

**23rd  
LITERACIES FOR ALL  
SUMMER INSTITUTE**

**RECLAIMING JOY IN TEACHING,  
LEARNING, AND RESEARCH**

**JULY 19 – 21, 2012  
HILTON ST. LOUIS BALLPARK HOTEL  
ST. LOUIS, MISSOURI**

**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**



## Welcome from the WLU President

Welcome to St. Louis! In 1990, the Literacies for All Summer Institute was simply called the Whole Language Umbrella Conference (WLU for short); the conference that summer, also in St. Louis, was the very first time that we met as a large group. Prior to that, small groups of teachers met in living rooms, restaurants, libraries, and other venues working to understand progressive literacy practices during a time of trust in teachers as professional decision makers. The 1990 WLU Conference was the culmination of years of networking before computers assumed centrality in that activity. By engaging in small live forums, teleconferencing, publishing ideas in progressive journals such as *Talking Points* (which is still active as the journal of the Whole Language Umbrella), and talking on phones, the network of teachers and researchers decided to meet in St. Louis. The conference was a rich collective of ideas being shared, research being discussed, and the excitement that teachers generate as they exchanged the rich stories of their classroom lives. Those stories ultimately became a collection of ever-growing narratives about teaching, learning, language, curriculum, and sociocultural contexts. Those five areas are the pillars of whole language, first outlined by Ken Goodman in *The Whole Language Catalog*.

In 1990, WLU president Dorothy Watson, writing the introduction in the conference program, used the metaphor of a quilt to explain whole language as a remarkable stitching together of the best literacy ideas, theories, and activities. She described the quilting as organic, because quilts grow from scraps of other pieces and become something new, useful, warming, and unique. Dorothy wrote: “The smallest, humblest scraps of fabric were recycled into glorious creations that held a personal fascination for me. This beautiful piece of art that would someday cover and keep us warm was created from my worn-out scarf, my cousin’s shirt, and my grandmother’s dress—from garments that had been so close. My eyes always searched out those familiar biographical pieces. Like its symbol, whole language too is personal—every scrap, every inch, every stitch.” Fast forwarding to today, when progressive literacy practices are often marginalized and disenfranchised, it’s almost hard to imagine a school system, school or even (in some locales) classrooms in which teacher individuality is honored by the expectation that each teacher will compose her or his classroom in a way that supports children in composing their unique identities. In 1990, as I dreamed about doing research in classrooms, every moment was rich in potential, every child was a quilt square waiting to be composed, every classroom was a quilt in the making, and it seemed that every news item, bug, grandmother, friend, box of cookies, book, movie, radio or TV show, and so much more were texts for curricular moments begging to be unfolded, discovered, interrogated, and acted upon in some important literacy way.

There are many reasons for the various attacks on whole language. Some argue that whole language was problematic because in whole language classrooms teachers and children actively challenged texts as authority; this threatened some groups. Some argue that large and powerful corporations were seeing their profits decrease as teachers no longer needed to rely upon a basal reading system because, after all, teachers and children need fine literature in a variety of sources and forms and genres that they select in response to their interests, their needs, and the goals that their teachers and community have for them. Still others argue that the professionalization of teachers—something central to progressive literacy practices—was a threat to those that historically wanted to control teachers. And, the last that I’ll mention but by no means that last reason that you’ll hear if you discuss this with folks here at the Literacies for All Summer Institute, is that certain politicians and even political parties were threatened by informed teachers and children uncovering their own truths.

We began with activities like inquiry, reading real books and other texts, writing true and imagined stories, and following the interests of children and wound up in a political quagmire that left many whole language teachers wondering, ‘Why are my good teaching and my students’ authentic learning such a political hotbed?’ As we worked to untangle the many knots that interrupted the creative threads of our teaching and research, the attacks on progressive literacy teaching and learning forced many teachers into ‘the cracks’ (where they taught in hiding), to buckle and follow new prescribed and often scripted programs, to find schools where they could teach as they knew they should, or, for some, sadly, to leave the profession. But through it all, the whole language umbrella has been here. We’ve held an annual meeting of the various smaller groups of which we are constituted and the individuals who work to sustain progressive literacy teaching and learning at various sites that include early childhood programs, elementary, middle and high school programs, and in adult education. We remain a group of international thinkers and educators dedicated to keeping children, social justice, progressive practice, and inquiry central to the work of teaching and learning. We’re small, articulate, and increasingly powerful as our members are also active on school boards, in Save Our Schools, United Opt Out, parent groups, political campaigns, environmental issues, healthcare, and more. We are teachers and learners that live—every day of our lives—with a deeply held sense of human decency and the entitlement of every person to a quality education rooted in lifelong learning and activism.

This year’s conference is an exciting blend of the tried-and-true and some new ideas. We have a wonderful blend of sessions that fit into a variety of strands: assessment, miscue analysis, English language learners, new media, inquiry, narratives, LGBTQI, critical literacy, and more, including some sessions that didn’t fit a strand but are richly holistic. We also are bringing back ‘bell ringer sessions,’ which are four sessions held concurrently on different topics; these will be larger than the regular sessions and will serve as kickoffs for some of the strands. Saturday afternoon will be unique as we offer some double-session workshops, allowing time to: learn how to make movies with children, view the film “From August to June”, explore a local museum, or attend traditional sessions. Remember to check the program for keynotes by Isoke Titilayo Nia (Thursday), Joseph Rodríguez (Friday), and Nikki Grimes (Saturday). Also, check the program for wonderful entertainment on Friday night by Circus Harmony, a unique group of students who address social justice issues through circus.

Dorothy Watson will be honored at a luncheon on Friday at which new attendees and seasoned participants will join in a celebration of her work in progressive literacy practices. I hope to see you at that luncheon. Finally, as a recovering shy person, I share with you one of the best surprises of my first attendance at a WLU conference in New York. As I sat in sessions, not knowing a soul in the room, people chatted with me. They read my nametag, asked about my teaching life and my students, and I was drawn into a feeling of collegiality I didn’t know could exist. My hope is that we’ll all work to continue this inclusive feeling, welcoming all to St. Louis, to the Institute, and to the family of progressive literacy educators who need each other more now than ever before.

Kathryn Mitchell Pierce worked to organize the local conference committee and helped coordinate the Literacies for All Summer Institute—thank you Kathryn. Thanks to Carol Hoyt for all her work in organizing the museum trip. Thanks also to Jacqui Joseph-Biddle, Sue Gallivan, Debbie Zagorski, and others at NCTE for their support of WLU. The WLU Board works year round to make the Institute a success; please thank Bonnee Breese, Barbra McKenzie, Nita Schmidt, Caryl Crowell, Lorraine Wilson, and Lucy Spence as you see them.

A handwritten signature in cursive script that reads "Richard Meyer".

Rick Meyer—WLU President



**Kathryn Mitchell Pierce**  
Local Conference Planning Liaison

## **Welcome to St. Louis**

St. Louis is a place of exploration. Lewis and Clark began their historic Journey of Discovery here and the Jefferson Memorial Westward Expansion Museum offers a look at what life was like as the Corps of Discovery set out. Before Anglo-European explorers came to this area, however, the Mississippian culture had built a thriving network of communities surrounding the grand Cahokia Mounds. The view from the top of Monks Mound includes the Gateway Arch – connecting the historic with the futuristic.

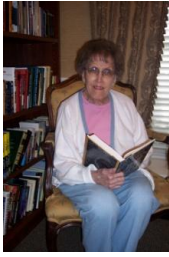
The St. Louis Metropolitan Area has witnessed political struggles. Missouri was caught in the middle of battles over slavery and states' rights in the mid-1800s. The Dred Scott Case, tried at the historic St. Louis Courthouse, is one of many examples of area leaders working for social change. This tradition includes the protest marches in East St. Louis, the bank sit-ins in downtown St. Louis, and the ongoing struggles to address educational equity in public schools.

The Show-Me state takes pride in being stubborn as a mule (Missouri was once the mule capital of the world.). We like to think of ourselves as being tenacious, and resistant to the influence of fads and short-lived winds of change. If you've ever seen a mule jump contest, you may also appreciate our ability to move quickly over seemingly insurmountable hurdles.

St. Louis was the perfect home for the first WLU summer conference, and a good fit for this year's celebration of exploration, political advocacy, and tenacity in the face of opposition.

Welcome to St. Louis, home to the 2011 World Champion St. Louis Cardinals baseball team – and the Whole Language Umbrella!

Kathryn Mitchell Pierce  
Local Arrangements



## **Honoring Dorothy Watson and Her Years of Dedication**

Dearest Dorothy,

Through the years, so many cards, letters, and emails have begun with this greeting. Now, it's a privilege to write you again to say thanks for all the laughter, learning, and love you've shared with so many.

We know you as our wise and trusted teacher. You taught us to always put our students first, to help kids fall in love with language and books, and to continually view the world through the lens of inquiry. You taught us to listen to kids read, to understand their miscues, and to appreciate their brilliance. You taught us to connect to others and invite everyone into the conversation; to never take ourselves too seriously; and to continually examine the relationships between our theories, beliefs, and practices.

We love you as our inspiring and steadfast mentor. When I consider the far-ranging impact you have had on countless learners, I think of many raindrops on a still pond. Each drop is a person whose life you have touched, and your influence ripples out, with concentric circles overlapping and multiplying endlessly. As mentor to 26 doctoral students, to thousands of classroom teachers, and to hundreds of your peers, your inspiration is a part of our daily lives as educators in more classrooms than one could count.

We admire you as an organizer and activist. As a founding mother and the first president of the Whole Language Umbrella, as the organizer of Mid-Missouri TAWL (Teachers Applying Whole Language), and through your work in scores of classrooms, you have created an extensive network of support as we continue learning about teaching. From your days in the Teacher Corps in 1968 in Sierra Leone, to the creation of the Dorothy Harper Watson Literacy Center, to the library at Tiger Place, you find ways to promote literacy, to work for social justice, and to help us all keep our focus on ways to make the world a better place.

On behalf of every parent, peer, administrator, neighborhood kid, young ruffian on the street, reading specialist, classroom teacher, doctoral student, master's student, pre-service teacher, researcher, teacher educator and reader whose life you have touched with your kindness, brilliance, wit, and wisdom, I offer my enormous respect, boundless gratitude and more love than you can imagine.

Thank you for making a difference in our lives. Thank you for being our Quiltmaker, our Miss Rumphius, our Mr. Falker.

Thank you, Dorothy, Thank you!

Ruthi Davenport



## In Memoriam for Jennifer Wilson

Energetic, bright, and fearless, Jennifer Wilson danced through her life. She received her B.S. from Millikin University, her M.S. in Reading Education from Illinois State, and her Ph.D in Literacy from the University of Missouri. All of those experiences galvanized her already strong student-centered view of literacy education.

By age 36 Jennifer had amassed more experiences than many people do in a lifetime: she had been a middle school language arts teacher, a Roving Fulbright Scholar in Norway, co-edited a book and written numerous articles. Jen had just received tenure at the University of South Carolina. An active member of NCTE and NMSA as well as a board member of the Center for the Expansion of Language and Thinking (CELT), Jennifer had recently become the co-editor with Carol Gilles of *Talking Points*. In addition, Jen was an avid traveler, an accomplished skier, dancer, and yoga practitioner.

Tragically, Jennifer was brutally slain on August 28th at her home in Columbia, South Carolina. When people are killed in a senseless act, it is even more important that we remember and celebrate their lives.

Jennifer made a lasting contribution to whole language. She didn't just profess whole language beliefs, she lived them. She cared deeply about her students and social justice issues, both when she was a middle school teacher and when she taught college undergrads and graduate students. Her warmth and effervescence drew students in, but it was her drive and passion that made them think more deeply, work a bit harder, and stretch in ways that they never knew they could.

Jen was a literacy advocate. She read constantly and always was recommending exceptional young adult titles to others. When she visited Kenya, she saw first-hand that many children could not afford to go to school. She returned to the U.S. and found the funds to begin a foundation for these children living in poverty, called "A Chance through Literacy." That was so like Jen, to think about other's needs before her own and to do something about a problem when she saw it. She was a force who made this world a better place and we all miss her greatly.

We encourage you to carry on Jen's legacy by contributing to any or all of these causes:

"A Chance through Literacy" (<http://www.achancethroughliteracy.org/>), which provides opportunities for students around the world who do not have the means to obtain a quality education.

"Dr. Jennifer Wilson Memorial Scholarship Fund" University of Missouri ([https://donatetomu.missouri.edu/givedirect/GDItem.aspx?item\\_id=60](https://donatetomu.missouri.edu/givedirect/GDItem.aspx?item_id=60)) This scholarship benefits literacy doctoral students interested in social justice, especially those at the middle level.

"Jennifer L. Wilson Memorial Scholarship" University of South Carolina (USC Gift Processing, 1600 Hampton Street, Suite 736, Columbia, SC 29208. Designate on the check that your gift is for the Jennifer Wilson Scholarship.) This scholarship benefits undergraduates in middle-level education who exhibit the qualities of excellence and desire to improve middle level education.

## Conference Features

### **Thursday, July 19**

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 Isoke Titalayo Nia

### **Friday, July 20**

8:00 a.m. – 5:00 p.m.	Registration
8:30 a.m. – 9:45 a.m.	Opening Session with R. Joseph Rodríguez
10:00 a.m.–11:15 a.m.	A Sessions (Bell Ringer)
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
5:00 p.m. – 6:30 p.m.	Circus Harmony & Poets

### **Saturday, July 21**

8:00 a.m. – 4:30 p.m.	Registration
8:30 a.m. – 9:45 a.m.	Special Session with Nikki Grimes
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
1:00 p.m. – 5:00 p.m.	Trip to Museum (tickets are \$17.00, come to registration desk)
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

# The Whole Language Umbrella Executive Board

## **President**

Rick Meyer

## **Past President**

Rita Moore

## **Board Members**

Bonnee Breese

Caryl Crowell

Lorraine Wilson

Barbra McKenzie

Renita Schmidt

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## **Web Editor**

Lucy Spence

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

Carol Gilles

## **Past Presidents**

1. Dorothy Watson 1989–1991
2. Orin Cochrane 1991–1993
3. Jerome Harste 1993–1995
4. Sharon Murphy 1995–1997
5. Kittye Copeland 1997–1999
6. Gerald R. Oglan 1999–2001
7. Steve Hornstein 2001–2003
8. Amy Seely Flint 2003–2005
9. Michael Muise 2005–2007
10. Katie VanSluys 2007–2010
11. Rita Moore 2011–2012

## **Honorary Past President**

Ken Goodman



## **THURSDAY, JULY 19**

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**Preconference Workshop  
Ballpark 1  
11:45 a.m. – 6:00 p.m.**

### ***Reclaiming Literacy: Supporters of Public Education Strategizing Together***

No area of the curriculum has been as deeply affected by the last decade of corporate education reform policy than literacy. Mandated curriculum and high-stakes tests ignored decades of advancement in literacy theory and practice, forcing schools to abandon meaning-centered, literature-rich literacy programs. Legislated malpractice has hurt thoughtful teachers, inflicted wounds on children, and left schools as mere shadows of the substantive and rich places they could be. This session is focused on teachers no longer being perpetual witnesses to curriculum imposed upon them and their students. We will engage in a variety of safe strategies for talking back, acting out, and reclaiming our classrooms.

#### ***Presenters:***

Bess Altwerger, Towson University, Co-Organizer of Save Our Schools March and National Call to Action

Rick Meyer, University of New Mexico, Co-Organizer of Save Our Schools March and National Call to Action, President of Whole Language Umbrella

Ceresta Smith, NBCT ELA, Save Our Schools Steering Committee, Miami-Dade County Public Schools, United Opt Out National Coordinator  
Peggy Robertson, United Opt Out National Administrator

Mike Klonsky, University of Illinois, Chicago, Save Our Schools Steering Committee

Jesse Turner, Connecticut State University, Save Our Schools Steering Committee

Debra Goodman, Hofstra University, President-Elect of Whole Language Umbrella

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### **Opening Session**

#### **Gateway II**

**7:00 p.m. – 9:00 p.m.**

**Welcome and Opening Remarks:** Rick Meyer, WLU President

**Distinguished Service Award Presentation:**  
Lorraine Wilson

**Lifetime Membership Award Presentation:**  
Renita Schmidt

**Presentation of Outgoing Whole Language  
Umbrella Executive Board Members:** Rick Meyer  
**Presentation of the Mid-Missouri TAWL  
Literacy Award:** Linda Wycoff

**NOTES**

**THURSDAY, JULY 19**

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**7:00 p.m. – 9:00 p.m.**

**Opening General Session  
Gateway II**

**Introduction of Featured Speaker: Barbra  
McKenzie**



**Isoke Titalayo Nia**

Isoke Titilayo Nia has been an educator for over twenty-five years mostly spent in New York City's schools. The first several years were spent in independent schools for children of African descent where she taught grades three through eleven. She began her quest for process teaching and learning as a teacher and staff developer in District 17 in Brooklyn before becoming Director of Research and Development at The Reading/Writing Project, Teachers College, Columbia University.

In September of 2001, Isoke founded All Write Literacy Consultants in Brooklyn, New York. She now travels throughout the world learning, and sharing that learning with others who teach literacy instruction. She is known for her dynamic keynote speeches and engaging workshops where she presents on poetry, reading and the African American child, and literature in the writing workshop. She is also a writer of short stories.

- **Reception Immediately Following the Opening Session**

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**FRIDAY, JULY 20**

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**8:30 a.m. – 9:45 a.m.**

**Opening General Session  
Gateway II**

**Introduction of Featured Speaker: Caryl  
Crowell**



**R. Joseph Rodríguez**

‘All Abuzz about Bookjoy’: Happiness in Our Reading and Teaching Lives

**Biographical Note**

R. Joseph Rodríguez was born and raised in Houston, Texas. He grew up speaking, reading, and writing in English and Spanish, and he remembers learning these two languages side by side. He grew up with many words.

As a young boy with such a richness of words and ideas, Joseph would gaze at books filled with pictures of caterpillars and butterflies. He also searched for these creatures in his family’s garden in Houston and his grandparents’ patio in Waelder, Texas. He was fascinated by the colors and movements of the caterpillars and butterflies he found in his adventures. He wondered: *Where are they going? What guides them? When will they grow up taller than I?*

While Joseph was a young boy, his parents told him that he would become a teacher someday. The young Joseph could not imagine a more joyful life than as a teacher, and he knew that one day he would achieve his dream of becoming a teacher. More than twenty-five years later, he continues his commitment to teaching and learning in our schools and universities. One of his favorite books is *The Very Hungry Caterpillar: La oruga muy hambrienta* (1969) by Eric Carle. He reads this picture book to students of all ages, abilities, and colors, even at the university level, because he believes the message of the caterpillar, finding its way on earth, is something like our own. “Our growth is a metamorphosis—a

necessary and natural change,” he says. Similarly, he hungered for books, knowledge—something greater and far beyond the everyday.

Joseph teaches in the College of Education and School of Undergraduate Studies at The University of Texas at Austin and is a research associate in the Center for Teaching and Learning. His news sources include, but are not limited to, *The Christian Science Monitor*, *Latino USA*, *The Nation*, National Public Radio, *The New York Times*, *The Onion*, *The Progressive*, *Saturday Night Live’s Weekend Update*, *The Sun*, and *Voice of America*.

Joseph is the caregiver to three caring, cantankerous canines named Manny, Klaus, and Teotihuacán. He enjoys reading, writing, storytelling, cooking, traveling, hiking, and kayaking. He lives in Austin, Texas.

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**FRIDAY, JULY 20**

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**10:00 a.m. – 11:15 a.m.**

**A SESSIONS/BELL RINGER**

**These sessions introduce us to some of the themes of this year's institute.**

**A.01**

*Session/Bell Ringer*

**Reclaiming Joy in the Teaching of Miscue Analysis: Our Shared Journey of Change  
Broadway 1**

Learning about the assessment of reading through miscue analysis often challenges teachers as they confront previous beliefs. Through a university course, teachers are reclaiming joy as they come to know their students through the lens of miscue analysis and take back ownership of their assessment practices in the age of DIBELS.

**Presenter:** Ruth Davenport, Eastern Oregon University, La Grande, OR

**A.02**

*Session/Bell Ringer*

**Finding Their Way in the World: Writing, Art, and Identity with Young English Language Learners  
Broadway 2**

This presentation shares two case studies highlighting joyfully literate literacy practices and how teachers offered writing workshop curriculums that engaged children in community building, critically literate practices, and art as a sign system. These practices expanded students' literacy repertoires and supported teachers' professional development.

**Presenters:** Sanjuana Rodríguez, Georgia State University, Atlanta, GA; Amy Seely Flint, Georgia State University, Atlanta, GA; Tasha Tropp Laman, University of South Carolina, Columbia, SC

**NOTES**

**FRIDAY, JULY 20**

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**10:00 a.m. – 11:15 a.m.**

**A.03**

*Session/Bell Ringer*

**Co-Constructing Spaces for Student Agency:  
Critical Discourse Analysis in K–8 Settings  
Gateway 4**

The presentations in this panel session offer elementary and middle grades teachers insight into how critical discourse analysis might illuminate ways to develop students' sense of agency as they engage in classroom talk. By examining transcripts of class discussions, photos, and video clips of small group lessons, we will explore some of the tensions involved in creating more democratic interactions between teachers and students.

**Presenters:** Wendy Harris; Karen Kraeger; Tiffany Proctor; Scott Ritchie, Kennesaw State University, Kennesaw, GA

**A.04**

*Session/Ringer*

**Reading: The Grand Illusion  
Gateway 2**

An experiment will show that it is an illusion that readers see all the words and letters when they read. The panel will discuss a comprehensive understanding of how readers make sense of print consistent with a view of how the brain makes sense of the world.

**Presenters:** Steven Strauss, Columbia, MD; Peter Fries, Central Michigan University, Mt. Pleasant, MI; Ken Goodman, University of Arizona, Tucson, AZ; Eric Paulson, Texas State University at San Marcos

**Note: the second part of this session is presented during the B timeslot. Participants may attend one, the other, or both.**

**NOTES**

**FRIDAY, JULY 20**

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**11:30 a.m. – 12:45 a.m.**

**NOTES**

**B SESSIONS**

**B.01**

*Session*

**Lessons in Logic Help Struggling Readers Take Command of Informational Texts  
Broadway 1**

This session presents amusing lessons, which show learners how to employ logic more effectively to understand written language as required by the Common Core State Standards. The lessons mirror the thinking processes of proficient readers, helping struggling readers to see that they can comprehend far more than they realized.

**Presenter:** Joan Lazar, Teaneck School System, Teaneck, NJ

**B.02**

*Session/Panel*

**What Jen Taught Us—Celebrating the Life and Work of Jennifer Wilson  
Broadway 2**

This session continues the conversation about the work of Jennifer Wilson that was begun in Chicago at NCTE. Join us in celebrating her contributions to WLU and the teaching profession. We'll discuss her work in critical talk, content area literacies and teaching.

**Presenters:** Martille Elias, University of Missouri—St. Louis; Jean Dickinson, University of Missouri, Columbia; Carol Gilles, University of Missouri, Columbia; Tiffany Haulton, Danville Community High School, Danville, IN; Pamela Jewett, University of South Carolina, Columbia, SC; Danielle Johnson, Columbia Public Schools, Columbia, MO; Lisa Schwab, Unity Jr. High, Cicero, IL; Tasha Tropp Laman, University of South Carolina, Columbia, SC

**FRIDAY, JULY 20**

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**11:30 a.m. – 12:45 a.m.**

**NOTES**

**B SESSIONS**

**B.03**

*Session/Panel*

**Providing Authentic Literacy Activities for Students Who Live in Poverty through Promoting Inquiry-Based Learning in the Content Areas  
Gateway 4**

In this workshop, audio clips, video clips, and student work samples that demonstrate the power of inquiry-based learning will be shared. We will demonstrate some of the authentic literacy activities and other instructional techniques that teachers have used in their classrooms to promote inquiry-based learning, critical thinking, and problem solving in science, social studies, and math. In turn, all workshop participants will have opportunities to participate in learning activities that will demonstrate the potential that inquiry-based learning can have for all learners. Additionally, workshop participants will engage in discussion, collaboration, and reflection about their own experiences related to the literacy development of culturally, linguistically, and economically diverse learners.

**Presenters:** Megan Nason, Nicky Gilleland, Paul Baldwin, Lois Zangara, North Georgia College and State University, Dahlonega, GA

**B.04**

*Workshop (Part 2 of A.04)*

**Reading: The Grand Illusion  
Gateway 2**

An experiment will show that it is an illusion that readers see all the words and letters when they read. The panel will discuss a comprehensive understanding of how readers make sense of print consistent with a view of how the brain makes sense of the world.

**Presenters:** Steven Strauss, Columbia, MD; Peter Fries, Central Michigan University, Mt. Pleasant, MI; Ken Goodman, University of Arizona, Tucson, AZ; Eric Paulson, Texas State University at San Marcos

**FRIDAY, JULY 20**

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**11:30 a.m. – 12:45 a.m.**

**NOTES**

**B SESSIONS**

**B.05**

*Session/Panel*

**Powerful Talk in Early Childhood: Joyful  
Engagement in Literacy  
Gateway 3**

How do educators plan for intentional and powerful talk in classrooms and schools? Presenters will share the powerful talk discovered in work with early childhood students (PreK–2nd grade) as well as powerful talk around student work with other professionals (e.g. teachers, literacy leaders/coaches). Participants will take away ideas for uncovering powerful talk with students and colleagues through joyful engagement in literacy!

**Presenters:** Denise Kelly, Springfield Public Schools, Springfield, MO; Shonna Crawford, University of Missouri, Columbia, MO (PhD student) & Evangel University, Springfield, MO (Assistant Professor of Education)

**B.06**

*Session*

**Modified Miscue Analysis in a Brief Reading  
Conference: Better than DIBELS!  
Gateway 5**

Description: DIBELS is quick, but often misidentifies students who need or don't need support and fails to provide a picture of reading in all its complexity. A modified miscue analysis protocol in a 10- to 15-minute reading conference can provide the kind of information teachers need to plan meaningful instruction.

**Presenter:** Caryl Crowell, Borton Magnet School, Tucson Unified SD, Tucson, AZ



**FRIDAY, JULY 20**

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**11:30 a.m. – 12:45 p.m.**

**B SESSIONS**

**B.07**

*Roundtable*

**Finding Joy in New Possibilities: Adolescent Girls Using Blogs and Other Digital Practices to Explore and Narrate their Lives and Negotiate Multiple Identities  
Gateway 1**

This interactive presentation will explore the ways adolescent girls push beyond the constraints of the classroom and use personal blogs and digital art spaces to engage with a wide range of literacy practices, to articulate and continuously renegotiate multiple identities, and ultimately exert power over their world.

***Presenter:*** Kattie Hogan, Wayne State University, Detroit, MI

**NOTES**

**FRIDAY, JULY 20**

**11:30 a.m. – 12:45 p.m.**

*NOTES*

**B SESSIONS**

**B.08**

*Roundtables*

**Maneuvering within a Mandated Literacy Curriculum**

**Market Street Room**

This research examines the impact of mandated literacy curriculum on the reading experience of both the teacher and the students. The results from this research study provide insight into how a teacher maneuvered within the mandated literacy curriculum while still prioritizing students in classroom decision-making.

*Presenter:* David Costello, University of South Australia, Adelaide

**The Boys in the Back Room Meet the Liberals under the Bed: Politics in Children's Literature**  
**Market Street Room**

Historically, children's literature perpetuated the status quo and was respectful of traditional values. More contemporary authors, however, have presented themes which question political structures and address environmental issues. Respected authors such as Dr. Seuss, Leo Lionni, Marcus Phister, Judi Barret, and Doreen Cronin integrate social commentary into children's books creating a vehicle for exploration of ideas. This session will explore themes such as war and peace, socialism, environmental disaster, and gender identity in the context of children's literature.

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

**FRIDAY, JULY 20**

**2:00 p.m. – 3:15 p.m.**

*NOTES*

**C SESSIONS**

**C.01**

*Session/Panel*

**Nature and Community at the Heart of Japanese Preschools: A Narrative Inquiry of Written and Visual Images from American Teachers  
Broadway 1**

What is neglected when schools become too academically focused? Through narrative inquiry, we share stories and images of teaching in Japanese preschools, where building an appreciation for community and nature are at the heart of the schools. Attendees are encouraged to consider how physical spaces, curriculum, and relationships contribute to joyous learning.

**Presenters:** Candace Kuby, University of Missouri, Columbia; Daniel Ferguson, Pelham, AL

**C.02**

*Session/Panel*

**Literacies as Tools for Learning History in Elementary School  
Broadway 2**

A university researcher and classroom teacher share their inquiry into using literacy as a tool for understanding social studies. They will share and engage participants in three literacy events used as tools for understanding life during and the events prior to the American Revolution in a fourth-grade classroom.

**Presenters:** Deborah MacPhee, Illinois State University, Normal; Emily Whitecotton, Leaphart Elementary School, Columbia, SC

**FRIDAY, JULY 20**

**2:00 p.m. – 3:15 p.m.**

**NOTES**

**C SESSIONS**

**C.03**

*Session*

**It Gets Better: Creating Space in Schools for  
LGBTQ Youth  
Gateway 4**

LGBTQ suicides in 2010 led to an online social movement called “It Gets Better,” a collection of video stories urging gay youth to persevere through bullying. The movement, in conjunction with national anti-bullying efforts, has opened up space in literacy classrooms for critical dialogue about LGBTQ identity and issues.

*Presenter:* Michael Wenk, University of Colorado at Boulder

**C.04**

*Session/Panel*

**How Critical is Critical Literacy? Perspectives  
from a Social Organization in Guatemala  
Gateway 2**

Since 1989, CEIPA (Centro Ecumenico de Integración Pastoral) has served working children and youth in Quetzaltenango, Guatemala who are marginalized from the public school system, with human rights as a cornerstone of its curriculum. Join us as we share our recently-developed educational model that we believe can benefit all educators interested in creating a whole language curriculum rooted in social justice.

*Presenters:* Linda Ferris, CEIPA; Steve Barrett, CEIPA

**FRIDAY, JULY 20**

**2:00 p.m. – 3:15 p.m.**

*NOTES*

**C SESSIONS**

**C.05**

*Session/Panel*

**Water is Life: Developing Eco-Conscious Curriculum as an Avenue to Teacher/Student Influence in the Classroom, the Capital, and the Environment  
Gateway 3**

The success of the Prescription Pill and Drug Disposal program, resulting in the signing of Illinois House Bill 5026, has also inspired educators at PTHS to develop environmentally-conscious curriculum, crossing a variety of disciplines, and resulting in the influence of teachers and students extending far past the classroom walls.

*Presenters:* Michael Soares, Paul Ritter; Megan Bozarth, Pontiac Township High School, Pontiac, IL

**C.06**

*Session*

**Bébé Raton: One English Learner's Journey with Graphic Stories  
Gateway 5**

Bébé Raton is a research project that documents the literacy experiences of a second grade Latino student as he reads graphic novels and creates a graphic story. The graphic story is published through digital storytelling and shared on a class blog.

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

**C.07**

*Session/Panel*

**Reclaiming the Human Touch in a Digital World: Using Human-Animal Interactions to Teach Literacy  
Gateway 1**

Panel members (the instructor and two participants) will explore an experimental course for K–College teachers, *Lassie in the Classroom: Using Human-Animal Interactions to Teach Literacy*, offered in Summer, 2011.

*Presenters:* Sandy Sanders; Roy Fox; Tuan Truong, University of Missouri, Columbia

**FRIDAY, JULY 20**

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**2:00 p.m. – 3:15 p.m.**

**C SESSIONS**

**C.08**

*Session/Panel*

**Helping Readers Reclaim Joy and Confidence as Readers through Retrospective Miscue Analysis  
Market Street Room**

This session explores how teachers and students can “reclaim joy” as readers through retrospective miscue analysis (RMA). We will examine recent research in RMA and share how RMA can be adapted for different contexts.

**Presenters:** Debra Goodman, Hofstra University, Hempstead, NY; Yetta Goodman, University of Arizona, Tucson; Prisca Martens, Towson University, New Freedom, PA

**FRIDAY, JULY 20**

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**12:45 p.m. – 2:00 p.m.**

**DOROTHY WATSON CELEBRATORY  
LUNCHEON (Tickets required, \$34.00 per  
person)  
Arch View Ballroom**

**Introduction of Dorothy Watson:** Ruthi Davenport

Dorothy Watson, Professor Emerita at the University of Missouri, Columbia, has befriended and mentored hundreds of teachers and children. She has authored and co-authored texts and publications that cover a range of progressive literacy topics. Some of us know her as the first person to have introduced us to the tenets and beliefs of whole language learning; her faith and belief in the wholistic approach to teaching are a living legacy. Most of all, Dorothy has defined the lives of so many young readers, always reminding us that a child is not a test score.

**Join us in a celebration of her work that will be entertaining as well as relevant to those who have known Dorothy for years as well as those of us meeting her for the first time.**

**NOTES**

**FRIDAY, JULY 20**

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**3:30 p.m. – 4:45 p.m.**

*NOTES*

**D SESSIONS**

**D.01**

*Session/Panel*

**Telling Our Stories: For We Must  
Gateway 4**

Now is the time for teachers to tell their stories. Teachers' stories have a powerful impact on how others view what we do. We cannot allow our stories to be told by those who are far from the classroom. This session will help teachers explore their stories and write them.

*Presenters:* Yvonne Siu-Runyan, University of Northern Colorado, Greeley; Joni Fujita, Noelani Elementary School, Honolulu, HI

**D.02**

*Session/Panel*

**Integrating Art, Literacy, and Writing to Create  
Expressive Sound Poetry  
Broadway 2**

Literacy, music, and art instructors of undergraduates in a teacher development program share how they collaborated across their disciplines to offer students an effective model of an integrated, multimedia project entitled "Expressive Sound Poetry."

*Presenters:* Juanita Willingham, Pei-Ying Lin, Barri Bumgarner, Mary Franco, Belinda Smith, Cynthia Williams, University of Missouri, Columbia

**FRIDAY, JULY 20**

**3:30 p.m. – 4:45 p.m.**

**NOTES**

**D SESSIONS**

**D.03**

*Roundtable (Sponsored by CELT)*

**Reclaiming Reading: Teachers, Students, and  
Researchers Regaining Spaces for Thinking and  
Action**

**Broadway I**

This roundtable session is an opportunity for participants to engage in discussion with the chapter authors of a newly edited book— *Reclaiming Reading: Teachers, Students, and Researchers Regaining Spaces for Thinking and Action*. The presenters will explain what happens in readers' minds as they read and how teachers can design practices to support that process. They will provide examples and stories from their focused points of view and rich experiences from different classroom literacy settings.

**Presenters:** Renita Schmidt, Kathryn Whitmore, The University of Iowa, Iowa City; Jane Baskwill, Mount Saint Vincent University, Halifax, Nova Scotia; Ken Goodman, Yetta Goodman, University of Arizona, Tucson; Prisca Martens, Towson University, Towson, MD; Rick Meyer, University of New Mexico, Albuquerque; Kathryn Pierce, Wydown Middle School, St. Louis, MO

**D.04**

*Session/Panel*

**Uncovering and Embedding Literacy Strategies  
in Social Studies Classroom**

**Gateway 2**

Teachers in the content area often grapple with the problem of students having difficulty reading the texts. This research examined how three diverse social studies teachers uncovered their own reading strategies and then embedded them into daily work with their own students, and what happened as a result.

**Presenters:** Yang Wang, Carol Gilles, Joanne Smith, University of Missouri, Columbia



**FRIDAY, JULY 20**

**3:30 p.m. – 4:45 p.m.**

*NOTES*

**D SESSIONS**

**D.05**

*Session/Panel*

**Critical Literacy with First Graders: Reclaiming Joy through Inquiry, Collaboration, and Action Gateway 3**

This session examines what happens when a first grade class enacts critical literacy based on students' authentic questions. Examining student work samples, conversation excerpts, photographs, and other data, we examine how teachers and students disrupted the commonplace, interrogated multiple perspectives, focused on sociopolitical issues, and took action for social justice.

*Presenters:* Scott Ritchie, Kennesaw State University, GA; Whitney Spooner, Mountain View Elementary School, Colorado Springs, CO

**D.06**

*Roundtable*

**Teacher Knowledge in an Increasingly Multimodal Communicative Landscape Gateway 5**

Two teacher educators will lead an interactive discussion on how texts (traditional print and new media) used in reading and the social-cultural practices within which meaning is constructed can be an important tool for closing the gap between inside and outside school literacies, and value learners' funds of knowledge.

*Presenters:* Roberta Truax, University of Cincinnati, OH; Sunita Mayor, West Chester University, PA

**FRIDAY, JULY 20**

**3:30 p.m. – 4:45 p.m.**

**NOTES**

**D SESSIONS**

**D.06**

*Roundtable (cont'd.)*

**Going Beyond the Text: Blogging about Critical Text in Elementary Classrooms**

**Gateway 5**

The presentation will address how blogging in an elementary setting may be used to discuss critical multicultural text and social issues of concern for students. Presenters will also address preliminary connections to students' writing performance during writer's workshop.

*Presenters:* Natasha Thorton, Eliza Allen, Georgia State University, Atlanta

**D.07**

*Roundtables*

**Effects of College Students' Creative Storytelling on English Learning for Elementary School Students**

**Gateway 1**

The researcher analyzed undergraduate students' creativity in storytelling by referring to Williams' (1980) six features of creativity. The study findings show that the students developed the love of stories, people, interaction, and English learning.

*Presenters:* Yueh-Nu Hung, Ye-ling Chang, National Kaohsiung Normal University, Republic of China

**Embracing Cultural Diversity and Developing Intercultural Sensitivity through Reflective Practice**

**Gateway 1**

This session provides different approaches, tools, and methods that help teachers reflect, and develop their intercultural perceptions and awareness, and through these approaches, pre/in-service teachers will learn how to self-assess their own beliefs and values toward cultural differences and how to embrace the complexity of their students' culture.

*Presenters:* Jeonghee Choi, Arkansas State University, Jonesboro; Chinatsu Sazawa, Drake University, Des Moines, IA

**FRIDAY, JULY 20**

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**3:30 p.m. – 4:45 p.m.**

**D SESSIONS**

**D.08**

*Session/Panel*

**Using Cross-Cultural Simulations to Facilitate  
Global Citizenship and Cultural Understanding  
Market Street Room**

Workshop participants will take part in several thought-provoking, cross-cultural simulations honoring diversity and people with special needs and will learn how to develop an original simulation for use with students, teacher education students, and in-service teachers. Materials and instructions for facilitating several cross-cultural simulations will be provided.

**Presenters:** Shannon Cuff, Kim Kasperbauer, Park University, Parkville, MO

**FRIDAY, JULY 20**

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**5:00 p.m. – 6:30 p.m.**

**Circus Harmony  
Arch View Ballroom**

Circus Harmony is a ground-breaking, bridge-building project that features circus arts performed by children from different neighborhoods accompanied by music from different countries. The project includes weekly development and training of youth circus performers, rehearsals with professional musicians, and regular public performances. **Join us for a performance you will long remember!**

**NOTES**

**8:30 a.m. – 9:45 a.m.**

**Opening General Session  
Gateway II**

**Introduction of Featured Speaker: Renita  
Schmidt**



**Nikki Grimes**

Nikki Grimes does not consider herself a bona fide storyteller, but, as she told an audience at the Library of Congress, she is happy to own the title Poet. Born and raised in New York City, Nikki began composing verse at the age of six and has been writing ever since.

An accomplished and widely anthologized poet of both children's and adult verse, Nikki is the recipient of the 2006 NCTE Award for Excellence in Poetry for Children.

A *New York Times* bestselling author and a prolific artist, she has written many award-winning books for children and young adults. Her distinguished works include ALA Notable book *What is Goodbye?*, Coretta Scott King Award winner *Bronx Masquerade*, the novels *Jazmin's Notebook*, *Dark Sons*, and *The Road to Paris* (Coretta Scott King Author Honor Books). Creator of the popular *Meet Danitra Brown*, Nikki lives in Corona, California.

Visit Nikki's website at  
<http://www.nikkigrimes.com/>.

**SATURDAY, JULY 21**

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**10:00 a.m. – 11:15 a.m.**

**NOTES**

**E SESSIONS**

**E.01**

*Session/Panel*

**Taking a Look at New Books with Strong Female Characters**

**Broadway 1**

We believe it's important for teachers to offer girls quality literature with strong female characters, because books with strong female role models will help girls negotiate relationships, acquire agency, grapple with fears and desires, and experiment with gender roles. This session will provide a look at new children's literature that addresses these issues. A bibliography will be provided.

*Presenters:* Megan Schmidt, Renita Schmidt, Amanda Thein, Yu-Chi Wang, Kathryn Whitmore, The University of Iowa, Iowa City

**E.02**

*Roundtables*

**Music, Literacy, and Joy**

**Broadway 2**

In this session you will learn about how music and literacy are connected; how music can enhance literacy instruction, especially for reluctant readers and writers, and how music educators can partner with literacy educators to help all students to become more literate.

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

**Arts Integration Focusing on Literacy through the Historical Development of Jazz**

**Broadway 2**

Learners will experience the joy of an arts integration focusing on literacy through the historical development of America's music-hall! In this active workshop, they will hear music, write poetry, dance, use sign language, and respond artistically as they learn through and about jazz.

*Presenter:* Marilyn Andre, Columbia Public Schools, MO

**SATURDAY, JULY 21**

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**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

**E.03**

*Session/Panel*

**Whole Language Teachers as Activists**

**Gateway 4**

Most teachers didn't think that we were getting into the political hotbed that education has become when we joined this profession. We now know that every action we take is political. Join us as we share and discuss initiatives for teacher activism: individual actions, United Opt Out, Save Our Schools, Schools of Professional Conscience, Common Core Standards interrogation, coalition building, and more.

*Presenters:* Jesse Turner, Professor, Central Connecticut State University, New Britain; Bess Altwerger, Towson University, MD; Rick Meyer, University of New Mexico, Albuquerque

**E.04**

*Session/Panel*

**Alternative Understandings of Literature and Self through Drama**

**Laclede Room**

Using theories and practices developed by Augusto Boal, this presentation will have participants experience how theatrical warm-ups and Theatre of the Oppressed exercises can create community, expand understandings of literature and self, and address present-day conflicts. All participants will be actively engaged during the workshop.

*Presenter:* Rebecca Dierking, University of Missouri, Columbia

**NOTES**

**SATURDAY, JULY 21**

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**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

**E.05**

*Session/Panel*

**Joyful Resistance: Practicing Imaginative and Transformative Pedagogy in the Classroom Gateway 3**

This panel will examine the ways in which aesthetic education, modern technology, and electronic media have created agentive new spaces for learning and written expression in the classroom by providing a multiplicity of continuously evolving alternatives to the staid and constrictive traditional methods of meaning making.

**Chair:** Debra Goodman, Hofstra University, Hempstead, NY

**Presenters:** Melinda Smith, Marilyn Buono, Liz Hynes-Musnisky, Josefa Pace, Hofstra University, Hempstead, NY

**E.06**

*Session/Panel*

**Mid-Missouri TAWL: Growing and Changing Gateway 5**

Come visit with current Mid-Mo TAWL board members and hear about our struggles and successes as we move forward to the future. Participants will be encouraged to ask questions and brainstorm strategies in promoting growth of their own TAWL groups. Website development, our monthly meeting topics, and our annual conference will be covered.

**Presenters:** Bev Fox, University of Missouri High School, Columbia; Janice Henson, Missy Morrison, Central Methodist University, Fayette, MO; Dorothy Watson, Linda Wycoff, University of Missouri, Columbia

**NOTES**

**SATURDAY, JULY 21**

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**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

**E.07**

*Roundtable*

**Studying Civil Rights through Multimedia Texts:  
Engaging Students with Literacy and History and  
Connecting to the Present through Receptive and  
Expressive Activities  
Gateway 1**

In an interactive roundtable research presentation, classroom teacher Valerie Munds and university professor Karla Möller document their integration of literacy and social studies through extended study of the Civil Rights Movement with Mrs. Munds' fifth graders in a public school in a small urban community in Illinois.

*Presenters:* Valerie Munds, Bottenfield Elementary School, Champaign, IL; Karla Möller, University of Illinois at Urbana-Champaign

**E.08**

*Session/Panel*

**Using Technology to Support Content Literacy  
and Student Inquiry in a High Poverty, Bilingual  
Minority 4th Grade Classroom  
Market Street Room**

This session presents findings from a year-long study conducted by a student teacher, a teacher, and university professor in how to use innovative technology to explore successful and joyful venues for assessing and improving the literacy performance of 4th grade English Language Learners in content-area instruction.

*Presenters:* Rita Moore, Willamette University, Salem, OR; Victoria Seeger, Northwest Missouri State University, Maryville, MO

**NOTES**



**SATURDAY, JULY 21**

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**11:30 a.m. – 12:45 p.m.**

**NOTES**

**F SESSIONS**

**F.01**

*Session/Panel*

**Gender Is Something that You Do: Critical  
Deconstruction of Media to Generate Writing  
Broadway 1**

How does the media shape our thinking regarding gender? Using cartoon commercials, popular magazine print ads, songs, top news stories and various other inputs, students can be encouraged to deconstruct gender as portrayed in popular mediums as a springboard for multi-modal writing. Come see how to repeat these activities in the classroom.

**Presenter:** Danielle Johnson, Columbia Public Schools, MO

**F.02**

*Session/Panel*

**Art from the Heart: An Educational Journey  
(The Heidelberg Project's Ace2 Program)  
Broadway 2**

This presentation highlights the Heidelberg Project's Ace2 program and the positive impact it has on students' lives. We will demonstrate how teaching from the heart, with the development of the whole child as a goal, creates dynamic learning experiences, motivation, and inspiration for students and teachers alike.

**Presenters:** Jenenne Whitfield, The Heidelberg Project; Sheryl Bone, Kaplan University, Rochester, MI

**SATURDAY, JULY 21**

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**11:30 a.m. – 12:45 p.m.**

**NOTES**

**F SESSIONS**

**F.03**

*Session/Panel*

**Opening Up Spaces: Educators and Students  
Sharing the Roles of Teacher, Learner, and  
Inquirer  
Gateway 4**

With examples from a second grade class, we share how we reclaimed the joy of inquiry through multiple literacies despite a rigid educational climate. Ironically, planning helped us to be flexible and honest dialogue supported spaces for inquiry. We illustrate how teachers and students shared the roles of learner, teacher, and inquirer.

**Presenters:** Candace Kuby, University of Missouri, Columbia; Tara Gutshall, Paxton Keeley Elementary School, Columbia, MO

**F.04**

*Session/Panel*

**I'm Actually Getting to be Quite a Good Reader:  
Implementing a District-Wide Secondary  
Retrospective Miscue Analysis (RMA) Focus  
Gateway 1**

This session describes a hybrid professional development project implementing RMA as a revaluing component within a district committed to reading and writing workshop as a language arts framework. Transcripts of RMA conversations, case studies of 7th–12th grade readers, and influences of reading conversations on students and teachers will be shared.

**Presenters:** Ellen Kruschwitz, Colleen Grant, Charlotte Butler, Aurora Public Schools, CO; Alan Flurkey, Debra Goodman, Hofstra University, Hempstead, NY

**SATURDAY, JULY 21**

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**11:30 a.m. – 12:45 p.m.**

**NOTES**

**F SESSIONS**

**F.05**

*Session*

**Look What I Can Do! Home-Based Literacy  
Portfolios  
Gateway 3**

Look What I Can Do! The Home-Based Literacy Portfolio Project shares the results of a two-year initiative designed to involve parents of pre-school children in the development and use of home-based literacy portfolios to support and share their children's developing literacy with their child's first teacher. This interactive session shares materials used in this project.

**Presenter:** Jane Baskwill, Mount Saint Vincent University, Halifax, Nova Scotia

**F.06**

*Workshop*

**CELT: Celebrating 40 Years of Literacy  
Contributions Presentation Format  
Gateway 5**

In this session, members of CELT (Center for the Expansion of Language and Thinking) will discuss their contributions to literacy, curriculum, social justice, and valuing diversity. The Goodmans, Watson, Harste, and others founded CELT, dedicated to improving education through understanding the relationships among language, thought, and learning.

**Presenters:** Lorraine Wilson, North Carlton, Victoria, Australia; Maryann Manning, University of Alabama at Birmingham; Rick Meyer, University of New Mexico, Albuquerque; Fran Perkins, MRESA

**SATURDAY, JULY 21**

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**11:30 a.m. – 12:45 p.m.**

**F SESSIONS**

**F.07**

*Session/Panel*

**Creating Spaces for Collaborative Peer Coaching  
Market Street Room**

This presentation will provide an account of the coaching elements we included in a graduate literacy course and a description of the responses of experienced and less-experienced teachers as they began to add collaborative peer coaching to their teaching identities.

*Presenters:* Pamela Jewett, University of South Carolina, Columbia; Deborah MacPhee, Illinois State University, Normal

**F.08**

*Session*

**Using Art and Non-fiction Children's Literature  
to Extend Learning  
Laclede Room**

This session explores what happens when we use quality non-fiction children's literature at the core of art experiences in a STEM (Science, Technology, Engineering and Math focus) school. Come and see how factual information can be experienced through art.

*Presenter:* Virginia Pfannenstiel, Columbia Public Schools, MO

**City Museum Trip**

**SATURDAY, JULY 21**

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**1:00 p.m. – 5:00 p.m. (depart at 12:30 p.m.)**

(Tickets \$17.00, limited to 20 participants)

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Please consider joining us for a walking trip to the City Museum, one of the most unique and quirky museums in the country. Founded by the late Bob Cassilly, the museum features recycled and repurposed materials and a variety of exhibits and activities. The cost of the expedition is \$17 and includes metro link tickets and admission to the museum.

**For information, please go to the conference registration area.**

*NOTES*

**SATURDAY, JULY 21**

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**2:00 p.m. – 4:45 p.m.**

**G & H WORKSHOPS**

**G.01 & H.01**

*Workshop (2.50 hours)*

**August to June: Bringing Life to School!  
Gateway 2**

The recent documentary “AUGUST TO JUNE: Bringing Life to School” follows a year in an unconventional public school classroom that exemplifies the theme of this year’s conference, intimately portraying the creative and joyous education of 26 third and fourth graders. Jay Featherstone calls it “...a flat out gorgeous, beautiful movie...” A trailer and more information are available at [www.augusttojune.com](http://www.augusttojune.com).

**Presenters:** Jean Fennacy, Fresno Pacific University, CA; Debbie Manning, Petunia’s Books

**G.02 & H.02**

*Workshop (2.50 hours)*

**Videomaking and Whole Language Philosophy  
Broadway I**

In this 2.5 hour interactive workshop, participants will collaboratively create a video, including scriptwriting, shooting, and video editing. The workshop examines the video production process through the whole language philosophy, highlighting the tools as well as the multimodal and social nature of video production. New/shy video-makers are welcome.

**Presenter:** Chuck Jurich, University of New Mexico, Albuquerque

**NOTES**

**SATURDAY, JULY 21**

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**2:00 p.m. – 3:15 p.m.**

**G.03**

*Session*

**What I Learned About the Reading Process from  
Miscue Analysis  
Gateway 4**

Miscue analysis can be a means of professional development for teachers as well as a diagnostic assessment for students. In this session, participants will actively engage in the analysis of one child's reading that validates several basic principles of reading as a complex transaction with text.

*Presenter:* Dick Koblitz, University of Missouri, Columbia

**G.04**

*Workshop*

**Inciting Incidents: Using Characters to Build  
Character  
Gateway 3**

Inciting incidents force characters to change. But what if we used those fictional incidents to help students develop real personal character? This interactive session will examine highly-adaptable lessons that aid students in finding places where literature and life intersect, and in recognizing connections between personal response and personal responsibility.

*Presenters:* Sue Waters, Susan Dillingham, Kristi Nourie, Barbara Summerson, Saint Thomas Aquinas High School, Overland Park, KS

*NOTES*

**SATURDAY, JULY 21**

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**2:00 p.m. – 3:15 p.m.**

*NOTES*

**G.05**

*Roundtable*

**Going Digital: Bridging Academic Divides by Exploring Media Literacy Standards and Culture Analysis in an AP Literature and Special Education Collaborative Classroom Gateway 5**

This presentation will discuss how the integration of technology and Media Literacy standards helps bridge academic and social differences within an AP Literature and Special Education collaborative classroom setting. Sample technologies include Poll Everywhere, Prezi, Xtranormal, and SchoolTube. Sample lesson plans and multicultural text sets will be provided.

*Presenter:* Shekema Silveri, Vanessa Stanley, Mt. Zion High School, Jonesboro, GA

**G.06**

*Roundtable*

**Orbis Pictus Biographies: Feel the Struggles, Live the Dreams, Share the Accomplishments Gateway 1**

This presentation will feature several biographies that have been honored by NCTE's Orbis Pictus Award. Using an interactive read-aloud, the presenter will share select passages and model teacher prompts designed to build memorable and emotional student connections to these real-life figures. Accompanied by a detailed handout and door prize.

*Presenter:* Diana Porter, Eastern Kentucky University, Richmond

**SATURDAY, JULY 21**

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**3:30 p.m. – 4:45 p.m.**

*NOTES*

**H SESSIONS**

**H.03**

*Session/Panel*

**Play Is the Thing: Reclaiming a Love of Shakespeare through New Literacies Gateway 3**

Shakespeare didn't write scripts; he wrote plays—live productions to be acted out. Yet some teachers' script-only approach to the Bard inadvertently isolates students from the many visual, auditory, and performative elements that make his work so endearing. This session will help educators reclaim the joy in Shakespeare!

*Presenters:* Jonathan Cisco, Nick Kremer, Sandy Sanders, University of Missouri, Columbia

**H.04**

*Session*

**Fireside Chat: An Interactive Session with the WLU President Gateway 5**

Please join the new WLU president, Rick Meyer, in an open discussion about WLU, our name, our missions, and our ongoing work as the only international progressive literacy organization. We need your input in these hard times as we are faced with decisions about our future.

*Presenter:* Rick Meyer, University of New Mexico, Albuquerque



**SATURDAY, JULY 21**

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**3:30 p.m. – 4:45 p.m.**

**H.05**

*Session*

**Integrating Teacher Identity Conversations into  
Teacher Education Programs  
Gateway 1**

Emphasis on teacher identities is generally not a part of teacher education programs. This session is framed by the theories and literature regarding teacher identities and the importance of identity work in teacher education. The presenter will share findings from her dissertation research, “What the Narratives of Pre-service Teachers Reveal about the Influences on the Construction of Their Teaching Identities.” The presenter will model strategies for engaging pre-service teachers in identity work and invite attendees to engage in exploring their own teaching identities.

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

**SATURDAY, JULY 21**

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**5:00 p.m. – 6:00 p.m.**

**Delegates Assembly  
Market Street Room**

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

*NOTES*

*Alphabetical Listing of Speakers:*

Allen, Eliza D.06  
Andre, Marilyn E.02  
Altwerger, Bess Pre-Con, E.03  
Baldwin, Paul B.03  
Barrett, Steve C.04  
Baskwill, Jane D.03, F.05  
Bone, Sheryl F.02  
Bozarth, Megan C.05  
Brown, Sally C.06  
Bumgarner, Barri D.02  
Buono, Marilyn E.05  
Butler, Charlotte F.04  
Chang, Ye-ling D.07  
Choi, Jeonghee D.07  
Cisco, Jonathan H.01  
Costello, David B.08  
Crawford, Shonna B.05  
Crowell, Caryl B.06  
Cuff, Shannon D.08  
Davenport, Ruth A.01  
Dickinson, Jean B.02, H.03  
Dierking, Rebecca E.04  
Dillingham, Susan G.04  
Elias, Martille B.02  
Fennacy, Jean G.01 & H.01  
Ferguson, Daniel C.01  
Ferris, Linda C.04  
Flurkey, Alan F.04  
Fox, Bev E.06  
Fox, Roy C.07  
Franco, Mary D.02  
Fries, Peter A.04, B.04  
Fujita, Joni D.01  
Gilleland, Nicky B.03  
Gilles, Carol B.02, D.04  
Goodman, Debra Pre-Con,  
C.08, E.05,  
F.04  
Goodman, Ken A.04, B.04,  
D.03  
Goodman, Yetta C.08, D.03  
Grant, Colleen F.04  
Grimes, Nikki Saturday  
Speaker  
Gutshall, Tara F.03  
Harris, Wendy A.03  
Haulton, Tiffany B.02  
Henson, Janice E.02, E.06  
Hogan, Kattie B.07  
Hung, Yueh-Nu D.07  
Hynes-Musnisky, Liz E.05  
Jewett, Pamela B.02, F.07

Johnson, Danielle B.02, F.01  
Jurich, Chuck G.02 & H.02  
Kasperbauer, Kim D.08  
Kelly, Denise B.05  
Klonsky, Mike Pre-Con  
Koblitz, Dick G.03  
Kraeger, Karen A.03  
Kreemer, Nick H.01  
Kruschwitz, Ellen F.04  
Kuby, Candace C.01, F.03  
Lazar, Joan B.01  
Lin, Pei-Ying D.02  
MacPhee, Deborah C.02, F.07  
Manning, Debbie G.01 & H.01  
Manning, Maryann F.06  
Martens, Prisca C.08, D.03  
Mayor, Sunita D.06  
Meyer, Rick Pre-Con,  
D.03, E.03,  
F.06, H.02  
Möller, Karla E.07  
Moore, Rita E.08  
Morrison, Missy E.06  
Munds, Valerie E.07  
Nason, Megan B.03  
Nourie, Kristie G.04  
Pace, Joseph E.05  
Paulson, Eric A.04, B.04  
Perkins, Fran F.06  
Pierce, Kathryn D.03  
Pollack, Hilary B.08  
Porter, Diana G.06  
Proctor, Tiffany A.03  
Ritchie, Scott A.03, D.05  
Ritter, Paul C.05  
Robertson, Peggy Pre-Con  
Rodríguez, R. Joseph Friday  
Speaker  
Rodríguez, Sanjuana A.02  
Sanders, Sandy C.07, H.01  
Sazawa, Chinatsu D.07  
Schmidt, Megan E.01  
Schmidt, Renita D.03, E.01  
Schwab, Lisa B.02  
Seeger, Victoria E.08  
Seely Flint, Amy A.02  
Silveri, Shekema G.05  
Siu-Runyan, Yvonne D.01  
Smith, Belinda D.02  
Smith, Ceresta Pre-Con  
Smith, Joanne D.04  
Smith, Melinda E.05  
Spooner, Whitney D.05  
Soares, Michael C.05

Strauss, Steven	A.04, B.04
Summerson, Barbara	G.04
Thein, Amanda	E.01
Thorton, Natasha	D.06
Titilayo Nia, Isoke	Thursday Speaker
Tropp Laman, Tasha	A.02, B.02
Truax, Robert	D.06
Truong, Tuan	C.07
Turner, Jesse	Pre-Con, E.03
Wang, Yang	D.04
Wang, Yu-Chi	E.01
Waters, Sue	G.04
Watson, Dorothy	E.06
Wenk, Michael	C.03
Williams, Cynthia	D.02
Willingham, Juanita	D.02
Wilson, Lorraine	F.06
Whitecotton, Emily	C.02
Whitfield, Jenenne	F.02
Whitmore, Kathryn	D.03, E.01
Wycoff, Linda	E.06
Zangara, Lois	B.03
Wang, Yang	D.04
Wang, Yu-Chi	E.01

