

# 2014 Whole Language Umbrella Literacies for All Summer Institute

Pasadena, California

July 17–19, 2014



## ***Making Meaning: Teaching and Learning Together***

Westin Pasadena

Sponsored by the National Council of Teachers of English (NCTE) and the Whole Language Umbrella (WLU) with support from the Center for Expansion of Language and Thinking (CELT)



For more information, visit [www.ncte.org/wlu/institute](http://www.ncte.org/wlu/institute)





## Greetings from WLU President Debra Goodman

Welcome to the 25th Annual WLU *Literacies for All Summer Institute*. WLU is the only international literacy organization dedicated to progressive literacy research and practice. Your participation contributes to the ongoing conversations about constructing critical, whole language communities that support learners and language development. These professional conversations are particularly important in these times when public policies constrain meaning-focused, exploratory learning and democratic classroom communities, and diminish the professional role of teachers.

If you've attended previous Summer Institutes, welcome back! If this is your first Summer Institute, you will be delightfully surprised at the warmth, closeness, and community feel of the Institute. Although WLU is a professional organization, we are also a group of literacy teachers and learners who value and respect each other. By being here you've joined the WLU family. You'll find we are a friendly bunch, and that's why we have provided coffee breaks and other opportunities for you to meet people and continue the conversations beyond the program sessions.

The conference theme, *Making Meaning: Teaching and Learning Together*, affirms the professional role of teachers working closely with learners and developing learning experiences that respect the cultural backgrounds, interests, and literacy development of learners. Our keynote speakers focus on engaging learners in learning experiences grounded in their daily lives, and exploring cultural themes through inquiry and global literature. This year we offer 2-hour symposium sessions on Saturday morning, providing in depth, firsthand experiences to with literature discussion, writing, stories, and fine arts.

Our presenters across the program highlight *learning as making sense of our world* through multiple ways of making meaning. We celebrate *teaching and learning together* in classrooms where learners have agency over their learning and teachers are learning with their students. Presenters explore topics including: multiple languages and literacies, multi-modal writing, e-journaling, story, music, visual art, picture books, and much more. Presenters describe learning communities engaged in inquiry and theme studies, culturally responsive pedagogy, literature discussion, retrospective miscue analysis, writing like historians, and a multitude of collaborative learning experiences.

I hope that you attended the Eye Movement Miscue Analysis (EMMA) Researchers meeting that preceded the Summer Institute; but if you didn't, connect with the EMMA researchers during the conference. I hope you were part of the pre-conference on Thursday afternoon that focused on the work of education activists in these very trying times. Again, if you weren't, we're planning for another preconference next year.

Whole Language thrives upon the energies generated by our own and our students' curiosities and circumstances. Please talk with us if you have any questions or suggestions about how we can support your learning and teaching communities. (Look for anyone with a WLU board ribbon.) As a member of the WLU family, please plan to attend the delegates' assembly meeting on Saturday evening. We need your energy and ideas!

Please thank Sue Gallivan, Amy Stark and others from NCTE for all their work on the Summer Institute. I extend a warm thank you to NCTE Headquarters for all the support given to WLU for the Institute and throughout the year. Debbie Zagorski does an outstanding job of supporting WLU and managing our website. Please visit us at <http://www.ncte.org/wlu> to learn more about WLU's work throughout the year. As you attend sessions, consider ideas that you might present next year. The call for next summer's Institute will be available on Saturday morning. I hope to see you again at WLU's *Literacies for All Summer Institute* next year.

Please join us for the

**26th WLU Literacies for All Summer Institute**  
**July 14–16, 2015**  
**St. Louis, Missouri**



## Remembering Maryann Manning

This WLU Literacies for all Summer Institute is dedicated with love and admiration to Dr. Maryann Murphy Manning. Maryann died on September 8, 2013 after participating in the Asian Literacy Conference in Bali, Indonesia. Those who knew Maryann well were not surprised that she died in Bali. She was always seeking new horizons, new places, and new ideas and incorporating her new insights into her teaching.

Maryann began her career as an energetic and passionate classroom teacher in Nebraska. Her career choices would eventually lead her to the University of Alabama at Birmingham where she spread her love of literacy and learning to teachers, colleagues, professional friends, and the graduate students for whom she so staunchly advocated.

Her dedication and commitment to lifelong learning were contagious. The annual Mid-South Reading and Writing Institute became her venue for bringing prominent educators to the Southeast, enlightening views on literacy education for *all* learners. Maryann's writing was largely aimed at bringing ideas to teachers, particularly her regular contributions in teacher magazines. In her very personal, and at times self-deprecating way, she reached a wide range of teachers who adored her.

Maryann was elected International Reading Association's President for 2015 to 2016. She was excited about sharing her goals for the organization and literacy learning around the world. It is not surprising that in 2005, IRA presented her with a special service award for her longtime, dedicated service to the organization. Later, the IRA Maryann Murphy Manning Outstanding Volunteer Service Award was endowed, which is given annually to dedicated members who have a lifelong commitment to the Association.

Maryann's accomplishments and acts of generosity knew no bounds. She contributed so much to teachers, to reading education and to her colleagues and professional friends. She cared so much for public education and for the young people it served. She had strong beliefs about the value of teachers, about sensible research, and about valuing all learners. We owe it to Maryann to renew our own commitment to carry on where she has left off. The best tribute we can give her is to try to fill the void she has left with our own hard work.

The Maryann Manning Family Literacy Center has been established in Birmingham, Alabama as a means to continue her work.

Maryann was an active member of WLU and received the Lifetime Membership award in 2004 for her contributions to WLU and to whole language teaching.

Thank you, Maryann! . . . We love you! . . . We miss you!

Pat Nix and Ken Goodman contributed to this tribute.

## The Whole Language Umbrella Executive Board

### **President**

Debra Goodman

### **Past President**

Rick Meyer

### **Board Members**

Jane Baskwill

Caryl Crowell

Amy Seely Flint

Prisca Martens

Lenny Sanchez

Lorraine Wilson

### **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 2007–2009

11. Rita Moore 2009–2011

12. Rick Meyer 2011–2013

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

Sally Brown & Deborah MacPhee

### **Honorary Past President**

Ken Goodman

## Program Session Information

### Thursday, July 17

10:00 a.m.–8:30 p.m. Registration, Library Room, 1st Floor

11:45 a.m.–6:00 p.m. Preconference Workshop, Madera Room, 1st Floor

*Sustaining Communities of Conscience: Political Realities of Teaching and Learning Together*  
(Separate registration required, includes lunch)

7:00 p.m.–9:00 p.m. Opening Session – David Diaz, Madera Room, 1st Floor

### Friday, July 18

8:00 a.m.–5:00 p.m. Registration, San Gabriel Foyer, 2nd Floor

8:30 a.m.–9:30 a.m. Opening Session: Teacher-Researchers from the Opal School of the Portland Children’s Museum, Madera Room, 1st Floor

9:30 a.m.–10:00 a.m. Coffee break/light refreshments, San Gabriel Foyer, 2nd Floor

10:00 a.m.–11:15 a.m. A Sessions

11:30 a.m.–12:45 p.m. B Sessions

1:00 p.m.–2:15 p.m. Luncheon: Prisca and Ray Martens, Madera Room, 1st Floor (Ticket required.)

2:30 p.m.–3:45 p.m. C Sessions

4:00 p.m.–5:15 p.m. D Sessions

5:15 p.m.–7:00 p.m. Refreshments & Entertainment, Patio Area on 1st Floor across from the Madera Room. If it’s raining it will be located in the Madera Room

### Saturday, July 19

8:30 a.m.–4:30 p.m. Registration, San Gabriel Foyer, 2nd Floor

8:30 a.m.–11:30 a.m. Coffee break/light refreshments, San Gabriel Foyer, 2nd Floor

9:00 a.m.–11:15 a.m. E/ F Symposium Sessions

11:30 a.m.–12:45 p.m. G Sessions

12:45 a.m.–2:15 p.m. Lunch on your own

2:15 p.m.–3:30 p.m. H Sessions

3:30 p.m.–3:45 p.m. Coffee break/light refreshments, San Gabriel Foyer, 2nd Floor

4:00 p.m.–5:15 p.m. Closing Session: Kathy Short, Madera Room, 1st Floor

5:30 p.m.–6:30 p.m. WLU Delegates Assembly, Madera Room (All are welcome to attend.)

**All meeting rooms are located on the second floor of the Westin Hotel except for the Madera Room, and Plaza Rooms.**

Flintridge Bookstore will be displaying books during the times below. They will have David Díaz’s titles along with other elementary/secondary publications. Thank you!

July 17th – Thursday 6:00 p.m. –9:30 p.m.

July 18th – Friday 9:00 a.m. – to 2 p.m.

July 19th – Saturday 8:30 a.m. –11:30 a.m.

**Thursday, July 17: 8:30 a.m. – 11:30 a.m.**

## **EMMA Researchers Meeting**

**Los Feliz Room, 2nd Floor**

This meeting focuses on sharing Eye Movement Miscue Analysis research methodology and ongoing projects. It is open to anyone interested in EMMA research. RSVP to Prisca Martens at [pmartens@towson.edu](mailto:pmartens@towson.edu).

**Thursday, July 17: 11:45 a.m. - 6:00 p.m.**

## **Preconference Workshop**

**Madera Room, 1st Floor**

### **Sustaining Communities of Conscience: Political Realities of Teaching and Learning Together**

Preregistration and on-site registration available: \$65.00 (lunch included)

**Facilitators:** **Bess Altwerger**, Towson University, Maryland; **Rick Meyer**, University of New Mexico, Albuquerque

**Speakers:** **Ricardo D. Rosa**, Assistant Professor, Department of Education Leadership, UMass, Dartmouth; **Antonette Aragon**, Assistant Professor, School of Education, Colorado State University

The preconference workshop will provide participants with the opportunity to explore avenues for creating communities of professional conscience in the context of their local schools. Communities of Professional Conscience endorse the principles outlined in *Goodman's Declaration of Professional Conscience for Teachers*. Within the current corporate reform context, communities may choose to focus on such issues as alternative literacy assessment, creating responsive inquiry-based curriculum, honoring the languages and cultures of students, dealing with high-stakes tests, and resisting standards-based teacher evaluation.

A panel of education activists and theorists will dialogue with participants regarding the principles included in the *Declaration* and help to brainstorm a range of realistic and effective strategies and actions that can be implemented by families, teachers, and students as we move toward becoming Communities of Conscience around the country and possibly the world. The intent of the planners is to sustain the momentum of the workshop by establishing ongoing communication across community sites throughout the 2014–15 school year via e-conferencing and social media. Participants are encouraged to bring other members of their school community to the workshop and/or involve them in follow-up online and face-to-face meetings in order to remain energized and active as we struggle to regain the democratic control of our schools in a progressive literacy tradition.

**Thursday, July 17: 7:00 p.m. – 9:00 p.m.**

## **Opening Session Agenda**

**Madera Room-1st Floor**

**Welcome and Opening Remarks:** Debra Goodman, WLU President

**Joy of Teaching Award:** Lorraine Wilson & Carol Gilles

**Award Winners:** Caryl Crowell & Kathryn Mitchell Pierce

**WLU Service Award:** Amy Seely Flint

**Award Winner:** David Schultz

**WLU Lifetime Membership Award:** Prisca Martens

**Award Winner:** Richard Meyer

**Brian Cambourne** was made a Member of the Order of Australia (AM) in the Australian 2014 Queen's Birthday Honours List. He received the honor for his significant service to education in the field of language and literacy, to professional skills development for teachers, and as an author. The WLU Board congratulates Brian Cambourne, a past board member, whose work is foundational to whole language pedagogy.

### **2014 WLU Scholarship Winners:**

Mid-Missouri TAWL Nominee

Gennie Pfannenstiel, Grant and Lee Elementary Schools, Columbia, MO

North Fork TAWL Nominee

Joan Lazar, Teaneck Public School System, Teaneck, NJ

Tucson TAWL Nominee

Eddie Lantz Leppert, Literacy Connects, Tucson, AZ

**Thursday, July 17: 7:00 p.m. – 9:00 p.m.**

## **Opening General Session**

**Madera Room-1st Floor**

**Introduction of Featured Speaker:** Jane Baskwill



### **Featured Speaker: David Díaz**

David Díaz has been an illustrator and graphic designer for more than twenty-five years. Díaz discovered his love for drawing when he was in the first grade. In high school, Díaz had an inspiring art teacher who encouraged him to enter competitions where he won awards for his art. He also apprenticed with a sculptor experimenting in a variety of techniques. Following graduation from Fort Lauderdale Art Institute, Díaz moved to southern California, where he worked with a weekly newspaper, the *San Diego Reader*. Since then, he has worked on many design and illustration projects for national publications such as *The New York Times*, *The Washington Post*, *Business Week*, and *The Atlantic Monthly*, corporate clients, and picture books.

Díaz's first picture book, *Smoky Night* by Eve Bunting, was awarded the 1995 Caldecott Medal. His children's book illustrations have earned him many honors and awards. He has illustrated the Newbery Medal winner, *The Wanderer* by Sharon Creech. He has also illustrated *The Gospel Cinderella* by Joyce Carol Oates, *Angel Face* by Sarah Weeks, and *Little Scarecrow's Boy* by Margaret Wise Brown, which was named a *New York Times* Best Illustrated Book.

**Book Signing & Reception Immediately Following**

Flintridge Bookstore will be displaying books during the times below. They will have David Díaz's titles along with other elementary/secondary publications. Thank you!

July 17th – Thursday 6:00 p.m. –9:30 p.m.

July 18th – Friday 9:00 a.m. – to 2 p.m.

July 19th – Saturday 8:30 a.m. –11:30 a.m.

**Friday, July 18: 8:30 a.m. – 9:30 a.m.**

## **Opening General Session**

**Madera Room-1st Floor**

**Introduction of Featured Speakers:** Amy Seely Flint



### **Teacher-Researchers from Opal School of the Portland Children's Museum**

What is the connection between literacy, play, and the arts? Teacher-researchers from Opal School of the Portland Children's Museum will discuss what they've learned from investigating this question through their work with children. Through stories from their practice, they will define and highlight structures they've identified as supportive of children's literacy development, including sharing stories, ample use of the arts, a focus on meaning making, and time to play.

**Opal School of the Portland Children's Museum** is a private preschool (ages 3–6) and public charter elementary school (grades K–5) which serves as a resource for teacher research by provoking fresh thinking about learning environments that inspire playful inquiry, creativity, imagination, and the wonder of learning in children and adults.

**Susan Harris MacKay** will provide an overview of “Story Workshop.” After a decade of teaching in public elementary schools, Susan joined the Opal School staff as a teacher-researcher, providing leadership to Opal's literacy approaches for over 10 years. Susan oversees the research, documentation, and professional development initiatives of Opal School and Portland Children's Museum as Director of the Portland Children's Museum Center for Learning.

**Kerry Salazar** will share stories of emergent literacy for Opal's youngest learners. Kerry began her teaching career as an apprentice with Opal Charter School. She joined Opal staff as a member of the primary teaching team for children, 5–8 years. Currently in her sixth year, she teaches in a mixed-age classroom of first and second graders and shares what she is learning with interested educators.

**Levia Friedman's** stories come from her work with Opal's oldest students. Levia joined Opal Charter School following a ten-year engineering career designing water treatment systems. Currently, Levia teaches in Opal's mixed-age classroom of fourth and fifth graders and is always interested in the links between pre-primary and upper-elementary education.

**Mary Gage Davis** will discuss ways in which collaboration and relationships support learning at Opal School. Since joining the Opal staff in 2003, Mary Gage had been a lead teacher in first through fifth grade classrooms. She now supports teachers and children as Opal Charter School's Curriculum Lead.

Learn more about Opal School at [opalschoolblog.typepad.com](http://opalschoolblog.typepad.com)

**Friday, July 18: 9:30 a.m. – 10:00 a.m. (San Gabriel Foyer, 2nd Floor)**

*Please join us for coffee break and light refreshments.*

**Friday, July 18: 10:00 a.m. – 11:15 a.m.**

**A Sessions**

**A.01**

**Arcadia Room, 2nd Floor**

**What Does the Fox Say? Pop Culture and the Effectiveness of Culturally Relevant Pedagogy and Culturally Responsive Teaching**

**Participants:** Kimberly Stormer; Cory Brown, Murray State University, Kentucky

**Format:** Panel (75 minutes)

**Audience Interest:** Middle School, Post Secondary/Teacher Ed

**Annotation:** Culturally relevant pedagogy and culturally responsive teaching seek to help teachers understand the connection between student culture and the teaching and learning process. In this session, presenters will use popular music to engage participants in learning to teach writing through both culturally relevant pedagogy and culturally responsive teaching.

**A.02**

**Plaza 1, 1st Floor**

**Beyond the Literature Circle: Accessing a Familiar Structure to Interrogate Meaning Making**

**Participants:** Emily Whitecotton; Chris Hass, University of South Carolina, Columbia

**Format:** Panel (75 minutes)

**Audience Interest:** Elementary, Post Secondary/Teacher Ed

**Annotation:** What if we spent time discussing texts in ways that honored our students' cultural and academic selves while pushing them to consider other viewpoints in critically generative ways? In this session, two teachers share stories, videos, and artifacts while engaging participants to consider possibilities around critical, collaborative meaning making with students.

**Friday, July 18: 10:00 a.m. – 11:15 a.m.**

**A.03**

**Plaza 2, 1st Floor**

**Roundtable Session: Teachers Exploring Literacy with Young Readers**

**Session Chair:** Caryl Crowell

Each roundtable presentation will be delivered twice during this session. Participants choose two roundtables to attend, one during the first half of the session, and one during the second half.

**Table 1: Learning Together: Literacy Educators and Urban 2nd Grade Teachers Professional Development**

**Participant:** Jenny Tuten, Hunter College-CUNY

**Audience Interest:** Elementary, Curriculum Specialist

**Annotation:** This roundtable presentation will share activities, stories, and initial insights from a generative professional development collaboration currently being developed and implemented between three literacy faculty in an urban teacher preparation program and 2nd grade teachers in three urban elementary schools. *Roundtable descriptions continued on next page.*

**Table 2: How Preschoolers Enact Their Identities as Learners through Multimodal Writing**

**Participant:** Rebecca Rohloff Barria, Georgia State University, Atlanta

**Audience Interest:** Early Childhood, Post Secondary/Teacher Ed

**Annotation:** How do preschoolers enact their identities through multimodal writing? By analyzing classroom data using the tools of mediated discourse analysis, participants will explore how even seemingly small turns of phrases and gestures can influence the greater classroom culture.

**Table 3: E-Journaling in Response to Digital Texts**

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

**Audience Interest:** Elementary, Early Childhood, New Teachers, Post Secondary/Teacher Ed

**Annotation:** This roundtable conversation will focus on the e-journaling experiences of six third grade English learners in response to reading digital texts. Participants will discuss the teaching and learning implications of using digital tools for writing with young English learners.

**Friday, July 18: 10:00 a.m. – 11:15 a.m.**

**A.04**

**Los Robles, 2nd Floor**

**Community Literacy Tutoring: Literacy Learning through RMI/RMA**

**Participants:** Kelly Allen, Heidi Bacon, University of Arizona, Tucson; Edie Lantz Leppert, Basic Literacy Program Director for Literacy Connects, Tucson, Arizona

**Format:** Panel (75 minutes)

**Audience Interest:** Post Secondary/Teacher Ed, Other

**Annotation:** Edie, Heidi, and Kelly explore meaning making and collaboration, as they present their transformative work with miscue analysis in three community settings. In this interactive session, presenters share how volunteer tutors, adult literacy learners, and underprepared women debunked common reading myths, developed “miscue ears,” and came to revalue reading.

**A.05**

**Sierra Madre, 2nd Floor**

**“How Do I Write this in Spanish?”: Making Meaning across Languages through Writing**

**Participant:** Tasha Tropp Laman, University of South Carolina, Columbia

**Format:** Panel (75 minutes)

**Audience Interest:** Elementary

**Annotation:** In this session, the presenter will share conferring strategies and writing from K–3 multilingual classrooms where monolingual teachers implemented writing workshop with their multilingual students. Findings suggest effective conferences 1) support writers’ identities 2) establish writing significance, 3) extend student writing, 4) build academic agency 5) support students’ meta-awareness of their writing development.

**A.06**

**Los Feliz 1, 2nd Floor**

**Making Meaning: Bridging Language Arts and Social Studies**

**Participants:** Nancy Galas, Mary Greska, Rebecca D’Angelo, Edison School, Elmhurst District 205, Illinois

**Format:** Panel (75 minutes)

**Audience Interest:** Elementary, Middle School

**Annotation:** Three panelists will engage the audience in inquiry-based activities that involve students in reading, writing, listening, and speaking as tools for learning social studies content. The presentation also focuses on the “power of story” to help students make sense of their world and to better understand different perspectives.

## Friday, July 18: 10:00 a.m. – 11:15 a.m.

### A.07

#### Altadena 1, 2nd Floor

#### Lessons in Logic—Teaching Struggling Readers to Make Sense of What They Read

**Participant:** Joan Lazar, Teaneck, New Jersey School System

**Format:** Workshop (75 minutes)

**Audience Interest:** Middle School, Curriculum Specialist

**Annotation:** This presentation provides amusing and engaging lessons which show learners how to read closely, and employ logic and evidence more effectively, to comprehend written language. Developing readers see immediately that when they consciously apply logic to the written text, especially informational text, they often understand far more.

## Friday, July 18: 11:30 a.m. – 12:45 p.m.

## B Sessions

### B.01

#### Arcadia Room, 2nd Floor

#### Changing Literacy Practice through Partnership: Response to Intervention Using Miscue Analysis, Units of Study, and Classroom Modeling

**Participants:** Virginia Juettner, Elizabeth Jaeger, University of Arizona, Tucson; Kathy Rieman, Continental Elementary School, Green Valley, Arizona

**Format:** Panel (75 minutes)

**Annotation:** Continental School has a university partnership to study a new model of RTI, including literacy methodology and strategies. The study includes ongoing professional development, reading strategy demonstration, assessment, and mentoring. The session introduces how the school and researcher are working together to change literacy assessment, through this instruction and intervention approach.

**Friday, July 18: 11:30 a.m. – 12:45 p.m.**

**B.02**

**Plaza 1, 1st Floor**

**Unearthing Rich Family Literacies through Community Mapping**

**Participants:** Rosario Ordonez-Jasis, California State University, Fullerton; Laura Diaz, George Herrera, Carlos Ochoa, Rowland Unified School District, Rowland Heights, California

**Format:** Workshop (75 minutes)

**Audience Interest:** Administrators, Parents

**Annotation:** Panelists will discuss an inquiry-based community mapping project carried out by teachers and parents in Rowland Unified School District. The goal of this project was to uncover the depth and diversity of community and home-based language and literacy resources. Presenters will share the process of mapping in the context of their school communities, and will discuss implications for practice as it relates to literacy instruction, parent involvement, and home-school collaborations.

**B.03**

**Plaza 2, 1st Floor**

**Changing Ourselves and Our Communities: A Project-Based, Systems Thinking Approach to Teaching and Learning**

**Participants:** Caryl Crowell, Kathy Lohse, Rebecca Cavazos, Borton Elementary Magnet School/Tucson Unified School District, Arizona

**Format:** Panel (75 minutes)

**Audience Interest:** Elementary, Curriculum Specialist

**Annotation:** Elementary students examined notions of Community through a project-based, systems thinking approach. They explored conditions of self-identity, hunger, family stories, cultural awareness, nutrition, and play, arriving at new understandings and effecting changes in themselves and our school community. We'll share process and projects through a gallery walk and discussion.

**Friday, July 18: 11:30 a.m. – 12:45 p.m.**

**B.04**

**Altadena 1, 2nd Floor**

**Learning Together through Curriculum Design of Literacy Studies**

**Participants:** Maria Perpetua-Liwanag, Towson University, Maryland; Alexis Rytel, SUNY Geneseo, New York

**Format:** Panel

**Audience Interest:** Elementary, Post Secondary/Teacher Ed

**Annotation:** In this presentation, we share inquiry-centered projects on two curricular studies: (1) how bilingual books were used to support the teaching of Spanish to Grade 6 students and (2) a semester-long study on using eye movement miscue analysis as a pedagogical tool to understand how young readers read picture books and ebooks. Both inquiry-centered projects showcase how teacher educators and teachers can work to design curriculum and be agents of their own learning and teaching with their students.

**B.05**

**Los Robles, 2nd Floor**

**Encouraging Language & Literacy Skills Using the Project Approach**

**Participant:** Adria Weaver, Southern Arizona Writing Project Teacher Consultant/Early Childhood Specialist in the Vail School District

**Format:** Workshop (75 minutes)

**Audience Interest:** New Teachers, Curriculum Specialist

This workshop defines the Reggio Emilia Project Approach and demonstrates how project work meets the mandates as stated by the Common Core Anchor Standards for the English Language Arts through literacy engagements. Participants begin, develop, and conclude a unit of study and discuss project sustainability.

**B.06**

**Sierra Madre, 2nd Floor**

**Science for BI(all)ck Children: Language and Discourse**

**Participant:** Theresa Robinson, Elmhurst College, Illinois

**Format:** Workshop (75 minutes)

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

**Annotation:** Conversation around how African-American and Latino culture, language, and discourse norms can be used to develop learners who are engaged and motivated to learn science. The Framework for Science Education K–12 (2011) offers a research base and chapter on teaching and learning science devoted to equity and diversity.

**Friday, July 18: 11:30 a.m. – 12:45 p.m.**

**B.07**

**Los Feliz 1, 2nd Floor**

**Rethinking Gender Identity Construction in a Creative Writing Practice**

**Participants:** Jeonghee Choi, Arkansas State University, Jonesboro; Chinatsu Sazawa, Drake University, Des Moines, Iowa

**Format:** Panel (75 minutes)

**Audience Interest:** Elementary

**Annotation:** This presentation examines students' creative writing in order to see whether their stories bring up traditionally defined gender stereotypes and the result shows more complex stories where children construct their gender identities.

**Friday, July 18: 11:30 a.m. – 1:00 p.m.**

**Poster Session**

**Lobby Level, 1st Floor**

*Please visit these outstanding poster sessions before lunch!*

**“Mama, read me this:” A Case Study of How One Family Naturally Utilizes the ECRR2’s Five Practices and Six Skills of Early Literacy**

**Participant:** Rachel Balko, University of British Columbia, Vancouver, Canada

**Annotation:** This case study evaluates whether and how the home literacy practices of an economically “at-risk” family (a low-SES single mother and her daughter, aged 39 months) align with the early literacy principles and activities promoted by the American Library Association’s Every Child Ready to Read @ Your Library program.

**Using Personal Photography to Engage First Graders in Narrative Writing**

**Participants:** Mary Kubalanza, University of Illinois, Urbana-Champaign; Lisa Ferguson, MLK Jr. Elementary School, Urbana, Illinois

**Annotation:** A case study of a 7-year-old boy with language impairment during a personal narrative intervention led by a speech-language pathologist explored the process and products of an emergent writer. One core element of that intervention, using student photography, was also integrated into classroom literacy instruction by a first grade teacher.

**Friday, July 18: 1:00 p.m. – 2:15 p.m.**

## **Luncheon**

**Madera Room-1st Floor**

**Tickets required.**

**Luncheon Speakers: Ray Martens and Prisca Martens**

*Drawing Stories, Writing Pictures: Creating Meaning in Story Weaving Studio*

Presenting with Prisca and Ray are Michelle Doyle, Jenna Loomis, and Laura Fuhrman, who are first grade teachers in the Baltimore County Public Schools.

**Introduction of Featured Speakers:** Richard Meyer

**Ray Martens** is best known for his montage drawings and paintings. Among his favorite subjects are children, landscapes, and aviation. His montage paintings have been commissioned for such groups as the Phoenix Suns honoring their 25th Anniversary, American West Airlines, Valparaiso University on their 125th Anniversary, and the Joe Foss Institute. He is also known for his scenic paintings, especially those of the American Southwest and the Grand Canyon. Martens is a signature member of Oil Painters of America and a former member of the United States Air Force Art Program. He received a Bachelors Degree in Fine Arts from the Minneapolis College of Art and Design, and his Masters and Doctoral degrees from Arizona State University. He is currently an Associate Professor in the Art Education Department at Towson University. Martens has been honored with his work being shown in the Smithsonian National Air and Space Museum; the Minneapolis Institute of Fine Arts; the Champlin Air Museum; Valparaiso University in Valparaiso, Indiana; the Air Force Museum at Wright-Patterson Air Force Base in Dayton, Ohio; the American Cultural Center of Madrid, Spain; the Valley National Bank Center in Phoenix, Arizona; and the Arizona State Capital.



Learn more and view Ray's work at [www.raymartens.com](http://www.raymartens.com).



**Prisca Martens** is a professor in the Department of Elementary Education at Towson University, Towson, Maryland, where she teaches courses in literacy and children's literature. She taught elementary school for 17 years before pursuing her Ph.D. at the University of Arizona. Her research and interests focus on early literacy, miscue analysis, and children's literature. Her current research investigates how helping young children read the language of art in the illustrations of picture books and integrating that meaning with the meaning in the written text enhances children's understanding and appreciation of story. Martens is active in professional organizations, including NCTE, the International Reading Association (IRA), the Center for Expansion of Language and Thinking (CELT), and the Literacy Research Association. Martens has written numerous articles and book chapters and is the author of *I Already Know How to Read: A Child's View of Literacy* and co-editor (with Yetta Goodman) of *Critical Issues in Early Literacy: Research and Pedagogy*.

**Friday, July 18: 2:30 p.m. – 3:45 p.m.**

## **C Sessions**

### **C.01**

#### **Plaza 1, 1st Floor**

##### **Learning Together in Online Professional Development Spaces Grounded in Critical Literacy**

**Participants:** Sarah Turnbull, Tuba Angay-Crowder, Peggy Albers, Dennis Odo, Georgia State University, Atlanta

**Format:** Panel (75 minutes)

**Audience Interest:** Post Secondary/Teacher Ed

**Annotation:** This presentation will focus on what literacy issues are raised and how issues are taken up and discussed in open-access, online professional development spaces committed to critical literacy. Such spaces provide teachers with opportunities to share information about strategy and instruction, ideas for practice, and thoughts about aspects of literacy important to their school contexts.

### **C.02**

#### **Arcadia Room, 2nd Floor**

##### **Let Them Talk: Moving Students beyond the Standards with Dialogic Engagement and Multimodal Compositions**

**Participants:** Thais Council, Charity Gordon, Georgia State University, Atlanta

**Format:** Workshop (75 minutes)

**Audience Interest:** Administrators, Middle School, Parents, New Teachers, High School, Curriculum Specialist, Post Secondary/Teacher Ed

**Annotation:** This interactive workshop makes the case for a dialogic classroom. Participants will be presented with a dialogic pedagogy framework which outlines how to give a classroom of diverse learners autonomy over their learning, promote collaboration, make meaning and express their ideas through multimodal formats.

**Friday, July 18: 2:30 p.m. – 3:45 p.m.**

**C.03**

**Plaza 2, 1st Floor**

**Reclaiming the Agency of Teachers and Learners under VAM: Teachers' Tales of Insanity and Resistance**

**Participants:** Debra Goodman, Alan Flurkey, Hofstra University, Hempstead; Elizabeth Lynch, Northeast Teacher, New York

**Format:** Panel (75 minutes)

**Audience Interest:** Parents, Post Secondary/Teacher Ed, Other

**Annotation:** Presenters share teachers' stories from two-year study of New York's Annual Professional Performance Review (APPR), the teacher evaluation system based on student achievement scores and other learning outcomes. APPR provides one example of the national "reforms" changing the face of language arts and literacy teaching in classrooms.

**C.04**

**Altadena 1, 2nd Floor**

**Traditional Tales: Transactions and Transformations—The Power of Picture Books**

**Participant:** Harriet Li, Queens College/CUNY

**Format:** Workshop (75 minutes)

**Audience Interest:** Elementary, New Teachers

**Annotation:** This interactive session examines how teachers can promote children's aesthetic, literary, and cultural awareness through the use of picture books. Participants will explore illustrations, text styles, and cultural representations in a variety of traditional Eurocentric tales, multicultural folk literature, and modern transformations of traditional tales, using a unit-based inquiry model.

**Friday, July 18: 2:30 p.m. – 3:45 p.m.**

**C.05**

**Los Robles, 2nd Floor**

**Reading the Word and the World: English-Spanish Cognates Across the Primary School Curriculum for Latino ELLs**

**Participants:** Jose Montelongo, Anita Hernandez, New Mexico State University, Las Cruces; Roberta Herter, California Polytechnic State University, San Luis Obispo

**Format:** Panel (75 minutes)

**Audience Interest:** Elementary, Curriculum Specialist, Librarians

**Annotation:** Presentation discusses the importance of teaching cognates in informational picture books that span the primary school curriculum to help Latino English Learners develop their academic vocabulary lexicon. Cognates are English and Spanish words that are orthographically and semantically identical or nearly identical (ambulance/ambulancia). Handouts and access to cognate databases provided.

**C.06**

**Los Feliz 1, 2nd Floor**

**“Down with Dope, Up with Hope:” Using the Rhetorical Tropes and Schemes of Jesse, Barbara, and Martin to Enhance Oral and Written Language Proficiency in African American Students**

**Participant:** Brenda Eatman Aghahowa, Chicago State University, Illinois

**Format:** Workshop (75 minutes)

**Audience Interest:** Post Secondary/Teacher Ed

**Annotation:** This presentation explores the efficacy of teaching rhetorical tropes and schemes to heighten both interest and proficiency in oral and written language among African-American students. As an exercise, participants will hear and analyze snippets of speeches by famous Black orators Jesse Jackson, Barbara Jordan, and Martin Luther King, Jr.

**C.07**

**Sierra Madre, 2nd Floor**

**Embodying Narrative through Puppetry**

**Participant:** Gennie Pfannenstiel, Grant and Lee Elementary Schools, Columbia, MO

**Format:** Workshop (75 minutes)

**Audience Interest:** Elementary

**Annotation:** An art teacher at two elementary schools, engaged a puppeteer as a visiting artist for extending knowledge of self and conflict resolution at one school; and knowledge of slave times and the Civil War era, through reading responses and characterizations, at the second school.

**Friday, July 18: 4:00 p.m. – 5:15 p.m.**

## **D Sessions**

**D.01**

**Arcadia Room, 2nd Floor**

**Using Music to Engage Students and Support Language Development Which Leads to the Teaching of Critical Thinking**

**Participants:** Jessica Martin, Renee Houser, Growing Educators; Cory Hills, Creator, Percussive Storytelling, Los Angeles, California

**Format:** Workshop (75 minutes)

**Audience Interest:** Elementary, New Teachers

**Annotation:** Learn how music and percussive storytelling in particular can be used as a tool to: create a safe space for student talk and language acquisition, learn more about how our students communicate both verbally and non-verbally, increase student engagement, build vocabulary, and teach critical thinking skills.

**D.02**

**Plaza 1, 1st Floor**

**Roundtable Session: Literacy Practice and Pedagogy with Diverse Learners**

**Session Chair:** Lorraine Wilson, North Carleton, Australia

Each roundtable presentation will be delivered twice during this session. Participants choose two roundtables to attend, one during the first half of the session, and one during the second half.

**Table 1: Communities of Practice: Implementing Writer's Workshop in an Islamic Private School Setting in the U.S.**

**Participant:** Amy Barnhill, University of Houston-Victoria

**Audience Interest:** Elementary, Early Childhood

**Annotation:** The research presented here is an inquiry into how the Islamic culture/religion impacts teaching and learning during Writer's Workshop in a private Islamic school in the U.S. How do these two seemingly different communities of practice, Islamic culture and Writer's Workshop, co-exist? The researcher discovered that the two do not simply co-exist but, in fact, enhance each other.

**Table 2: Engaging Students in Personal Expression**

**Participants:** Jeanne Qvarnstrom, Sharon Hileman, Carol Fairlie, Sul Ross State University, Alpine, TX

**Audience Interest:** Administrators, Middle School, New Teachers, High School, Curriculum Specialist, Post Secondary/Teacher Ed

**Annotation:** This conversation describes the whole language experience within integrated domains that community, university, and school district members fashioned for secondary students. Using historical texts as a springboard, students created writing and artwork projects to address the theme, Our World: Our Future. Scoring rubrics and work samples will be shared.

**Friday, July 18: 4:00 p.m. – 5:15 p.m.**

**D.03**

**Plaza 2, 1st Floor**

**A Close Look at Readers' Reading**

**Participants:** Koomi Kim, Richard Meyer, University of New Mexico, Albuquerque; Joel Brown, University of Arizona, Tucson; Violet Henderson, New Mexico State University, Las Cruces

**Format:** Workshop (75 minutes)

**Audience Interest:** Elementary, Early Childhood, Parents, New Teachers, Curriculum Specialist, Post Secondary/Teacher Ed

**Annotation:** Participants will get a close look at how readers make meaning from text as they read. We'll present readers' oral reading and movies that show where their eyes are as they read. By discussing eye movements and miscue analysis (EMMA), we can reflect on a theory of reading that explains the many cues that readers use to make meaning. We will conclude with teaching and learning implications based on their own as well as other EMMA research.

**D.04**

**Los Feliz 1, 2nd Floor**

**Story as Identity: What Stories Do Our Reading Conferences Tell about Our Students?**

**Participants:** Charlotte Butler, Aurora Public Schools; Dorothy Barnhouse, Independent Literacy Consultant, Colorado

**Format:** Panel (75 minutes)

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

**Annotation:** This session will look closely at reading conferences and the role they play in helping —or hindering —students as they build identities as readers and learners. The presenters will unpack traditional conferring moves and offer alternatives—including Retrospective Miscue Analysis —that allow students to be active meaning makers.

**D.05**

**Altadena 1, 2nd Floor**

**Kid Watching: An Effective Assessment Tool for Language Classrooms**

**Participants:** Chiharu Iizawa, Drake University; Jeonghee Choi, Arkansas State University

**Format:** Panel (75 minutes)

**Audience Interest:** New Teachers, Post Secondary/Teacher Ed

**Annotation:** Kid watching is a continuous, systematic observation to explore students' language development and improve classroom instruction. This session will focus on kid watching practices utilized in a college level world language classroom. The process and impact of kid watching will be discussed in details.

**CANCELLED**

## Friday, July 18: 4:00 p.m. – 5:15 p.m.

### D.06

#### Sierra Madre, 2nd Floor

##### Multimodal Meaning Making

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

**Format:** Workshop (75 minutes)

**Audience Interest:** Middle School, Post Secondary/Teacher Ed

**Annotation:** Centers created by students in LIB 401 – Adolescent Literature and Resources – will be shared and actively experienced. Within these centers, multiple text forms and multimedia technologies provide the foundation for engaging tasks designed to deeply explore various middle grade content area topics, entice multiple intelligences, and build community among learners.

### D.07

#### Los Robles, 2nd Floor

##### Conversations with the Editors of *Talking Points*: Become a WLU Author

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

**Format:** Panel (75 minutes)

**Audience Interest:** Elementary, Early Childhood, Administrators, Middle School, Parents, New Teachers, High School, Media Specialist, Curriculum Specialist, Post Secondary/Teacher Ed, Librarians

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

## Friday, July 18: 5:30 p.m. – 7:00 p.m.

### Social Hour

Join us for entertainment, refreshments, and conversation.

Jazz Marlonius Trio, The Colburn School, Los Angeles, California

Weather permitting, the refreshments and live entertainment will be held out in the Courtyard across from the Plaza Rooms on the 1st Floor. If inclement weather, it will be held in the Madera Room.

**Saturday, July 19: 8:30 a.m. – 10:30 a.m.**

Coffee and light refreshments will be available on the 2nd Floor.

**Saturday, July 19: 9:00 a.m. – 11:15 a.m.**

**SYMPOSIUM SESSIONS**

The longer symposium sessions involve featured sessions and provide an opportunity for experiential learning and in-depth discussion on a focused topic.

**Symposium EF.01**

**Plaza 1, 1st Floor**

**Using Studio Materials: Drawing Is Like Reading**

**Participants:** Susan MacKay, Kerry Salazar, Levia Friedman, Mary Gage Davis, Opal School, Portland, Oregon

**Format:** Symposium (2.25 hours)

**Audience Interest:** Elementary, Administrators, New Teachers

**Annotation:** At Opal School, we have found that the arts invite learners to slow down and open up. This immersive workshop examines how a playful social constructivist practice supports the conditions of relaxed alertness necessary for optimal learning.

**Symposium EF.02**

**Madera Room, 1st Floor**

**Strong Girls Read Strong Books**

**Participants:** Kathryn Whitmore, University of Louisville, Kentucky; Renita Schmidt, The University of Iowa, Iowa City

**Format:** Symposium (2.25 hours)

**Audience Interest:** Elementary, Administrators, New Teachers, Media Specialist, Curriculum Specialist, Librarians

**Annotation:** This symposium will engage the audience in reading, discussing, and responding to a collection of children's literature read by 4th–6th grade girls, teachers, and teacher educators in an after-school book club to demonstrate how and why to read books with strong female protagonists with young female readers.

**Symposium EF.03**

**Plaza 2, 1st Floor**

**Writing Like Historians**

**Participants:** Debra Schneider, Tracy Unified School District, Tracy, California; Tom O'Hara, Maureen Riley, Merrill F. West High School, Tracy, California

**Format:** Symposium (2.25 hours)

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

**Annotation:** Writing Like Historians: Teacher-researchers explore reading, writing, and speaking in high school history to build students' civic competence.

**Saturday, July 19: 11:30 a.m. – 12:45 p.m.**

## **G Sessions**

### **G.01**

#### **Arcadia Room, 2nd Floor**

##### **Developing Culturally Relevant Pedagogy: A Meaning Making Process**

**Participant:** Teresa Kruienga, Minnesota State University, Mankato

**Format:** Workshop (75 minutes)

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

**Annotation:** The intent of this interactive workshop is to share how culturally relevant pedagogy is turned into practice as teachers are invited to collaborate with local storytellers to embrace stories from the community that reflect the historical foundations of the communities and the people that currently live in them.

### **G.02**

#### **Plaza 1, 1st Floor**

##### **Stories of Home: The Southeast Asian Story Project**

**Participants:** Melissa Reimer, Marc Patterson, Manuel Bonilla, Donnie Garcia, McLane High School, Fresno Unified School District, Fresno, California

**Format:** Workshop (75 minutes)

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

**Annotation:** McLane High School's ArtVenture academy will share the product and process of their collaborative interdisciplinary art show, Stories of Home: The Southeast Asian Story Project, which was exhibited at Hmong International New Year in December 2013. The project, including story panels using mixed media based on student narratives, empowered Southeast Asian students to give voice, linguistically and visually, to stories that had never been documented before, while allowing diverse student populations to discover stories and histories they knew nothing about.

### **G.03**

#### **Plaza 2, 1st Floor**

##### **Roundtable Session: Teachers and Learners Exploring Language, Technology, and On-Line Resources**

**Session Chair:** Amy Seely Flint

Each roundtable presentation will be delivered twice during this session. Participants choose two roundtables to attend, one during the first half of the session, and one during the second half.

##### **Table 1: Presentation Remix: Crafting Powerful Stories with Prezi**

**Participant:** Alisa Fisher

**Format:** Roundtable Conversation

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

**Annotation:** This workshop will introduce participants to Prezi, a free, cloud-based presentation software and storytelling tool for presenting ideas on a virtual canvas. Prezi is ideal for ELA teachers because it gives them and students a dynamic and interactive format with which to create and share projects.

## Saturday, July 19: 11:30 a.m. – 12:45 p.m.

### Table 2: Using Technology to Learn Together in the Classroom

**Participants:** Renee Ziolkowska, California State University, Northridge; Bob Karon, Community Magnet Charter School, Los Angeles, California

**Format:** Roundtable Conversation

**Audience Interest:** Elementary, Middle School

**Annotation:** When teachers authentically infuse technology into their current curriculum, both students and teachers benefit and learn from each other. The students are more motivated, engaged, and excited to learn. They also gain a deeper understanding of concepts. Projects discussed: student-created e-textbook, electronic class newspaper, and a documentary on rocket planes.

### Table 3: Making Meaning through Adaptive Action

**Participant:** Teddi Martin, University of North Texas, Denton

**Format:** Roundtable Conversation

**Audience Interest:** Elementary, Administrators

**Annotation:** This roundtable explores how two elementary teachers supported the building of community, the use of inquiry, and the thinking required in 21st -century literacies through the use of Adaptive Action. Participants will consider: 1) the implications findings have for classroom practice and 2) alternative uses of the Adaptive Action model.

## G.04

### Altadena 1, 2nd Floor

#### Pictorial Devices in Picture Books: The Role of Visual Art in Making Meaning for All Learners

**Participants:** Alicia Villarreal, University of Texas at San Antonio; Sylvia Minton, University of Texas at San Antonio

**Format:** Workshop (75 minutes)

**Audience Interest:** Elementary, Curriculum Specialist

**Annotation:** The purpose of this session is to increase understanding of the nature of picture books to build children's visual literacy and simultaneously support children's development as authors. Audience members will explore published picture books within small groups in order to discover semiotic codes, features, and design elements found within these books.

**Saturday, July 19: 11:30 a.m. – 12:45 p.m.**

**G.05**

**Sierra Madre, 2nd Floor**

**Reclaiming Writing: Composing Spaces for Relationships, Identities, and Action**

**Participants:** Alan Flurkey, Hofstra University, Hempstead, New York; Kathryn Whitmore, University of Louisville, Kentucky; Yetta Goodman, Kenneth Goodman, University of Arizona, Tucson; Michael Shaw, St. Thomas Aquinas College, Sparkill, New York; Roxanne Henkin, University of Texas at San Antonio; Lori A. Norton-Meier, University of Louisville, Kentucky; Jane Baskwill, Mount Saint Vincent University; Prisca Martens, Ray Martens, Towson University, Baltimore, MD; Renita Schmidt, University of Iowa, Iowa City; Richard Meyer, University of New Mexico, Albuquerque; Amy Seely Flint, Georgia State University, Atlanta

**Format:** Workshop (75 minutes), CELT Co-Sponsored

**Audience Interest:** Elementary, Middle School, High School, Curriculum Specialist

*Annotation:* In this interactive session, writing is viewed as a vehicle for exploring, interrogating, challenging, finding self, talking back to power, creating a space in the world, reflecting upon the past, and thinking forward to a more joyful and democratic future. Presenters will describe classrooms and out-of-school settings that provide insights into supporting writers' searches for voice, identity, and agency.

**G.06**

**Los Robles, 2nd Floor**

**Building College through Invitations into the “Teacher Space”**

**Participant:** Sean McAuley, North Georgia Technical College

**Format:** Workshop (75 minutes)

**Audience Interest:** New Teachers, Post Secondary/Teacher Ed

**Annotation:** This study documents an invitation to first-year college composition students to collaborate in curriculum development and writing evaluation. Students are invited into the “teacher space” to create a critical learning environment in hopes they will gain confidence in and recognize their literacy as a tool for thought rather than an academic chore.

**Saturday, July 19: 12:45 p.m. – 2:15 p.m.**

**Lunch on your own.** Restaurant guide is available on the website at <http://www.ncte.org/library/NCTEFiles/Groups/WLU/Convention/2014/Restaurants.pdf>

**Saturday, July 19: 2:15 p.m. – 3:30 p.m.**

## **H Sessions**

**H.01**

**Plaza 1, 1st Floor**

**“How Do the Birds Know Where the Worms Are, Teacher?” Children Investigate Their Questions about the World and Make Meaning through Argument-Based Inquiry**

**Participant:** Lori Norton-Meier, University of Louisville, Kentucky

**Format:** Workshop (75 minutes)

**Audience Interest:** Elementary, Early Childhood

**Annotation:** Joaquin (age 5) asked his teacher, “How do birds know where the worms are?” Children ask amazing questions about the world. As teachers, we can build on this sense of wonderment to plan science engagements with a variety of literacy invitations. Come and engage in the practice of argument-based inquiry!

**H.02**

**Plaza 2, 1st Floor**

**Extending Meaning Making through Nonfiction or “What’s in Your Backpack?”**

**Participants:** Maureen Morriss, Education/Literacy Consultant; Suzanne Rayson, Education/Literacy Consultant

**Format:** Workshop (75 minutes)

**Audience Interest:** Elementary, Early Childhood, Administrators, New Teachers, Curriculum Specialist

**Annotation:** This workshop explores the ways in which K–5 classrooms can use nonfiction multimodal texts to engage learners and assist them to take responsibility for their own learning. Practical examples from elementary classrooms will be shared and lots of examples of suitable texts will be available. Maureen and Sue present realistic ideas for the literacy classroom and discuss the philosophy behind their pedagogy in common sense applications.

**H.03**

**Arcadia Room, 2nd Floor**

**The Poetry Project: Engaging our Creativity through Words, Paint, Chant, and Collaboration**

**Participant:** Claudia Reder, California State University Channel Islands, Camarillo

**Format:** Workshop (75 minutes)

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

**Annotation:** Learn how paint and clay help us enter the meaning of a story/poem and help us find what we want to say. Individuals re-imagine their poems as springboards to discussion/analysis of social issues (cultural differences, for instance). Collaborative reflection and stickies allow participants to create poems of social action.

## **Saturday, July 19: 2:15 p.m. – 3:30 p.m.**

### **H.04**

#### **Los Robles, 2nd Floor**

##### **Linking Creative Drama Techniques with Global/Multicultural Children’s Books: A Powerful Partnership**

**Participant:** Jane Baskwill, Mount Saint Vincent University, Nova Scotia

**Format:** Workshop (75 minutes)

**Audience Interest:** Elementary, Middle School, Curriculum Specialist, Post Secondary/Teacher Ed, Librarians

**Annotation:** Creative drama is a powerful medium for teaching and learning. This drama-infused workshop immerses participants in creative drama techniques for use throughout the curriculum. The workshop focuses on drama strategies, partnered with global/multicultural children’s books, which guide students to greater cultural understandings and improved literacy skills. Handouts will be provided.

### **H.05**

#### **Los Feliz, 2nd Floor**

##### **Worth a Thousand Words: Discovering Student Learning through Visual Literacy**

**Participant:** Leslie Bell, Cobb County School District, Marietta, Georgia

**Format:** Workshop (75 minutes)

**Audience Interest:** Elementary, Early Childhood

**Annotation:** Many teachers see the importance of creating art; however, they may not know how to use it effectively as a teaching tool in the classroom. Learning how to analyze students’ visual texts can help gain more knowledge and provide useful insight on how to help all learners reach their maximum potential.

### **H.06**

#### **Sierra Madre, 2nd Floor**

##### **Fireside Chat with the WLU President and Board Members**

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

**Participant:** Richard Meyer, University of New Mexico, Albuquerque; Caryl Crowell, Borton Elementary Magnet School, Tucson, Arizona; Amy Seely Flint, Georgia State University, Atlanta; Prisca Martens, Towson University, Baltimore, Maryland; Lenny Sanchez, University of Missouri, Columbia; Lorraine Wilson, North Carleton, Australia; Sally Brown, Georgia Southern University, Statesboro

**Format:** Panel (75 minutes)

**Audience Interest:** Other

**Annotation:** The president of WLU and some members of the board invite you to meet with us to discuss this year’s Summer Institute, plans for next year’s institute, and other issues about WLU, progressive literacy practice, and other topics relevant to our work.

## **Saturday, July 19: 3:30 p.m. – 3:45 p.m.**

Coffee break/light refreshments – San Gabriel Foyer, 2nd Floor

## **Saturday, July 19: 4:00 p.m. – 5:15 p.m.**

### **Closing Session**

#### **Madera Room-1st Floor**



**Introduction of Featured Speaker:** Caryl Crowell

**Featured Speaker:** Kathy Short

Kathy Short teaches in the Language, Reading, and Culture program at the University of Arizona, Tucson, and works with graduate teaching assistants on a children's literature course that is taken by pre-service teachers in elementary and early childhood education. Currently director of World of Words, an initiative focused on encouraging thoughtful dialogue around children's literature to build bridges across global cultures, Short serves on the Notable Books for a Global Society Award Committee as well as the editorial boards of *Language Arts*, *Reading Research Quarterly*, and *Literary Research Association (NRC) Yearbook*.

Short has a long history with NCTE and is currently the President Elect. She has been a member of the Commission on Curriculum, served as chair of the Elementary Section Steering Committee, and been the recipient of the 2011 Outstanding Educator in the Language Arts Award.

"NCTE has always been my professional home, the place where I replenish my spirit and focus as an educator," Kathy Short says. "NCTE has taken a leadership role in the public debates about literacy and language in schools and universities. Through dialogue between the communities within NCTE as well as with other professional organizations and public groups, we can develop new possibilities and relationships to make literacy more accessible for all students. Our work together is rooted in the life shared by teachers and students in classrooms and in a shared goal of creating literate, critically-conscious global citizens."

## **Saturday, July 19: 5:30 p.m. – 6:30 p.m.**

### **Delegates Assembly**

#### **Madera Room, 1st Floor**

All are welcome to the annual meeting of the WLU membership and TAWL groups. Please join us for a discussion of the future of whole language education and the Whole Language Umbrella.

## Alphabetical Listing

Albers, Peggy	C.01	Kubalanza, Mary	Poster Session
Allen, Kelly	A.04	Lantz Leppert, Edie	A.04
Altwerger, Bess	Pre-Con Workshop	Lazar, Joan	A.07
Angay-Crowder, Tuba	C.01	Loomis, Jenna	Fri. Lunch Speaker
Aragon, Antonette	Pre-Con Workshop	Li, Harriet	C.04
Bacon, Heidi	A.04	Lohse, Kathy	B.03
Balko, Rachel	Poster Session	Lynch, Elizabeth	C.03
Barnhill, Amy	D.02	McAuley, Sean	G.06
Barnhouse, Dorothy	D.04	MacKay, Susan	Fri. Opening Session, EF.01
Baskwill, Jane	G.05, H.04	Martens, Prisca	Fri. Lunch Speaker, G.05, H.06
Bell, Leslie	H.05	Martens, Ray	Fri. Lunch Speaker, G.05
Bonilla, Manuel	G.02	Martin, Jessica	D.01
Brown, Cory	A.01	Martin, Teddi	G.03
Brown, Joel	D.03	Meyer, Richard	Pre-Con, D.03, G.05, H.06
Brown, Sally	A.03, D.07, H.06	Minton, Sylvia	G.04
Butler, Charlotte	D.04	Montelongo, Jose	C.05
Cavazos, Rebecca	B.03	Morriss, Maureen	H.02
Choi, Jeonghee	B.07	Norton-Meier, Lori	G.05, H.01
Council, Thais	C.02	Ochoa, Carlos	B.02, EF.01
Crowell, Caryl	A.03, B.03, H.06	Odo, Dennis	C.01
D'Angelo, Rebecca	A.06	O'Hara, Tom	EF.03
Díaz, David	Thurs. Opening Speaker	Ordonez-Jasis, Rosario	B.02, EF.01
Diaz, Laura	B.02, EF.01	Patterson, Marc	G.02
Doyle, Michelle	Friday Luncheon Speaker	Perpetua-Liwanag, Maria	B.04
Eatman Aghahowa, Brenda	C.06	Pfannenstiel, Gennie	C.07
Fairlie, Carol	D.02	Porter, Diana	D.06
Ferguson, Lisa	Poster Session	Qvarnstrom, Jeanne	D.02
Fisher, Alisa	G.03	Rayson, Suzanne	H.02
Flurkey, Alan	C.03, G.05	Reder, Claudia	H.03
Friedman, Levia	Fri. Opening Session, EF.01	Reimer, Melissa	G.02
Fuhrman, Laura	Fri. Lunch Speaker	Rieman, Kathy	B.01
Gage Davis, Mary	Fri. Opening Session, EF.01	Riley, Maureen	EF.03
Galas, Nancy	A.06	Robinson, Theresa	B.06
Garcia, Donnie	G.02	Rohloff Barria, Rebecca	A.03
Goodman, Debra	C.03, H.06	Rosa, Ricardo	Pre-Con Workshop
Goodman, Ken	G.05	Rytel, Alexis	B.04
Goodman, Yetta	G.05	Salazar, Kerry	Fri. Opening Session, EF.01
Gordon, Charity	C.02	Sanchez, Lenny	H.06
Greska, Mary	A.06	Sazawa, Chinatsu	B.07
Hass, Chris	A.02	Schmidt, Renita	EF.02, G.05
Harris MacKay, Susan	Fri. Opening Session	Schneider, Debra	EF.03
Henkin, Roxanne	G.05	Seely Flint, Amy	G.03, H.06
Henderson, Violet	D.03	Shaw, Michael	G.05
Hernandez, Anita	C.05	Short, Kathy	Sat. Closing Session
Herrera, George	B.02, EF.01	Stauber, Julie	G.06
Herter, Roberta	C.05	Stormer, Kimberly	A.01
Hileman, Sharon	D.02	Tropp Laman, Tasha	A.05
Hills, Cory	D.01	Turnbull, Sarah	C.01
Houser, Renee	D.01	Tuten, Jenny	A.03
Jaeger, Elizabeth	B.01	Villarreal, Alicia	G.04
Juettner, Virginia	B.01	Whitecotton, Emily	A.02
Karon, Bob	G.03	Whitmore, Kathryn	EF.02, G.05
Kim, Koomi	D.03	Wilson, Lorraine	D.02, H.06
Kruizenga, Teresa	G.01	Ziolkowska, Renee	G.03

