

26th WLU Literacies for All Summer Institute

*Sharing Our Stories,
Re-Visioning Our Worlds:
Reading, Writing, And Taking Action*

July 9–11, 2015
Marriott Courtyard
Decatur, Georgia



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





Greetings from WLU President Debra Goodman

Thank you for your participation in the **26th Annual WLU Literacies for All Summer Institute**. If you've attended previous Literacies for All Summer Institutes, welcome back! If this is your first institute, you are joining our professional family. You will notice a spirit of reunion and rejuvenation, and you will leave with new ideas and new friends. The Whole Language Umbrella is a professional community informed by beliefs that language involves meaning making, that literacy learning occurs in meaningful contexts, and that teaching practices build on the linguistic and cultural repertoire of students and their families. Whole language pedagogy embraces goals of democracy and social justice.

This year's theme is **Sharing our Stories, Re-visioning Our Worlds: Reading, Writing, and Taking Action**. Our keynote speakers explore stories and themes in children's books, multimodal writing, classroom talk, and family dialogue journals. Concurrent sessions address a wide range of issues for early childhood through college teachers including critical pedagogy and curriculum, multimodal/ digital literacies, kid-watching, multilingual classrooms, professional learning, revaluing learners who struggle, and parents and community. Look for the audience and themes in the session descriptions.

Speaking Out and Acting Up: Our Thursday preconference introduces theater strategies for teacher and student activism addressing social issues in communities and schools. We invite you to continue *taking action* through planning ways of *speaking out and acting up* in response to sessions and critical issues.

Early Childhood Education Strand: We are excited this year to initiate our early childhood strand, cosponsored by NCTE Early Childhood Education Assembly (ECEA).

Saturday Symposium Sessions: These two-hour sessions provide all participants with in-depth, first hand learning experiences. This year's symposia focus on critical literacy in early childhood, miscue analysis and comprehension, and facilitating access and democratic classrooms. The National Association for Media Literacy Education (NAMLE) is also sponsoring a symposium: Start a Conversation on Digital Voice in your Classroom.

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

We thank Sue Gallivan, Eileen Maley and others from NCTE for making the institute run smoothly. We are grateful to NCTE Headquarters for all the support given to WLU for the Institute and throughout the year. Debbie Zagorski is invaluable in coordinating WLU activities as our NCTE staff liaison. Emily Nafziger assists us with publicity and website. Visit us at <http://www.ncte.org/wlu> to learn more about WLU's work throughout the year.

I know we will see you again at WLU's *Literacies for All Summer Institute* next year. The Call for Proposals will be available on Saturday morning.



SPONSORS

Whole Language Umbrella wishes to thank



Center for Expansion of Language and Thinking
for their sponsorship of the preconference.



NATIONAL ASSOCIATION FOR
MEDIA LITERACY EDUCATION

National Association of Media Literacy Education NAMLE/
Youth Participatory Politics Research Network/ University
of Southern California for their sponsorship of the 2015
Literacies for All Summer Institute.

USC Annenberg

School for Communication
and Journalism



The line drawings for this conference program were originally created by Ray Martens for the 1991 conference in Phoenix, Arizona. Ray Martens has long been a whole language supporter and has donated his artwork to the Whole Language Umbrella. Ray Martens teaches art education at Towson University, Maryland.



Posters from the 1991 conference are available for purchase, and donations will go to the WLU scholarship fund.



In Memory of Kent Williamson

On June 7, 2015, the Whole Language Umbrella and NCTE lost a leader and a friend. Kent Williamson, Executive Director of NCTE for 15 years, leaves a legacy of professionalism, motivation, and vision for our profession. Kent brought together all members of the NCTE family to understand and carry out our vision as a professional organization. He was instrumental in cementing the relationship between WLU and NCTE.

He always worked to get to know each NCTE member and each group. He helped with our mission to think and act collectively on behalf of teachers and students. For years, he advised the WLU board with financial goals with remarkable clarity and affirmed WLU's contributions to the field of education. All that knew him enjoyed his collegiality and endless patience, the way he encouraged creative thinking, and his capacity for joy and fun in our work. To the end, he was filled with ideas and action plans for WLU as well as the council. We will miss his friendliness and grace, and at the same time, remember him for his many contributions to both NCTE and WLU. We would not be as vibrant an organization without his gentle leadership.

The Whole Language Umbrella Executive Board

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Debra Goodman

President Elect

Caryl Crowell

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Jane Baskwill

Amy Seely Flint

Joni Fujita

Maria Perpetua Liwanag

Prisca Martens

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Journal Editors of *Talking Points*

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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

Honorary Past President

Ken Goodman





Don Holdaway
Lifetime Membership Award Recipient

By Jane Baskwill, WLU Board

I first met Don Holdaway in 1982. He had come to Nova Scotia to see his long-time friend and colleague David Doake who was on the Education Faculty at Acadia University. Don conducted a PD session for Nova Scotia teachers about using the model of shared book experience in the classroom.

The auditorium was full and yet, when Don spoke, everyone listened. Perhaps it was his accent – an Aussie was a novelty then. Or perhaps it was his opening book—one of the Bill Martin Instant Readers *The Maestro Plays*—that captured everyone’s imagination and opened their minds to what came after. Don’s theory of natural learning, though sometimes misunderstood, and his development of the “shared book experience” made an impact on classrooms worldwide, one that is still felt today every time a teacher opens a Big Book.

Don was strongly against reducing learning and teaching to a series of regimented steps or relegating children to prescribed and often demoralizing reading groups. Instead, he saw literacy as a complex, learned process in which “the child’s own system acts as an amazingly sensitive teaching machine.”

In the 1970s Don was charged with figuring out how to best educate a population of aboriginal children of Maori descent who were entering schools in New Zealand and Australia for the first time. Their culture was quite different from that at school and many of the children were having difficulties learning how to read in traditional ways. Don readily understood that Maori children came to school having already mastered a highly complex language system and they had learned their language in a social setting the same way other children did in other cultures around the world. After studying the social contexts that support learning, he identified four types of common experiences: Demonstration, Participation, Role Play (Practice), and Performance. These became the cornerstones of the Shared Book Experience model.

In 1983, fueled by a grassroots movement that began in Canada, Don Holdaway’s instructional model reached across Canada and to the US. Don’s book, *The Foundations of Literacy* (Ashton Scholastic), became a seminal text for understanding the importance of self-direction, motivation, and self-regulation, within a safe and supportive learning environment, for the learning of all children. *The Shared Book Experience* became part of curriculum documents worldwide. Publishers began producing Big Books for the education market. Teachers found their voices as professional decision-makers and reflective practitioners and shared their classroom stories through their writing and their teaching.

In 1980, Ashton Scholastic published a companion book, *Independence in Reading*, in which Don considered, in detail, the role of the teacher in the creation of a learning environment that would lead to the internalization of independence in reading. In it you will find topics that educators continue to wrestle with and with which today’s teachers are no doubt familiar: common sense in teaching, the importance of personal choice, conferencing, silent reading, critical literacy, informal inventories, and language-rich learning environments. In 1984, after a 15-month Visiting Lecturer appointment at the University of Western Ontario, Don wrote *Stability and Change in Literacy Learning* (Heinemann & the University of Western Ontario) in which he tackled the major issues in literacy teaching and suggested a way forward with what he called *the developmental teaching of literacy*.

Don spent most of the next twenty years speaking and consulting around the world. In 2004, at the age of 74, Don Holdaway died and with his death Whole Language was deprived of one of its foundational thinkers, innovators, and teachers.

Don was the maestro of the Bill Martin book. He found joy in playing with language and had a profound respect for the ability of teachers. It is with great pleasure that The Whole Language Umbrella awards the Lifetime Membership Award posthumously to Don Holdaway—a true maestro.

Conference Strands and Themes



Early Childhood Education: Co-sponsored by the NCTE
Early Childhood Education Assembly

Early Childhood Education Strand sessions focus on issues pertaining to the education of children from birth to age eight, their families, and their teachers. Early literacy is a key concept in these sessions that also address diversities in early childhood and highlight practices and processes that are situated in social, historical, and cultural contexts.

Teacher to Teacher: During these sessions, classroom teachers share their experiences and expertise.

Adult Literacy	Language and Culture
Arts/ Multimodal	Literacy and Social Action
Composition	Literature
Community	Multilingual Learners
Curriculum	Parents
Democratic Classrooms	Professional Learning
Digital Literacies	Revaluing Learners
Kidwatching	Writing

Little Shop of Stories will be displaying books during the times below.
They will have Grace Lin's titles along with other children's and YA publications.

July 9th • 4:00 p.m.–10:00 p.m.
July 10th • 8:00 a.m.–2:30 p.m.
July 11th • 11:00 a.m.–5:00 p.m.



Little Shop of Stories is located a short walk from the conference hotel
at 133 A East Court Square, Decatur, GA 30030.
Please visit the store and enjoy a conference discount.

Program Session Information

Thursday, July 9

- 10:00 a.m.–8:30 p.m. Registration—Pre-Function Area (Outside of meeting rooms.)
8:30 a.m.–11:00 a.m. Eye Movement Miscue Analysis (EMMA) Researchers Meeting
(All are welcome to attend.)—Avondale Room
11:45 a.m.–6:00 p.m. Preconference Workshop (Tickets required, includes lunch.)—Decatur B
7:00 p.m.–9:00 p.m. Opening Session: Grace Lin—Decatur B Room

Friday, July 10

- 8:00 a.m.–5:00 p.m. Registration—Pre-Function Area (Outside of meeting rooms.)
8:30 a.m.–9:30 a.m. Plenary Session: JoBeth Allen—Decatur B Room
8:00 a.m.–10:00 a.m. Refreshments—Pre-Function Area (Outside of meeting rooms.)
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: 25th Anniversary Celebration (Tickets required.) – Decatur B
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 and Entertainment—Decatur B

Saturday, July 11

- 8:00 a.m.–4:30 p.m. Registration—Pre-Function Area (Outside of meeting rooms.)
8:00 a.m.–11:30 a.m. Refreshments—Pre-Function Area (Outside of meeting rooms.)
8:30 a.m.–9:15 a.m. Plenary Session: Candace Kuby and Tara Gutshall Rucker—Decatur B
9:30 a.m.–11:45 a.m. Symposium Sessions
11:45 p.m.–1:00 p.m. Lunch on your own
1:15 p.m.–2:30 p.m. G Sessions
2:45 p.m.–3:45 p.m. H Sessions
3:30 p.m.–4:00 p.m. Refreshments—Pre-Function Area (Outside of meeting rooms.)
4:00 p.m.–5:15 p.m. Closing Session: Peter H. Johnston—Decatur B
5:30 p.m.–6:30 p.m. WLU Delegates Assembly (All are welcome to attend.)—Decatur B

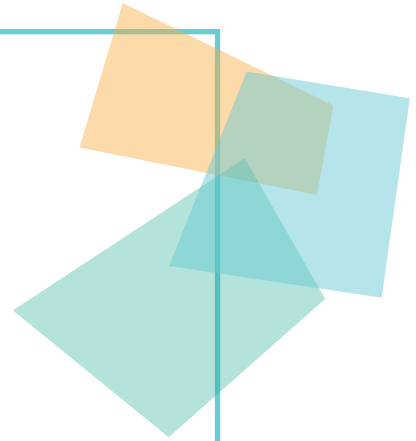
Hotel maps located on page 35.



Thursday, July 9, 8:30 a.m. – 11:30 a.m.

**EMMA Researchers Meeting
Avondale Room**

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 Perpie Liwanag at mliwanag@towson.edu.



Thursday, July 9, 11:45 a.m. - 6:00 p.m.

Preconference Workshop

Co-sponsored by the Center for Expansion of Language and Thinking (CELT)

Decatur B

Speaking Out and Acting Up: Using Theater Strategies for Activating Teachers, Students, and Communities to Respond to Oppressive and Controversial Situations

Facilitator: Katy Rubin, Theatre of the Oppressed NYC



Host: Rick Meyer, University of New Mexico, Albuquerque

This year's preconference workshop will focus on the use of dramatic strategies to address issues facing our students, our communities, and ourselves. As teachers and community members, we're often confronted with events, laws, opinions, mandates, curriculum, and other impositions upon our classrooms, schools, homes, and workplaces. During this workshop we will learn, practice, and plan for the use of theater as a vehicle for raising consciousness and finding viable solutions to complex situations. Whether we face issues of fairness in kindergarten, racism in a third-grade classroom, sexism in a graduate course, or inequity within our community, the strategies presented offer unique ways to articulate and initiate response to critical social issues.

We're thrilled to have **Theatre of the Oppressed NYC** leading the workshop. Through partnerships with social service organizations and city agencies, Theatre of the Oppressed NYC creates theater troupes with community members who face pressing social, economic, health, and human rights issues. The troupes create and perform plays based on real-life struggles, which engage diverse audiences in theatrical brainstorming—or Forum Theatre—to activate communities and creatively challenge systems of oppression.



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

Opening General Session

Welcome and Opening Remarks: Debra Goodman, WLU President

2015 WLU Award Recipients

Lifetime Membership Award: Jane Baskwill
Award Recipient: Don Holdaway

Service Award: Carol Gilles
Award Recipient: Dorothy Watson, Columbia, MO

Joy of Teaching Award: Lenny Sanchez
Award Recipient: Kathryn Moore, Har-Ber High School, Fayetteville, AR

2015 WLU Scholarship Recipients

Kelly Allen, University of Arizona, Tucson (Tucson TAWL)
Anna Bock, Park Creek Elementary School, Dalton, GA
Kristen Lauer, Oak Creek High School, Oak Creek, WI
Tracy Szulczewski, Oak Creek High School, Oak Creek, WI
Shelli Thelen, Paxton Keeley Elementary School, Columbia, MO (Mid-Missouri TAWL)

WLU Scholarship Committee

Amy Seely Flint, Joni Fujita

Opening Featured Speaker

Decatur B

Introduction of Featured Speaker: Prisca Martens

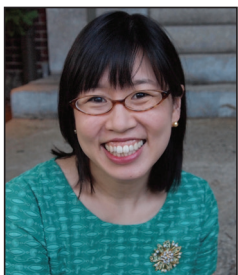


Photo: Alexandre Ferron

Grace Lin

Grace Lin is the author and illustrator of picture books, early readers, and middle-grade novels. Her 2010 Newbery Honor book *Where the Mountain Meets the Moon* was chosen for Al Roker's *Today Show* Kid's Book Club and was a *New York Times* bestseller. *Ling & Ting*, Lin's first early reader, was honored with the Theodor Geisel Honor in 2011. Most of

Lin's books are about the Asian American experience because, she believes, "Books erase bias; they make the uncommon every day and the mundane exotic. A book makes all cultures universal." Lin is an Astrid Lindgren Memorial Award nominee for the United States.

Lin will present "**The Extra Adjective.**" Grace Lin is often described as a "multicultural" children's book author and illustrator. Find out about Grace's path to becoming a children's book creator and how she learned to live and even love the "extra adjective."

Grace will be signing after her talk. Little Shop of Stories will be providing her publications.

Friday, July 10, 8:00 a.m.–10:00 a.m.

Refreshments

Pre-Function Area (outside of meeting rooms)

Friday, July 10, 8:30 a.m. – 9:30 a.m.

Plenary Session

Decatur B

Introduction of Speaker: Caryl Crowell



Jobeth Allen

Jobeth Allen is professor emeritus at the University of Georgia in Language and Literacy Education. She has written about family-school partnerships in *Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with Diverse Families* (2007) and *Literacy in the Welcoming Classroom: Creating Family-School Partnerships That Support Student Learning* (2010). Her recent books in collaboration with teacher researchers include *A Critical Inquiry Framework for K–12 Teachers: Lessons and Resources from the U.N. Rights of the Child* (2012), and *Family Dialogue Journals: School-Home Partnerships That Support Student Learning* (2015).

Allen will present “**Family Dialogue Journals: Partnerships that Support Student Learning.**” When families, students, and teachers share what they are learning each week, they build a secure bridge between home and school, a bridge that supports deepened family-school relationships and meaningful intellectual development.

Friday, July 10, 9:30 a.m.–10:00 a.m.

Refreshments and Conversation

Please gather and mingle in the Pre-Function Area outside of the meeting rooms.

Little Shop of Stories will be displaying books during the times below.
They will have Grace Lin’s titles along with other children’s and YA publications.

July 9th • 4:00 p.m.–10:00 p.m.
July 10th • 8:00 a.m.–2:30 p.m.
July 11th • 11:00 a.m.–5:00 p.m.



Little Shop of Stories is located a short walk from the conference hotel
at 133 A East Court Square, Decatur, GA 30030.

Please visit the store and enjoy a conference discount.

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

A.01 Decatur B

Take that, Prince Ronald! Powerful Picturebooks that Help Four- and Five-Year-Olds Disrupt Gender Binaries



Early Childhood Education (ECEA)
Panel

Early Childhood, New Teachers
Literacy, Social Action

Participants: Kathryn Whitmore, Christie Angleton, Kristen Herbert, University of Louisiana at Lafayette

Annotation: How did Elizabeth (i.e. The Paper Bag Princess) become so strong and smart? How can she and other picturebook characters help preschoolers develop identities that are not limited by gender binaries? This session shares the story of two preschool classrooms that explored gender through powerful books.

A.02 Decatur A

Changing the Landscape of Professional Learning with Technology Integration

Teacher to Teacher
Panel

Elementary, Teacher Educators
Professional Learning

Participants: Carol Gilles, University of Missouri, Columbia; Tami Ensor, Two Mile Prairie Elementary, Columbia, MO

Annotation: In this session we critique traditional professional development and offer an alternative view that emphasizes teacher voice in integrating technology within the literacy curriculum. We will share examples from an elementary school as a demonstration of how this process could be used in other settings. Bring your “device” to this session!

A.03 Mary Gay C

Constructing Competence in Special Needs Writers: Process Writing with Learners with Language Disorder

Elementary, Middle School
Panel
Revaluing Learners

Participants: Holly Damico, Jack Damico, Ryan Nelson, University of Louisiana at Lafayette

Annotation: This presentation will report on an ethnographic investigation of the constructive writing practices of three school-aged learners with diagnoses of language disorder enrolled in a process-oriented writing intervention program. Demonstrations of each participant’s constructed strategies and parallel change to their written products will be included.

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

A.04

Henry Oliver F

Integrating Visual Arts into the English Classroom

Workshop
Secondary Teacher Educators
Arts, Multimodal

Participants: Sirpa Grierson, Brigham Young University, Provo, UT; Sarah Orme, Monticello High School, Charlottesville, VA

Annotation: Integrating visual arts into the English classroom enhances teachers' ability to scaffold and model literacy practices. We use fine art paintings to engage students at three levels during multiple readings of a text. We transfer this process to writing, and "speak out," or tell our own stories, in novel ways.

A.05

Clairmont

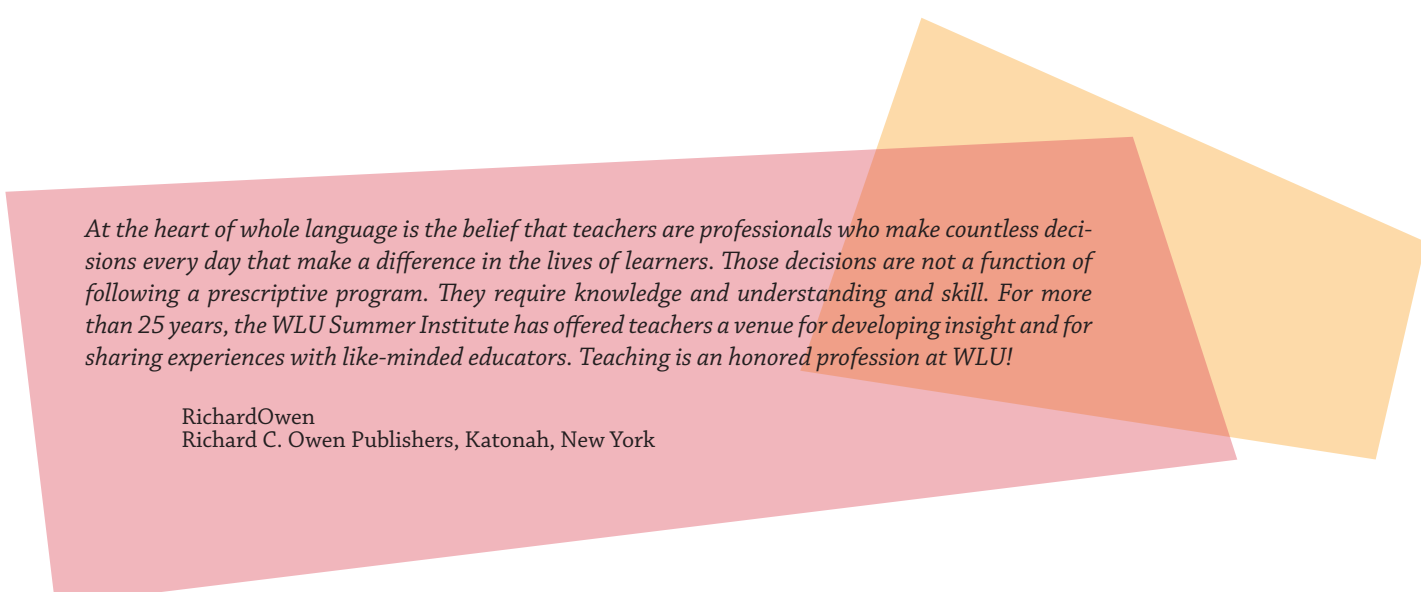
Students Exploring Scientific Informational Texts: What Have We Learned?

Co-sponsored by the Center for Expansion of Language and Thinking (CELT)

Panel
Elementary, General
Literature, Curriculum

Participants: Keri-Anne Croce, Towson University, Towson, MD; Lucy Spence, University of South Carolina, Columbia; Alan Flurkey, Hofstra University, Long Island, NY

Annotation: This session will invite audience members to participate in discussions regarding the use of scientific informational texts across the curriculum. A panel will briefly discuss sociocultural frameworks and transactional theory in relation to science texts. Sociolinguistics will also frame discussions of textual features.



At the heart of whole language is the belief that teachers are professionals who make countless decisions every day that make a difference in the lives of learners. Those decisions are not a function of following a prescriptive program. They require knowledge and understanding and skill. For more than 25 years, the WLU Summer Institute has offered teachers a venue for developing insight and for sharing experiences with like-minded educators. Teaching is an honored profession at WLU!

RichardOwen
Richard C. Owen Publishers, Katonah, New York

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

A.06

Henry Oliver E

Sharing Our Stories: Engaging in Authentic Writing Practices with English Language Learners

Teacher to Teacher
Panel

Elementary, Early Childhood
Writing

Participants: Eliza Allen, Anna Bock, Dalton Public Schools, Dalton, GA

Annotation: This panel presentation describes authentic writing practices used with English Language Learners. The first presentation describes how a classroom can be a space for kindergarten students to see themselves as writers. The second presentation examines the social nature of response as fourth grade students write about their reading on Twitter.

A.07

Mary Gay D

Re-visioning Writing in Elementary Classrooms

Teacher to Teacher
Panel

Elementary, Curriculum Specialists, Early Childhood
Revaluing Learners, Writing, Arts/Multimodal

This session explores writing in K–5 classrooms including: instructional strategies for incorporating the art, music, and dance into cross-curricular writing; and the amazing responses when student writings are used for mentor texts, particularly with struggling writers. A variety of student writing samples will be shared and discussed.

Sharing Stories: Using Students' Writing to Shape and Re-vision the World of Writing

Participant: Lisa Eickholdt, Georgia Gwinnett College, Lawrenceville, GA

Incorporating the Arts into Cross-Curricular Writing for K–5 Students

Participants: Kristen Sousa, Saraland City Schools, AL; Paige Vitulli, University of South Alabama, Mobile

A.08

Avondale

The Kennesaw State University Conference on Literature for Children and Young Adults: Fostering a Culture of Literacy through Children's and Young Adult Literature

Teacher to Teacher
Conversation

Library/Media Specialist, Teacher Educators
Literature, Community Literacy

Participants: Bryan Gillis; Debra Coffey; Nancy Gillis; Shannon Howrey; Rita Spisak, Kennesaw State University, GA

Annotation: Presenters will demonstrate for participants how to create and maintain a community-based literature conference that provides school and community members with opportunities to listen to and interact with distinguished children's and young adult authors as well as experience presentations from master teachers and experts in the field of literacy instruction.

Friday, July 10, 11:30 a.m. – 1:15 p.m.

Poster Sessions Decatur B

Poster sessions offer research and teaching ideas displayed on a poster or tri-fold with the designers available to engage participants in conversation about the poster's content. Posters will be placed in the back of Decatur B, allowing participants to engage in multiple brief conversations with a variety of presenters.

B.01 Poster 1 Decatur B

Implementing a Writing Workshop for Low SES Students: More Chances for Learning to Write and More Chances for Successful Peer Interaction

Poster Writing, Elementary, Early Childhood

Participants: Leah Carruth, Carole Janisch, Texas Tech University, Lubbock

Annotation: Writing workshop is an instructional method that helps children become confident and vibrant writers through a personal context while allowing numerous opportunities for appropriate and positive social interactions among peers. This approach has potential for helping children who need more responsive instruction in order to achieve and understand writing.

B.01 Poster 2 Decatur B

Unpacking our Relationship with Literacy, Power, and Privilege



Early Childhood Education (ECEA) Critical Literacy, Pre-service Teachers
Poster Professional Learning

Participant: Angela Pack, Montclair State University, Montclair, NJ

Annotation: A critical literacy discussion group worked to unpack individual relationship with literacy, power, and privilege in society and understand the role of critical literacy in education. The participants were pre-service teachers and an early childhood education faculty member at an urban community college. Findings of the study as well as artifacts created by the participants will be shared.

B.01 Poster 3 Decatur B

Crossing the Interstellar Divide: Implementing Science in the College Composition

Teacher to Teacher College, Secondary
Poster Composition, Curriculum

Participant: Heather Wilkins, University of South Alabama, Mobile, AL

Annotation: In a college English composition classroom filled with students majoring in the sciences, instructors must find a way to implement effective instruction and link the two disciplines. Showing students that both science and writing are processes and constantly in flux is the key to connecting these two “divisive” fields.

Poster Sessions (Continued)

B.01 Poster 4 Decatur B

Helping High School Students in a Special Education Classroom Improve Inferencing Skills through Critical Literacy Instruction

Special Educators, Classroom Educators, Critical Literacy Theorists and Researchers
Poster Critical Literacy

Participants: Joanne Smith, Shannon Fox, Fontbonne University, St. Louis, MO

Annotation: Often, special education teachers struggle to find instructional strategies that allow students with learning disabilities to “think outside the box.” This presentation will explore whether the ability to make inferences increases when high school students, identified as having learning disabilities, are taught how to use critical literacy skills to understand texts.

Friday, July 10, 11:30 a.m. – 12:45 p.m.

B.02 Decatur A

Digital Stories and Student Voices

Panel Elementary
Digital Literacies

Participants: Amy Seely Flint, Sarah Turnbull, Rebecca Barria, Georgia State University, Atlanta, GA; Melissa Golden, Jeffrey Gentry, Cary Reynolds Elementary, Doraville, GA

Annotation: This presentation focuses on how digital storytelling is a powerful pedagogical tool in promoting students’ positive literate identities. Participants will learn how to incorporate a digital storytelling. The goal is to offer a glimpse into how a transformative pedagogical tool can shape and cultivate students’ voices in remarkable ways.

B.03 Mary Gay C

Deconstructing How Masculinities are Performed by Male-Identified Characters in Children’s Picture Books: A Workshop for Teachers and Teacher Educators

Workshop Elementary, Teacher Educators
Literature

Participant: Scott Ritchie, Kennesaw State University, GA

Annotation: This workshop offers elementary teachers and teacher educators a chance to explore frameworks for critically analyzing how masculinities are performed in children’s picture books, work in small interactive groups to practice applying those frameworks, and engage in a large group dialogue about how to integrate this into literacy classroom instruction.

Friday, July 10, 11:30 a.m. – 12:45 p.m.

B.04

Henry Oliver F

Opening the Doors: A Little Help from Our Big Friends

Teacher to Teacher
Workshop

Elementary, Early Childhood
Arts/Multimodal

Participants: Tara Gutshall Rucker, Shelli Thelen, Paxton Keeley Elementary, Columbia Public Schools, Columbia, MO

Annotation: A kindergarten teacher and second grade teacher will share individually and collectively multi-media, inter-disciplinary projects that involved others from outside of the traditional learning community. This session will explore collaboration, multi-grade teaching and learning, and seeking outside resources to bring the world inside the classroom.

B.05

Clairmont

Writer's Workshop as a Rhizomatic Space: Supporting Fluid Identities and Culturally Responsive Practices with Elementary and University Students

Professional Learning
Workshop

Elementary, Teacher Educators
Arts/Multimodal

Participants: Priscila Alvarado, Elizabeth Bemiss, University of South Carolina, Columbia; Lisa Levinson, Richland One School District, University of South Carolina, Columbia; Sarahi Paz, Lexington One School District, University of South Carolina, Columbia

Annotation: Second grade teachers in collaboration with teacher educators will share practices to energize teaching and learning in Writer's Workshop across university and elementary classrooms. Come build with us collaborative spaces to explore ways to support students' identities and cultural selves as a means of praxis.

B.06

Henry Oliver E

Intentional Teaching: Creating Holistic Phonological Awareness Experiences



Early Childhood Education (ECEA)
Workshop

Early Childhood, Teacher Educators

Participant: Kim Pinkerton, Amelia Hewitt, University of Houston-Downtown, TX

Annotation: Explore intentional teaching of phonological awareness through collaborative partnerships. Learn that it's not letters and sounds but fun with language that builds strong literacy foundations. Examine holistic experiences developed by professors and teacher candidates engaged in collaborative, field-based service learning. Design authentic phonological awareness activities to improve current teaching practices.

Friday, July 10, 11:30 a.m. – 12:45 p.m.

B.07 Mary Gay D

Issues of Race, Space, and Place: Teaching Multicultural and Postcolonial Literature

Teacher to Teacher
Panel

Secondary
Literature

Participant: Jennifer Arias, Adlai E. Stevenson High School, Lincolnshire, IL

Annotation: Multicultural and postcolonial themes are addressed, including “otherness,” displacement, and images of dis/abled bodies and minds. Teachers gain lessons and activities promoting diversity, close reading, and critical writing for students ranging from English Language Learners to AP level. Novels discussed include *Wide Sargasso Sea*, *The Bone People*, *The Absolutely True Diary of a Part-Time Indian*, *Balzac and the Little Chinese Seamstress*, *Life of Pi*, and *Beloved*.

B.08 Avondale

Language, Culture, and the Jamaican Classroom, Embracing Diversity

Early Childhood Education
Conversation

Early Childhood, Teacher Educators
Language, Culture



Participants: Zoyah Kinkead-Clark, University of the West Indies, Jamaica, W.I.; Shalene Kinkead, Shortwood Teachers’ College, Jamaica, W.I.

Annotation: The Jamaican context is unique in that while the majority of our children speak “patois”, this unofficial language is not embraced as authentic and valuable. This session focuses on how culture influences the language, families, and communities and how this has implications for the teaching and learning experiences of the classroom.

July 10, 1:00–2:00 p.m.

Friday Luncheon Decatur B

Celebrating the Past, Present, and Future of WLU

(Tickets are required in advance.)

At this year’s luncheon, we celebrate 25 reunions since the first WLU conference in St. Louis in 1990. As whole language teachers, we come together around a meal for stories, songs, and images reflecting on friendships and inspirational conference experiences. Storytellers and song leaders include Ken and Yetta Goodman, Amy Seely Flint, and Rick Meyer.

Whether you are a first-time or long-time attendee, you won’t want to miss this year’s luncheon.

Friday, July 10, 2:30 p.m. – 3:45 p.m.

C.01 Decatur A



Breaking through Walls and Barriers of Mandates: Linking Practice to Teacher Knowledge

Early Childhood Education (ECEA) Elementary, Early Childhood, Administrators, New Teachers,
Panel Teacher Educators
Professional Learning

Participants: Tasha Tropp Laman, Kathryn Whitmore, University of Louisville, KY; Shelley Toerner, Lincoln Elementary School, Dayton, KY; Julie Elliott, Kathleen Mullins, Stacy Johnson, Trunnel Elementary School, Louisville, KY; Carla Wilson, Bullitt County Public Schools, Shepherdsville, KY

Annotation: In this session, early childhood teachers and university faculty share their learning from a yearlong early literacy course and how teachers came to see that children are developers rather than strugglers, the need to build children’s literate identities rather than destroy identities, and finally how teachers gained professional courage to break down walls and barriers to rely on their professional knowledge and support children.

C.02 Mary Gay C

The Power of the Selfie Center: Using Technology to Build Meaningful Reflection in the Readers’ Workshop

Teacher to Teacher Elementary, General
Panel Digital Literacies

Participants: Cynthia Merrill, University of New Hampshire, Durham; Beth Landry, Maple Wood School, Somersworth, NH; Mandie King, Dondero School, Portsmouth, NH; Amy Riley, Deb Craig, Stratham Memorial School, Stratham, NH; Bonnie Painchaud, Loudon Elementary School, Loudon, NH

Annotation: Panelists will describe how the Selfie Center enriches their literacy block. Panelists will share results, ever-changing dimensions, and the power of this center in first through fifth grade classrooms. Participants will view videos of student selfie stories and learn the steps for implementing a Selfie Center. Panelists will demonstrate student synthesis through hash tags, and use of primary documents for content integration. Participants will walk away with simple, effective, and dynamic ways to integrate technology into their literacy block(s).

C.03 Henry Oliver F

“Is That How We Write From Now On?”: The Collision of Instructional Mandates and Meaningful Literacy Instruction

Teacher to Teacher Elementary, New Teachers
Conversation Curriculum

Participants: Natasha Thornton, Elyse Davis, Marquita Carter, Connie Peterson, Toye Powell, Henry County Schools, McDonough, GA

Annotation: This presentation will address how teachers in an elementary school begin to navigate instructional mandates that aligned with year-end standardized assessment as they considered what mattered most for supporting the literacy development of their students.

Friday, July 10, 2:30 p.m. – 3:45 p.m.

C.04 **Clairmont**

Nurturing the American Dialogue: Empowering Students to Make Connections between Events in History and Current Issues through Reading, Research, Debate, and Writing

Teacher to Teacher
Panel

Elementary, Middle School
Curriculum

Participants: Nancy Galas, Rebecca D'Angelo, Mary Greska, Edison School, Elmhurst, IL

Annotation: Join three panelists as they engage participants in the same kind of simulations and dialogue in which their students participate. In sharing sample learning activities, the panelists demonstrate how inquiries into significant social issues invite learners to embrace the story of America resulting in better readers, writers, and critical thinkers.

C.05 **Henry Oliver E**

Every Picture Tells a Story: Locating Student Identity in Multimodal Narratives

Panel

Elementary, Adult Literacy/College
Arts/Multimodal

Participants: Marilyn Buono, Melinda Smith, Sasha Ramlal, Josefa Pace, Elizabeth Hynes-Musnisky, Hofstra University, Long Island, NY

Annotation: A diverse panel of teachers examines the ways our students' stories become richer, deeper, and more revelatory when they are created authentically, freely, and imaginatively within a holistic classroom environment that embraces the agency and expressive possibilities of multimodal approaches to learning. Examples of students' artistic narratives will be shared.

C.06 **Mary Gay D**

Studies of Young Children's Texts and Text Construction



Early Childhood Education Assembly (ECEA)
Panel

Elementary, Early Childhood
Literature, Language, Culture, Kidwatching

Three research studies will be shared addressing: meaning construction of poetic texts through multimodal design; an analysis of CCSS K–1 text sets through a postcolonial and feminist lens; and print awareness in three- and four-year-old children classified as preschool students with disabilities. Examples and video clips of student responses will be discussed.

Moving Text: An Early Childhood Exploration of Poetry

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

Critical Content Analysis of CCSS K–1 Text Sets

Participant: Megan McCaffrey, Governors State University, University Park, IL

A Reading Discovery: Print Awareness in Preschool Students with Disabilities

Participant: Ursula Fulcher Salih, Small Wonder Preschool, Glendale, NY

Friday, July 10, 2:30 p.m. – 3:45 p.m.

C.07 Avondale

Using Wordless Picture Books to Engage Learners and Support Literacy Development

Panel
Elementary, Teacher Educators
Revaluing Learners, Multimodal

Participants: Debra Goodman, Alan Flurkey, Hofstra University, Long Island, NY

Annotation: This session explores multimodal, invitation-based workshops for small group literacy support. As one example, Lee’s wordless book *Wave*, followed by storyboards, engages 3rd/4th graders as author/ illustrators. Participants discuss a literacy practicum experience for revaluing “struggling” learners, using assessment-informed practices that build upon children’s literacy repertoire and life experiences.

C.08 Oakhurst Boardroom

Girls and Boys for Others: Engaging in Critical Literacy Using a Social Justice Framework

Workshop
Elementary
Literacy, Social Action

Participants: Annmarie Jackson, and Cassandra Matthews, Georgia State University, Atlanta, GA

Annotation: This will be a workshop format. There will be a 30-minute work session for K–8 grades to create a unit using K–12 literacy and social studies standards. Participants will establish essential questions to meet end goals of the literacy and social studies standards. Participants will outline literacy-integrated activities, using stem questions and graphic organizers. Each small group will share in a 15-minute block on their proposed unit. Last 10 minutes for questions.

Friday, July 10, 4:00 p.m. – 5:15 p.m.

D.01 Decatur B



Artful Talk and the Teaching of Readers

Early Childhood Education Assembly (ECEA) Conversation
Elementary, Early Childhood, Teacher Educators
Professional Learning

Participant: Diane Stephens, University of South Carolina, Columbia

Annotation: We know that students learn from what we say. In this conversation, we will use video tapes to inquire together into the art of talking as teacher-reader to student-reader so that we can increase our ability to help all students be successful readers and choose to read because it serves some function for them.

D.02
Decatur A



Fostering and Sustaining Literacy Partnerships with Parents/Family Literacy

Early Childhood Education Assembly (ECEA) Elementary, Early Childhood, General
Workshop Community, Parents, Family Literacy

In this interactive session, one presenter shares strategies for involving fathers and male caregivers in children's literacy, and effective ways to share your teacher philosophy and practice. The second presenter describes an elementary school's parent group initiative to support vulnerable readers, addressing parents' positionality towards literacy, and connections between parental literacy beliefs and ways parents support their children's literacies.

Getting Dads and Male Caregivers on Board: Fostering and Sustaining Literacy Partnerships

Participant: Jane Baskwill, Mount Saint Vincent University, Halifax, Nova Scotia, Canada

Parent Literacy Support Groups: Why Supporting Parents in Revaluing Their Own Literacies Is Important

Participant: Kelly Allen, University of Arizona, Tucson

D.03
Mary Gay C

When Interpretations of Assessment Data Collide

Elementary, Early Childhood, Middle School, New Teachers,
Library Media Specialist, Curriculum Specialists, Teacher Educators
Conversation Early Childhood

Participants: Mary Fahrenbruck, New Mexico State University, Las Cruces; Yetta Goodman, University of Arizona, Tucson

Annotation: Few would argue that assessments yield valuable data that educators can use to make decisions about teaching and learning. What happens, though, when conflicting data interpretations occur? Whose voice is heard and honored? Join the conversation about this problematic issue and help generate possible solutions especially for families trying to support their children in school.

D.04
Henry Oliver F

It's All About the Space: Making Space for Critical Literacy Instruction in a Standards-Driven Curriculum

Secondary
Workshop Critical Literacy

Participants: Joanne Smith, Shannon Fox, Fontbonne University, St. Louis, MO

Annotation: We will share the findings of an action research project that explored whether teaching high school students with learning disabilities helped to improve their inferencing skills. Additionally, we will engage participants in the sharing process, and lead them in an inquiry-based activity.

Friday, July 10, 4:00 p.m. – 5:15 p.m.

D.05 Clairmont



What Does a Holistic Pre-K Classroom Look Like?

Early Childhood Education Assembly (ECEA) Early Childhood, Curriculum Specialists
Conversation Curriculum

Participants: Fran Perkins, Lynn Kirkland, Susan Seay, University of Alabama at Birmingham

Annotation: In this presentation, we will share ideas and invite discussion with participants on developing and implementing a model Pre-K classroom, especially the creation of a developmentally appropriate, child-centered curriculum for four-year-old children.

D.06 Henry Oliver E

Who's Story Is It Anyway?: Socio-cultural Narratives and Global Text Sets

Two presentations explore children's and adolescent texts. The first shares how informational biographies, particularly children's books about Barack Obama, incorporate socio-historical narratives, particularly those related to the civil rights movement. The second presentation shares multicultural and global text sets for grades 1, 4, and 8.

Panel Elementary, Middle School, General
Literature, Language and Culture

Whose Story Is It Anyway?: Considering Biographies and their Use in Classrooms

Participants: Laura May, Georgia State University, Atlanta; Megan Lankford, Dekalb County School District, GA

Multicultural and Global Text Sets Across the Curriculum

Participants: Megan McCaffrey, Governors State University, University Park, IL; Susan Corapi, Trinity International University, Deerfield, IL

D.07 Mary Gay D

The Science and Literacy Laboratory: Teacher Candidates Reflect on the Integration of Literacy

Panel Elementary, Teacher Educators
Integrated Curriculum, Professional Development

Participants: Megan Nason, Nicole Maxwell, Brenda Schulz, and Westry Whitaker, University of North Georgia

Annotation: The audience will engage in conversations about the findings and implications of a qualitative case study focused on exploring the collaborative learning experiences of teacher candidates participating in a science and literacy laboratory and weekly Socratic seminars. The candidates implemented science labs integrated with authentic literacy opportunities for elementary students.

D.08

Avondale

Using Picture Book Biographies to help Readers and Writers Discover Their Passions

Literature and the Imagination
Workshop

Elementary
Literature

Participants: Jan Miller Burkins, and Kim Yaris—Burkis & Yaris: Think Tank for 21st Century Literacy

Annotation: Participants will investigate biographies of people who began exploring their passions—through reading and writing—in their childhood, and who grew up taking action that changed the world. We will use a sustainable lesson structure, a graphic organizer, and excellent picture book biographies to learn a way to help students discover their passions.

Friday, July 10, 5:15 p.m.–7:00 p.m.

Social Hour

**Please join us for refreshments and conversation.
Decatur B**

Literacies for All is more like a revival than a conference—a revival of my teaching spirit and the beliefs about children and learning I hold so dear.

Katie Wood Ray
Waynesville, North Carolina

WLU was one of my first professional homes, a place where I found my soul resonating with the focus on children. It was the first conference I attended where everyone . . . EVERYONE . . . greeted you and made certain you were folded into a group. Conversations are rich. Ideas and brainstorming and what-ifs are food to the hungry mind. WLU people are like a family where the kinship is thought and caring and respect. The Literacies for All Summer Institute is a homecoming.

Lester Laminack
Asheville, North Carolina

As long as I've been attending professional conferences (and it is very long), I never come away from the WLU Literacies for All Summer Institute without learning something new and feeling uplifted at the power of the ideas and the brilliance of the teachers who come together there.

Ken Goodman
Tucson, Arizona

Saturday, July 11: 8:00 a.m.–11:30 a.m.

Refreshments
Pre-Function Area (Outside of meeting rooms.)

Saturday, July 11, 8:30 a.m. – 9:15 a.m.

Plenary Session
Decatur B

Introduction of Featured Speakers: Maria Perpetua Liwanag



Candace Kuby and Tara Gutshall Rucker

Candace Kuby is an assistant professor of Early Childhood Education at the University of Missouri. She is the author of *Critical Literacy in the Early Childhood Classroom: Unpacking Histories, Unlearning Privilege* (2013) and co-editor of *Disrupting Qualitative Inquiry: Possibilities and Tensions in Educational Research* (2014).

Tara Gutshall Rucker is in her eighth year as an elementary teacher in Columbia Public Schools, Columbia, Missouri. She received her MA in Curriculum and Instruction through the Teaching Fellows program at the University of Missouri and is currently working on an elementary mathematics specialist certificate.

Kuby and Rucker are currently writing a book (due out in 2016) about their five years of co-researching in a multimodal writers' studio.

Kuby and Rucker will present “**Embracing the Uncertainties of Literacy Desirings: Sharing Our Stories from a Multimodal Writers’ Studio.**”

The WLU Literacies for All Summer Institute and the NCTE Annual Convention are my two favorite conferences. While I learn a great deal at the Annual Convention, I particularly appreciate the small, intimate nature of the WLU Summer Institute. Between sessions and in the evenings, informal gatherings spring up at tables, along benches, and in hallways, as favorite authors chat with new teachers, regular attendees welcome first-timers, and good friends gather from across the country. The sessions offer rich details from progressive classrooms along with new research threads and conversations about important political issues that affect our teaching. I can't think of a better venue for sharing and expanding my professional practice.

Kathryn Mitchell Pierce
St. Louis, Missouri

Symposium Sessions (continued)

Symposium EF.03

Mary Gay C

Facilitating Access, Enacting Democracy

Participants: Kristen Ruccio, Paige Arrington, Cristine Busser, and Kateland Wolfe, Georgia State University, Decatur

Teacher to Teacher
Symposium

New Teachers, College/ Adult Literacy, Secondary
Democratic Classrooms

Participants: Kristen Ruccio, Paige Arrington, Cristine Busser, and Kateland Wolfe, Georgia State University, Decatur

Annotation: A multimodal session focused on broadly-figured issues of accessibility, our theoretical model focuses on the creation of a democratic classroom setting through holistic pedagogies. We will present in our four areas of specialty, and provide assignments through which participants can expand, modify, and uniquely engage with these practices.

EF.04

Henry Oliver F

Start a Conversation on Digital Voice in your Classroom

Co-sponsored by the National Association of Media Literacy Education (NAMLE)



Symposium

Middle School, High School, Teacher Educators Administrators,
Curriculum Specialists, Adult Literacy/College, Library/Media Specialists
Media Literacy Education

Participant: Michelle Ciulla Lipkin

Annotation: Many students have vibrant lives online that often feel disconnected from the classroom. Through a series of short films, this workshop helps teachers bridge that gap. Run by NAMLE, this workshop builds on a collaboration between Henry Jenkins' Media, Activism, and Participatory Politics project, Pivot.tv and HitRE-Cord. After the workshop, teachers will be ready to use these films and associated discussion guides to start conversations with their students on digital engagement.

Lunch is on your own from 11:45 a.m. – 1:00 p.m.

Saturday, July 11, 1:15 p.m. – 2:30 p.m.

G.01

Decatur A

Grand Conversations: Literature Engagements that Provoke Thinking and Action

Workshop
Elementary, Teacher Educators
Literacy, Social Action, Literature

Participant: Rick Meyer, University of New Mexico, Albuquerque, NM

Annotation: This session will be a demonstration and interactive workshop focusing on discussions about texts as a way of supporting children (and each other) as thinkers who have agency in their worlds. We'll engage with texts and the ways in which they may lead to actions.

G.02

Mary Gay C

Meaning Making in the Digital Age: 3rd, 4rd, 5th Graders Engaged in Inquiry, Learning, and Storytelling

Panel
Elementary, Digital Literacies, Middle, New Teachers, Curriculum Specialists
Digital, Arts/Multimodal, Literacy, Social Action, Integrated Curriculum

Presenters share digital meaning making in elementary classrooms including fifth grade students creating powerful, authentic multimodal compositions to affect change, third grade students using Edmodo to complement critical investigations of literature and historical, and fourth grade student teams in two urban classrooms using a digital platform to appropriate linguistic and semiotic tools during an engineering unit.

The Digital Revolution: Constructing Digital Stories for Persuasion and Social Action in a Fifth Grade Classroom

Participant: Stephen Adam Crawley, The University of Georgia, Athens

Hello, Edmodo: Using an Online Platform with Elementary Students to Critically Investigate Literature/Historical Texts

Participant: April Poindexter, Georgia State University, Atlanta, GA

Engineering Designers as Designers of Meaning—How Do Urban Fourth Graders Utilize the Ipad to Mediate their Learning of Engineering Design?

Participant: Patricia Paugh, University of Massachusetts, Boston

G.03

Henry Oliver F

“It’s Testimony Time”: An Exploration of Out-of-School Literacy Practices

Conversation
Elementary, Teacher Educators
Language, Culture, Community

Participants: Kamania Wynter-Hoyte, North Carolina A&T State University, Greensboro, NC; Gloria McCall, Ray of Hope Christian Church, Decatur, GA; Felicia Tucker-Lively, Academy for Academic Leadership, Atlanta, GA

Annotation: This session will explore multiple literacy practices of African American learners in church. The speakers (i.e. educator, reverend, and parent) will highlight how Children’s Church is a communal space that encourages diverse ways of learning. The presentation will conclude with classroom implications for elementary teachers.

Saturday, July 11, 1:15 p.m. – 2:30 p.m.

G.04 **Clairmont**

Pay Attention!: Understanding Engagement in Interactive Read-alouds

Teacher to Teacher
Panel

Elementary, Teacher Educators
Literature

Participants: Laura May, Stacey French-Lee, Gary Bingham, Sarah Turnbull, Georgia State University, Atlanta, GA; Tiffany Lundy, Dekalb County School, Stone Mountain, GA District

Annotation: These presentations report on teacher educator and classroom teacher researchers' investigations related to student engagement during interactive read-alouds. Each works from a deep interest in expanding literacy practices that foster student engagement in authentic and relevant literacy instruction.

G.05 **Henry Oliver E**

Fostering Student Responsibility in the Twenty-First Century Composition Classroom

Teacher to Teacher
Conversation

Adult Literacy/College
Composition

Participants: Melody Niesen, Amanda Drake, and Brenda Woods, University of Central Missouri

Annotation: A teacher-to-teacher conversation about strategies and best practices that encourage teachers to foster student responsibility in their classrooms. Conference attendees' input regarding student's ownership of education is encouraged. Each teacher presenter provides brief summaries and interactive examples of her work that other conference attendees can experience and implement in their own classrooms.

G.06 **Mary Gay D**

Re-visioning Reading Intervention: Inquiry into Reading Recovery and RTI



Two teacher inquiries explore language and literacy enrichment models as a replacement for the deficit model of intervention widely practiced. Participants will discuss holistic and culturally responsive strategies for Reading Recovery with primary students and RTI Tier II reading intervention with Hispanic EB Kindergartners.

Early Childhood Education Assembly (ECEA) Panel

Early Childhood, Curriculum Specialists, Elementary,
Teacher Educators
Multilingual Learners, Revaluing Learners

Re-visioning Reading Intervention: Exploring Enrichment of Language and Literacy for Primary Grade Emergent Bilingual Learners

Participant: Kelly Hill, Auburn University, Auburn, AL

A Collaborative Inquiry: Working Together to Make Our Reading Recovery Lessons Culturally Responsive

Participant: Danielle Hilaski, Georgia State University, Atlanta, GA

Saturday, July 11, 2:45 p.m. – 3:45 p.m.

H.03

Henry Oliver F

Organizing for Social Change: How Do Literacy Doctoral Students take Action in Leading and Transforming Professional Development Opportunities?

Literacy, Social Action
Conversation

New Teachers, Teacher Educators
Professional Learning

Participants: Tuba Angay-Crowder, Christi Pace, Rebecca Barria, Gertrude Tinker-Sachs, and David Brown, Georgia State University, Atlanta, GA

Annotation: We will discuss how Alpha Upsilon Alpha, which is chartered under the International Reading Association, provides transformative opportunities in professional development for doctoral students, many of whom are also novice and experienced teachers, and leads them to serve and take action in three areas: research, scholarship, and service.

H.04

Clairmont

Transforming Literacy Instruction in Secondary Classrooms through the Incorporation of “Funds of Knowledge”

Teacher to Teacher
Conversation

Secondary, Teacher Educators
Language and Culture

Participant: Norah Rivera, Newark Leadership Academy, Newark, NJ

Annotation: This session addresses the sociocultural dimensions of reading comprehension, specifically the effects of incorporating students’ “funds of knowledge” in adolescent literacy instruction. In this session, our teacher team will facilitate a discussion that explores the intersections between adolescent literacy, funds of knowledge, and literacy across the curriculum.

H.05

Henry Oliver E

Lessons in Logic Help Struggling Readers Take Command of Complex Informational Texts

Teacher to Teacher
Workshop

Middle School, Secondary, Curriculum Specialists, Teacher Educators
Revaluing Learners

Participant: Joan Lazar, Teaneck Public Schools, NJ

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

H.06

Mary Gay D

Composite Story-Telling: An Arts-Based Approach to Foster Writing and Reading

Early Childhood Education Assembly (ECEA) Workshop
Elementary, Early Childhood
Writing, Multimodal



Participant: Kay Cowan, The University of Tennessee at Chattanooga

Annotation: This session will engage conferees in two interrelated arts-based prewriting strategies that lead to the generation of stories. The interactive session will be supported by a PowerPoint that highlights arts-based literacy research and conferees will receive handouts explaining the strategies.

Saturday, July 11, 2:45 p.m. – 3:45 p.m.

H.07

Avondale

Selecting Effective Readings for the College Composition and Precollegiate English Classroom

Teacher to Teacher
Conversation

Secondary, College, Curriculum Specialists
Literature, Writing

Participants: Jennifer Escobar, Moreno Valley College, Moreno Valley, CA; Aja Henriquez, Crafton Hills College, Yucaipa, CA and California Baptist University, Riverside, CA

Annotation: Presenters will provide a working framework for selecting readings for composition classrooms, including pre-collegiate English courses. The framework considers students' needs, experiences, and goals and issues surrounding race, class, and sex (among other factors) in order to maximize student engagement and critical thinking.

Saturday, July 11, 3:30 p.m.–4:00 p.m.

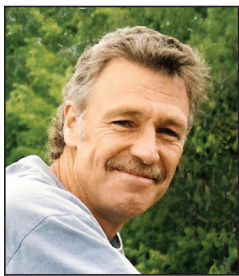
Refreshments —Pre-Function Area (Outside of meeting rooms.)

Saturday, July 11, 4:00 p.m. – 5:15 p.m.

Closing General Session

Decatur B

Introduction of Featured Speaker: Jane Baskwill



Peter Johnston

Peter Johnston is Professor Emeritus at the University at Albany. His recent research has focused on the consequences of teacher's classroom talk for the ways children learn and experience themselves and each other, and how engaged reading influences children's social, emotional, moral, and academic development. He is a member of the International Reading Association's Literacy Research Panel and the Reading Hall of Fame.

Recent awards include the *State University of New York Chancellors Award for Excellence in Research and Creative Activities* and the *P. David Pearson Scholarly Influence Award* from the Literacy Research Association for his book *Choice Words*, for having demonstrably and positively influenced literacy teaching in classrooms and districts nationally. His newest book is *Opening Minds*.

Johnston will present: “**Engagement, Achievement, and Ecologies of Classroom Talk.**” Modest changes in classroom practice can change the entire ecology of the classroom, initiating cascades of previously unimagined consequences. For example, focusing on engaged reading alters the qualities of classroom life and the qualities of the students beyond their academic achievement, including their behavior and relationships at school and at home, their moral development, their self-regulation, and even their happiness. These changes, mediated by talk, have implications for how we think about reading, achievement, and the relationship between research and practice.

Saturday, July 11: 5:30 p.m. – 6:30 p.m.

Delegates Assembly
Decatur B

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 of Presenters

Eliza Allen	A.06	Shalene Kinkead	B.08
Paige Arrington	EF.03	Mandie King	C.02
Anna Bock	A.06	Nicole Kinneavy	C.02
JoBeth Allen,	Fri. Plenary Session	Zoyah Kinkead-Clark	B.08
Kelly Allen	D.02	Lynn Kirkland	D.05
Priscila Alvarado	B.05	Candace Kuby	Sat. Morning Plenary Session
Tuba Angay-Crowder	H.03	Beth Landry	C.02
Christie Angleton	A.01	Megan Lankford	D.06
Jennifer Arias	B.07	Joan Lazar	H.05
Rebecca Barria	B.02, H.03	Lisa Levinson	B.05
Jane Baskwill	D.02	Grace Lin	Thur. Opening Plenary Session
Elizabeth Bemiss	B.05	Tiffany Lundy	G.04
Gary Bingham	EF.01, G.04	Deborah MacPhee	G.07
Margaret Boling Mullin	H.02	Melissa Mastin	C.02
David Brown	H.03	Cassandra Matthews	C.08
Sally Brown	C.06, EF.01, G.07	Ilana Mavashav	D.06
Marilyn Buono	C.05	Nicole Maxwe	D.07
Cristine Busser	EF.03	Laura May	D.06, EF.01, G.04
Leah Carruth	B.01	Megan McCaffrey	C.06, D.06
Marquita Carter	C.03	Gloria McCall	G.03
Michelle Ciulla Lipkin	EF.04	Cynthia Merrill	C.02
Debra Coffey	A.08	Richard Meyer	Pre-Con, Fri. Luncheon, G.01
Susan Corapi	D.06	Jan Miller Burkins	D.08
Kay Cowan	H.06	Kathleen Mullins	C.01
Deb Craig	C.02	Megan Nason	D.07
Stephen Adam Crawley	G.02	Ryan Nelson	A.03
Keri-Anne Croce	A.05	Melody Niesen	G.05
Caryl Crowell	EF.02	Jordyne Nunziato	C.02
Rebecca D'Angelo	C.04	Sarah Orme	A.04
Holly Damico	A.03	Christi Pace	H.03
Jack Damico	A.03	Josefa Pace	C.05
Elyse Davis	C.03	Angela Pack	B.01
Amanda Drake	G.05	Patricia Paugh	G.02
Peter Duckett	EF.02	Sarahi Paz	B.05
Lisa Eickholdt	A.07	Fran Perkins	D.05
Julie Elliott	C.01	Maria Perpetua Liwanag	EF.02
Tami Ensor	A.02	Kim Pinkerton	B.06
Jennifer Escobar	H.07	April Poindexter	G.02
Mary Fahrenbruck	D.03	Sasha Ramlal	C.05
Daniel Ferguson	H.01	Cary Reynolds	B.02
Tim Finnerty	EF.02	Amy Riley	C.02
Alan Flurkey	A.05, C.07	Scott Ritchie	B.03
Shannon Fox	B.01, D.04	Norah Rivera	H.04
Stacey French-Lee	G.04	Katy Rubin	Pre-Con
Ursula Fulcher Salih	C.06	Kristen Ruccio	EF.03
Nancy Galas	C.04	Brenda Schulz	D.07
Mehmet Gultekin	EF.01	Susan Seay	D.05
Debra Goodman	C.07	Amy Seely Flint	B.02, Fri. Luncheon, EF.01
Ken Goodman	Fri. Luncheon	Melinda Smith	C.05
Yetta Goodman	Fri. Luncheon, D.03	Joanne Smith	B.01, D.04
Mary Greska	C.04	Kristen Sousa	A.07
Jeffrey Gentry	B.02	Lucy Spence	A.05
Bryan Gillis	A.08	Rita Spisak	A.08
Carol Gilles	A.02	Diane Stephens	D.01
Nancy Gillis	A.08	Shelli Thelen	B.04
Melissa Golden	B.02	Natasha Thornton	C.03
Sirpa Grierson	A.04	Shelley Toerner	C.01
Tara Gutshall Rucker	B.04, Sat. Morning Featured Session	Tasha Tropp Laman	C.01
Violet Henderson	EF.02	Felicia Tucker-Lively	G.03
Aja Henriquez	H.07	Sarah Turnbull	B.02, G.04, H.03
Kristen Herbert	A.01	Paige Vitulli	A.07
Amelia Hewitt	B.06	Kimberly Vrabel	D.06
Danielle Hilaski	G.06	Yang Wang	EF.02
Kelly Hill	G.06	Melissa Wells	EF.01
Shannon Howrey	A.08	Westry Whitaker	D.07
Elizabeth Hynes-Musnisky	C.05	Kathryn Whitmore	A.01, C.01
Annmarie Jackson	C.08	Heather Wilkins	B.01
Carole Janisch	B.01	Carla Wilson	C.01
Stacy Johnson	C.01	Kateland Wolfe	EF.03
Peter Johnston	Sat. Closing Plenary Session	Brenda Woods	G.05
Chuck Jurich	EF.02	Kamania Wynter-Hoyte	G.03
Koomi Kim	EF.02	Kim Yaris	D.08

