notes within this underutilized genre and explore the potential of selected titles as read-alouds and emotion-filled springboards for reader response.

**Chair:** Diana Porter, Eastern Kentucky University, Richmond, KY

**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

**E.04**

*Roundtable*

**Taking a Critical Stance: Multiliteracies for Diverse Learners  
(Teacher Educators, Curriculum Specialist)  
Tonopah Room**

Teacher educators will share candidate learning as they explore the social, cultural, historical forces that have allowed inequalities to become systematically embedded in the structure of our lives, and reflect on how texts used in reading and the social-cultural practices within which meaning is constructed is an important tool for diverse learners.

**Chair:** Sunita Mayor, West Chester University, West Chester, PA  
**Discussion Leader:** Sue Fan Foo, Worcester State University, Worcester, MA

**E.05**

*Session/Panel*

**I Can Change the World: Critical Literacy as Assessment (Middle School, High School)  
Laughlin Room**

As Freire asserts, Critical Literacy celebrates reading the WORLD as well as the word, but another crucial component is praxis — the call to action in response to reading the WORLD. Junior high reading intervention teachers share a synthesis project that encourages proactive citizenship and also serves as a culminating assessment.

**Chair:** Danielle Johnson, University of Missouri, Columbia

**E.06**

*Roundtable*

**Understanding Community Literacies through Story Nights  
(Elementary, Middle School, Teacher Educators, Primary/Preschool, Parents, Media Specialist, Librarians, New Teachers, Curriculum Specialist)  
Silver Room**

**Roundtable Leader:** Sally Brown, Georgia Southern University, Statesboro, GA

## **SATURDAY, JULY 23**

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*NOTES*

**10:00 a.m. – 12:45 p.m.**

### **EF.01**

*Seminar (2.75 hours)*

**Improvvisational Theatre: Exploring Character, Building Community, Enacting Change (Elementary, Middle School)**

**Copper Room**

Integrating improvisational theatre into the classroom allows for a wide range of applications: creating narratives, redefining roles, strengthening class community and providing a framework for enacting social change. Through increased interpersonal engagement, students can incorporate what they know and be stretched to challenge themselves through improv games and scenes.

**Chair:** Carrie Caudle, ImprovEducation, Cotati CA Petaluma City Schools, Petaluma, CA

**Presenter:** Sierra Bradley, Santa Rosa Charter School for the Arts, Santa Rosa, CA

## **SATURDAY, JULY 23**

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**11:30 a.m. – 12:45 p.m.**

### **F SESSIONS**

#### **F.01**

*Paper Session (1.25 hours)*

**Words on Wet Paper: Exploring the Lives and Literacies of Immigrant Families (Elementary, Teacher Educators)**

**Silver Room**

This session explores the role of ethnographic research as a resource for challenging assumptions that impact the culture, climate, and instructional practices of schools that serve diverse populations. Specifically, the presenter will share the literacy practices of immigrant families in the community and the ways in which this information has the capacity to inform and thereby transform the work done in schools.

**Presenter:** Patty St. Jean Barry, Central Islip Public Schools, Central Islip, NY

**11:30 a.m. – 12:45 p.m.**

**F SESSIONS**

**F.02**

*Session/Panel*

**Family Message Journals: Transforming the Relationship between Families and Classrooms (Elementary, Parents)**

**Ely Room**

Family Message Journals are communication tools between families and students in an exchange of messages in letter form allowing those at home a window into the classroom learning. Parents or others from the students' homes respond in writing to the students, asking questions and building upon what the child has written. Family Message Journals encourage writing and communication and honor the literacy learning of students and their families.

**Chair:** Victoria Seeger, Stephen F. Austin State University, Nacogdoches TX

**F.03**

*Session/Panel*

**Literacy Action Research as a District Initiative**

**Tonopah Room**

This session explores a district initiative to support teacher action research. Presenters will share their stories and the impact of action research on teachers, parents, and students. Influential issues external to the school will also be discussed.

**Presenters:** Brett Campbell, Clark County School District Research Department, Las Vegas, NV

Leslie Nelson, Virgin Valley Elementary School, Mesquite, NV

Shelly Poss, Mendoza Elementary School, Las Vegas, NV

Karen Ames, Bracken Elementary School, Las Vegas, NV

Elizabeth Campbell, West Career and Technical Academy, Las Vegas, NV

Susan Giancaspro, Rex Bell Elementary School, Las Vegas, NV

LeAnn Putney, University of Nevada, Las Vegas; Las Vegas, NV

**F.04**

*Session/Panel*

**Literacy: Reaching Back to Move Ahead**

**Goldfield Room**

The past informs if we "see" deeply. NCTE President, Yvonne Siu-Runyan, will discuss what we have learned from the past and how this information can enlighten holistic literacy learning now and in the future.

**Presenter:** Yvonne Siu-Runyan, University of Northern Colorado, Greeley, CO

**11:30 a.m. – 12:45 p.m.**

**F SESSIONS**

**F.05**

*Roundtable*

**Beyond Classroom Walls: Using Facebook to Build Community and Authentic Interaction with Pre-service Teachers (Elementary, Teacher Educators)  
Laughlin Room**

The goal of this presentation is to consider ways that teachers can move beyond the boundaries of traditional classroom discourses and narrow definitions of what counts as literacy through the use of a third space where students in- and out-of-school literacies merge toward the goal of transforming literacy education.

**Chair:** Claudia Nickolson, Fairmont State University, Fairmont, WV

**F.06**

*Session/Panel*

**Everyone Loves a Skinny Book (Elementary, Middle School, High School)  
Elko Room**

Illustrated biographies have particular features that make them valuable tools for intermediate and secondary classrooms: brevity, accessibility, high interest, and aesthetic appeal. They feature international figures, women, and notable people from other typically underrepresented groups, offering integrated literacy experiences to reluctant readers, English Language Learners and the entire learning community.

**Chair:** Caroline Knight, Coastal Carolina University, Conway, SC

**Presenters:** Caroline Knight, Coastal Carolina University, Conway, SC  
Jamia Thomas-Richmond, Coastal Carolina University, Conway, SC

**2:00 p.m. – 3:15 p.m.**

**G SESSIONS**

**G.01**

*Session/Panel*

**Reclaiming Good Literacy Practices after NCLB (Elementary, Teacher Educators)**

**Elko Room**

In this session we will review legislative mandates that negatively affect literacy instruction and examine research that documents effective literacy instruction. Participants will help explore ways that teachers can resolve the dissonance between mandates and what they believe about good literacy instruction.

**Chair:** Pat Nix, Retired Director of Instruction, Birmingham City Schools, Birmingham, AL

**Presenters:** Maryann Manning, University of Alabama at Birmingham  
Prisca Martens, Towson University, Towson, MD

**G.02**

*Paper Session (1.25 hours)*

**Children and Parents Reflecting on Reading through Family Retrospective Miscue Analysis (Elementary, Parents)**

**Ely Room**

Participants will learn about research conducted with parents and children as they explored each other's reading process. Family Retrospective Miscue Analysis (FRMA) is a relatively new area in miscue analysis research with important implications for parents and children developing new understandings about the reading process.

**Chair:** M. Ruth Davenport, Eastern Oregon University, La Grande, OR

**G.03**

*Session/Panel*

**Teaching Literacy Across Curriculum Areas: Exploring the Impact of the New Australian Curriculum**

**Goldfield Room**

Australia is in the process of developing and implementing a new national curriculum. This will see the responsibility for creating, developing and managing this vital component of education move for the first time from the purview of the states and territories to that of the federal government. This is the largest and most influential change in all spheres of education and its influence will be felt in schools, colleges and universities across the country. This session will explore some of these issues and the potential impacts for both pre-service and experienced teachers with respect to teaching literacy in all the curriculum areas.

**Presenter:** Dr Barbra McKenzie University of Wollongong, Australia

**2:00 p.m. – 3:15 p.m.**

**G SESSIONS**

**G.04**

*Session/Panel*

**Creating a Connection: Willamette Arts and Literacy Interns...**

**W.A.L.I.s Make a Difference!**

**Tonopah Room**

A unique partnership between the Willamette University Graduate School of Education, Salem/Keizer Schools Tech Prep Alternative Education Academy and an opera singer opens the avenue to creating a direct connection between literacy and the arts. Students at the Tech Prep Academy elect to join the W.A.L.I.s as part of their outreach/work experience requirement. The W.A.L.I.s come to the Wu campus to participate in an introduction to learning to read and reading to learn taught by GSE staff. Then the W.A.L.I.s head out to the elementary schools to share reading with students. This year the W.A.L.I.s helped the elementary students write their own books. Add the perspectives of an opera singer and the literacy/arts connection soars to new heights! Share this adventure and plans for the future with the teacher, the professor, and the opera singer...

**Presenters:** Robin Wright Fromherz, PhD, coordinator of Special Education Willamette University Graduate School of Education  
Kathy Martin, Literacy Coach, Spanish teacher and mentor for the Salem/Keizer School district and the W.A.L.I.s  
Rebecca Jean Fromherz, MED Candidate and opera singer

**G.05**

*Session/Panel*

**Autobots Unite: Co-Creating Curriculum with the Boys (Middle School, High School, Teacher Educators, New Teachers, Curriculum Specialist)**

**Laughlin Room**

What happens when a teacher weaves student voices into the curriculum? Here chronicled is one teacher's journey into research with a middle school English curriculum, boys, and the battle with the Decepticons that ensues.

**Presenter:** Nakeiha Primus, The Haverford School, Haverford, PA

**SATURDAY, JULY 23**

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**NOTES**

**2:00 p.m. – 3:15 p.m.**

**G SESSIONS**

**G.06**

*Roundtable*

**Using Multicultural Books to Explore Emotions and Enhance Critical Thinking Skills: Lessons and Resources (Elementary, Middle School, Teacher Educators)**

**Silver Room**

This presentation will address how pre-service teachers in a literacy course used multicultural books to address the following issues: (1) the role emotions play in making meaning and (2) how affect can help develop critical thinking skills. The presenter will share materials and resources used in this study.

**Roundtable Leader:** Maria Perpetua Liwanag, State University of New York, Geneseo

**G.07**

*Session/Panel*

**Put Poetry at the Center of the Elementary Classroom: Find Out How Reciting, Reading, and Writing Poetry Can Enhance Learning and Literacy at School and at Home (Elementary, New Teachers)**

**Copper Room**

Come learn how to teach students to love words and poetry, improve vocabulary, reading fluency, gain internal models for writing poems and much more. This session will show you how learning to recite over 40 poems/songs and “raps” can be as easy as breathing!

**Presenter:** Janet Fagal, Skaneateles Central School, Skaneateles, NY

**2:00 p.m. – 3:15 p.m.**

**Poster Session  
Foyer C**

**Facilitating Comprehension Discussions Using Pre-Decodable and Decodable Texts**

Karen Ames, Walter Elementary School

**Reading Inclusion for Students with Autism Spectrum Disorder**

Andrea Awerbach, Jeanne Bodak, Rebekkah Dietrich, & Rose Gaston,  
Richard Priest Elementary School

**El Futuro Esta en Mis Manos**

Elizabeth Campbell & Diane Ortiz, West Career and Technical Academy

**Engaging Students in Meaningful Learning with Interactive Notebooks**

Susan Giancaspro & Alyssa Draher, Rex Bell Elementary School

**The Impact of a Literacy Strategy, 7C's of Comprehension on Teacher Professional Performance**

Michelle Farmer & Jackie Soden, Roy W. Martin Middle School, Charles Silvestri Junior High School

**Mirroring Literacy in a Dual Language Program**

Conni Goldhammer, J. Marlan Walker Elementary School

**Reflective Journals Used as Student Self-Assessment**

Sylvia Johnson, West Preparatory Academy

**Implementing Wikis in the Early Childhood Classroom**

Leslie Nelson, Virgin Valley Elementary School

**The Impact of Parent Literacy Trainings on Parent Communication and Literacy Achievement**

Shelly Poss & Olga Ramsey, John F. Mendoza Elementary School

**The Impact of the Strategic Instruction Model Word Identification Strategy on Student Vocabulary Size and Word Identification Skills**

Julia Roos & Tania Mason, Canyon Springs High School

**Investigating Best Practices in Literacy for Dual Language Students**

Linda Skroback-Heisler & Noemi Panduro, Oran K. Gragson Elementary School

**Authentic Assessment and Problem Space in Seventh Grade Reading**

Kat Smith & Vanessa Lillis, Carroll M. Johnston Middle School

**3:30 p.m. – 4:45 p.m.**

**H SESSIONS**

**H.01**

*Session/Panel*

**Seeking Meaningful Literacy in 21<sup>st</sup>- Century Urban Classrooms  
(Elementary, Teacher Educators)**

**Elko Room**

A year in an urban school provided the presenters a window on two teachers and their students as they tried to use balanced literacy strategies within the structure of skills-based instruction. Both teachers and students struggled with the disconnect between the curriculum and the authentic, meaningful literacy students sought, and even used in their homes and communities.

**Presenters:** Teresa Filbert, St. Mary's College of Maryland, St. Mary's City, MD

Cheryl North Coleman, UMBC, Baltimore, MD

Nancy Rankie Shelton, UMBC, Baltimore, MD

**H.02**

*Session/Panel*

**Beyond the Blackberry Patch: Reading the 'Text' of Our Community through the Arts (Elementary, Middle School)**

**Ely Room**

Beyond the Blackberry Patch, a community-centered student research project on community history is a study in successful, standards-based arts integration. Students who integrate their in-and out-of-school identities engage successfully in academic life. This session's participants will examine the opportunities and benefits of creating community research projects in their own communities.

**Chair:** Johari Mitchell, Columbus City Schools, Columbus, OH

**Presenters:** Judy Shafer, Jazz Arts Group of Columbus, OH

Nikki Myers, Trevitt Elementary School, Columbus, OH

**H.03**

*Roundtable*

**"Fireside Chat:" A Dialogue with the Incoming President of WLU  
(Other)**

**Goldfield Room**

Please join me for an informal session during which we can share our ideas, concerns, and thoughts about the future of whole language and the Whole Language Umbrella organization.

**Keynote Speaker:** Richard Meyer, University of New Mexico, Albuquerque

**3:30 p.m. – 4:45 p.m.**

**H SESSIONS**

**H.04**

*Roundtable*

**Combatting Islamophobia in an Age of Terror (Teacher Educators, New Teachers)**

**Tonopah Room**

The session will present ongoing research into the recent surge of Islamophobia and examine ways of thwarting it through the lens of critical literacy and social justice.

**Roundtable Leaders:** Howard Miller, Mercy College School of Education, Dobbs Ferry, NY  
Jordan Jay, Lincoln University, Jefferson City, MO

**H.05**

*Paper Session (1.25 hours)*

**Can the Saturation of Gay Themes Overcome Heteronormativity? (High School, Teacher Educators)**

**Laughlin Room**

This paper examines a range of children's and adolescent books that could be used in classroom discussions to develop an understanding of those themes found in LGBT literature. The chosen texts for the study include the winner of the 2010 Stonewall Book Award —Children's and Young Adult Literature Award and Stonewall Honor books in Children and Young Adults.

**Presenter:** April Sanders, University of North Texas, Denton

**H.06**

*Session/Panel*

**Building on Students' Knowledge and Experiences — Fun!!!! (Teacher Educators, New Teachers)**

**Copper Room**

What are the key concepts that underlie effective language instruction? How can you create instructional strategies that put those concepts into action? These questions will be addressed and examples of materials and student work that do that will be shared.

**Presenter:** Sharon Snyder, Kean University, Union, NJ

## SATURDAY, JULY 23

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NOTES

3:30 p.m. – 4:45 p.m.

### H.07

*Session/Panel*

#### **Putting the Pieces Together: Using Student Choice and Visual Arts to Craft Powerful Writing (Middle School, High School)**

**Silver Room**

In this session, the presenters will share strategies designed to help students interact more meaningfully with writing and the visual arts. As the presenters model evidence-based composing processes that increase student performance and engagement, session participants will read and respond to artwork in a similar manner to that of our students.

**Presenters:** Peggy Albers, Georgia State University, Atlanta, GA  
Katie Greene, Georgia State University, Atlanta, GA

## SUNDAY, JULY 24

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9:00 a.m. – 10:15 a.m.

### I SESSIONS

#### I.01

*Paper Session (1.25 hours)*

#### **“Painting Aunt Polly’s Fence”: Community Outreach through Children’s Literature (Elementary, Teacher Educators)**

**Elko Room**

This presentation focuses on community projects that emerged from my undergraduate Children’s Literature class. Through pictures, video, and discussion, I will describe “Dr. Seuss’s Birthday Party” at the public library, “Battle of the Books” and “Family Literacy Night” at elementary schools, a survey of school librarians, a poetry workshop with 4<sup>th</sup> graders, and a children’s literature “film festival.”

**Presenter:** Hilary Pollack, University of Wisconsin-River Falls

#### I.02

*Session/Panel*

#### **Collaborative Professional Development through Teacher Study Groups (Elementary, Teacher Educators)**

**Ely Room**

This presentation will focus on the theory and practice of teacher study groups (TSG) as a means of professional development. Reflecting on her ethnographic case study and related research data, the presenter will discuss procedures, advantages and challenges of TSG. Guidelines and activities for successful TSG will also be distributed.

**Chair:** Chinatsu Sazawa, Drake University, Des Moines, IA

**9:00 a.m. – 10:15 a.m.**

**I SESSIONS**

**I.03**

*Session/Panel*

**Critical Literacies, Critical Inquiry, and Community: Three Case Studies (Elementary, Middle School)**  
**Goldfield Room**

This session explores the literacy practices of three teachers across the U.S. who en-gage their students in critical inquiry. Through interview data, video clips of teaching practices, and published accounts, we will examine how these teachers use art, family/community resources, and social justice to develop their students' literate identities.

**Chair:** Scott Ritchie, Kennesaw State University, Kennesaw, GA

**I.04**

*Session/Panel*

**Additive Literacy for ESP with College ELLs (High School, Media Specialist, Administrators, Curriculum Specialist)**  
**Tonopah Room**

The presenter conceptualizes Bauer's (2009) additive literacy that supports the interchange of L1 and L2, and McNutt's (1984) five basic components of a holistic language learning processes in the curriculum of English for Specific Purpose (ESP).

**Presenter:** Peter Sheng-huei Shieh, Chihlee Institute of Technology, BanciaoCity, Taiwan

**I.05**

*Session/Panel*

**The Incompatibility of Holistic Reading Practices with National Reading Tests**  
**Laughlin Room**

Over past decades much research has identified and described ways of nurturing and developing literate communities. In such communities, members read and write to participate in community activities, to interact with the wider world; they read and write to enrich their lives.

With reference to The Luke/Freebody Four Resources Model, Lorraine will contrast the construction of readers in classrooms, who read and write to manage and enrich their daily lives, and to interact within and upon their communities, with, the construction of readers as required by the Australian NAPLAN Reading Tests.

Examples of class work and actual test items will exemplify points made.

**Presenter:** Lorraine Wilson, Education Consultant/Author, Australia

**9:00 a.m. – 10:15 a.m.**

**I SESSIONS**

**I.06**

*Session/Panel*

**"Developing Curriculum: Motivating Inclusion of Family Cultures & Experiences into Classroom Lessons"**

**Silver Room**

This session will demonstrate how high school teachers can incorporate students' families (urban and international) in the lessons using teacher created curriculum particular to their classroom settings. Participants will be exposed to uses of film, literature, and students' experiences within curriculum developed by teachers. The shared strategies at this workshop can be used also in curriculum that is mandated by specific school districts; curriculum units were developed using state academic standards. Participants will be shown the vast number of teacher created curricula resources available to use online from many States. Teachers from varied subject areas will benefit from the curriculum sharing, creation demonstration and audience discussion.

**Presenter:** Bonnee Breese, Overbrook High School, Philadelphia, PA

**10:30 a.m. – 11:45 a.m.**

**Closing Session**

**Reno Room**

**Introduction of Featured Speaker: Renita Schmidt**



**Linda Christensen**

**Teaching for Joy and Justice: How (and how not) to Ground the Curriculum in Students' Lives**

What does it mean to ground literacy work in students' lives? How do we make connections between the curriculum and students' lived experiences without replicating and affirming social messages about inequality and injustice? How can educators draw on the world around us in ways that go beyond simple description? Reading and writing can be transformative acts where students develop critical literacy skills as they build a place for themselves in the world.

**WLU STRAND SESSIONS AT THE NCTE ANNUAL  
CONVENTION IN CHICAGO—NOVEMBER 17–20, 2011**

*NOTES*

Opening Session—“Real Change:” Critical Moments of Teaching and Advocacy (G)  
Visions and Decisions: Creating Relevant Writing Curriculum (E)  
Our Stories in Pictures and in Words: Treating Words and Pictures as Equal Languages for Learning (E-C)  
Learning to Be Critics: Investigating Children’s Television Advertising (E)  
Constructing Reader Identities through Student Empowerment and Reflective Discourse (E-M-C)  
Multicultural and Multidisciplinary Approaches to Literacy Learning (E)  
Using Holocaust Survivor Video Testimony to Make Meaning and Share Messages in a 21<sup>st</sup> –Century Learning Environment (S-TE)  
Critical Literacy through Multiple Modalities: Nature, Advertising, and Media (E)  
Progressive Literacy Practice for K–12 and College Classrooms (G)  
Crafting Our Identities: Examining Critical Literacy Practices in Elementary, Middle, Secondary, and College Classrooms (G)  
Creating Global Gateways to the Future: Literacy Communities as a Space for Critical Explorations of the World through Children’s and Adolescent Literature (E-M) (this may be moved)  
Who Writes the Past? Literature as Record and Resistance (S-C)  
Writing as a Path to Discover, Uncover, and Recover History (M)  
Reframing Writing Assessment: Exploring the Complexities of Writing Development in K12 Classrooms (E-M-S)  
Save Our Schools: Initiatives to Support Thoughtful English Language Arts Practices (G-TE)  
Disrupting the Past: New Relationships between Expectations and Responsibilities (G)  
Teaching “Fruitfully and Creatively” under the Weight of Mandates: Our Past, Present, and Future (G)

*Alphabetical Listing of Speakers:*

Albers, Peggy	H.07	Maness, Megan	D.07
Ames, Karen	F.03	Manning, Maryann	G.01
Barrett, Steve	C.07	Martenova Charles, Veronika	A.03
Barry, Patty St. Jean	F.01	Martens, Prisca	G.01
Baskwill, Jane	B.04	Martin, Kathy	G.04
Blair, Kristine	D.03	Mayor, Sunita	E.04
Bradley, Sierra	EF.01	Mazoyer, Beatrice	B.03
Brink, David	C.02	Methvin, Sarah	D.07
Bonnee Breese	I.06	Meyer, Richard	H.03
Brown, Sally	E.06	Miller, Howard	H.04
Buono, Marilyn	A.07	Mitchell, Johari	H.02
Campbell, Brett	F.03	Montgomery, Connie	A.01
Campbell, Elizabeth	F.03	Moore, Rita	B.07
Carroll, Jessica	D.08	Myers, Nikki	H.02
Caudle, Carrie	EF.01	Neely, Merianna	D.07
Davenport, M. Ruth	G.02	Nelson, Leslie	F.03
Davis, Robert	C.06	Nickolson, Claudia	F.05
Dickinson, Jean	D.04	Nix, Pat	G.01
Ellis, Linda	C.01	North Coleman, Cheryl	H.01
Everly, Julie	C.01	Pabin, Amy	C.01
Fagal, Janet	G.07	Pepper, Amanda	D.07
Fahrenbruck, Mary	A.08	Pollack, Hilary	I.01
Ferris, Linda	C.07	Porter, Diana	E.03
Filbert, Teresa	H.01	Poss, Shelly	F.03
Foo, Sue Fan	E.04	Primus, Nakeiha	G.05
Fredlund, Katie	D.03	Putney, LeAnn	F.03
Fromherz, Rebecca Jean	G.04	Rankie Shelton, Nancy	H.01
Garza, Elizabeth	D.02	Ritchie, Scott	I.03
Geoghegan, Deborah	B.01	Robertson, John	B.06
Gernes, Marie	E.02	Rush, Tracy	C.06
Giancaspro, Susan	F.03	Sanders, April	H.05
Goodman, Yetta	A.08 & D.05	Sazawa, Chinatsu	I.02
Greene, Katie	H.07	Schmidt, Renita	B.02 & D.07
Henson, Janice	C.03	Seeger, Victoria	C.04 & F.02
Hogan, Kattie	B.05	Seely-Flint, Amy	E.01
Hurford, Em	D.03	Shafer, Judy	H.02
Hynes-Musnisky, Elizabeth	A.07	Sheng-huei Shieh, Peter	I.04
Jaeger, Elizabeth	D.01	Silveri, Shakema	C.05
Jay, Jordan	H.04	Siu-Runyan, Yvonne	C.08 & F.04
Johnson, Danielle	E.05	Smiles, Tracy	A.08 & D.06
Johnson, Stephanie	D.07	Smillie, Hadley	B.03
Kaalberg, Kyle	B.08	Smith, Melinda	A.07
Kastner, Stacy	D.03	Snyder, Sharon	H.06
Knight, Caroline	F.06	Spence, Lucy	C.02
Kohan, Mark	A.05	Thomas-Richmond, Jamia	F.06
Kremer, Nick	A.04	Vaughn, Lisa	A.05
Laman, Tasha	E.01	West, Chandra	A.06
Lazar, Joan	D.05	Whitecotton, Emily	A.02
LeJeune, Marie	D.06	Whitmore, Kathy	B.02 & E.02
Liwanag, Maria Perpetua	G.06	Wimmer, Jennifer	B.08
McKenzie, Barbra	G.03	Witte, Alison	D.03
Mahr, Jennifer	C.06	Wright Fromherz, Robin	G.04
		Zhao, Juanjuan	A.05