

30th Annual

WLU Literacies for All Summer Institute

Embracing Diversity through Meaningful Inquiry

July 11-13, 2019

Embassy Suites Columbia-Greystone
Columbia, South Carolina

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

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ACKNOWLEDGMENTS

Whole Language Umbrella wishes to thank . . .



Center for Expansion of Language and Thinking (CELT) for their sponsorship of the Preconference Workshop.



Early Childhood Education Assembly (ECEA) of NCTE for their participation.

Joan Stevenson and her Turn Kids On bookstore for supplying onsite book sales.

Michele Myers, Yang Wang, and the local committee for their planning and hospitality.

Local Columbia-area schools for displaying student artwork.

NCTE staff—Lori Bianchini, Patrick Owen, and all those in the NCTE office who helped make this Institute possible.

Greetings from WLU President Roxanne Henkin

Welcome to Columbia, South Carolina, and the Literacies for All Summer Institute. What better place to be than in Columbia, South Carolina, where Literacies and Languages for All are honored in Pre-K–university classrooms? Our membership recently voted to change the name of WLU to Literacies and Languages for All. As we embrace our name change, we are reimagining how whole language might evolve into the future.

This year’s conference theme is “Embracing Diversity through Meaningful Inquiry.” Our conference theme highlights three important ideas: inquiry, diversity, and teacher learning. Each idea has particular significance in the historical and current state of literacy education and will be explored during the conference. In keynote and breakout sessions, our speakers will address topics such as social justice, inquiry, children’s literature, digital literacies, diversity in our languages and literacies, miscue analysis, collaborations that cross boundaries within and across communities, and many other current issues in education. In every time slot, you will find a concurrent session that appeals to every audience—preschool teachers to college educators, classroom practitioners to researchers.

If you’re here early on Thursday, you won’t want to miss the meeting of the Eye Movement/Miscue Analysis (EMMA) researchers. Even if you’re not a member of the group, all are welcome to learn more about this exciting area of research. Then, if you’re registered for the Thursday afternoon preconference session, you can join our preconference speakers as they help us think about how educators can work together with others to create safe spaces in schools and communities for critical reflection, resistance, organizing, and action. Local educators and activists from the Columbia area will serve as workshop leaders and panelists to share their strategies for addressing racial justice issues in the local area.

People say this conference is like a reunion and it is. For those who have been coming year after year, it’s a chance to see old friends from across the country and around the world. But like every reunion, there are always newcomers who are quickly adopted. So, if this is your first Literacies for All conference, expect to be welcomed warmly into a professional community dedicated to progressive literacy practices, inquiry, democratic education, and social justice. You’ll go home with new friends, new ideas to occupy your mind, and renewed energy to sustain holistic, responsive, and relevant learning experiences within your individual classrooms, schools, and communities.

Many people are here to help you navigate the conference. Stop any WLU board member and let us know what we can do to support your learning and teaching. Our amazing NCTE staff—Patrick Owen and Lori Bianchini—deserve our appreciation for everything they do to organize this conference and make it run smoothly. We also want to acknowledge CELT as a sponsor of our Preconference. In addition, we are pleased to have the NCTE Early Childhood Education Assembly join us in collaborating on an early childhood strand throughout the conference.

And we owe a debt of gratitude to the Columbia, South Carolina, local committee, for all their advice and suggestions, and for helping to spread the word in Columbia and beyond. We want to especially thank the local chairs, Michele Myers and Yang Wang, and their committee members, Lenny Sanchez, Lucy Spence, Heidi Mills, Catherine Compton-Lilly, Todd Lilly, and Julius Scott for their hard work to make this conference possible. The local committee is ready and willing to tell you about their favorite restaurants, shopping, and sightseeing spots. We wish you an incredible conference!

Visit us at <http://www.ncte.org/wlu> to learn more about the Language & Literacies for All/Whole Language Umbrella.

Save the Date

2020 Literacies for All Summer Institute

July 9–11

Bloomington, Illinois



WHOLE LANGUAGE BELIEFS

Whole Language is a set of principles and teaching practices that draws upon scientifically based research from many areas including first and second language development, early literacy, the relationship between language and culture, children's and adolescent literature, digital literacy, and ongoing classroom research. Whole language pedagogy embraces goals of democracy and social justice.

Whole language educators know that language is always first and foremost about the construction of meaning.

Whole language classrooms provide learners with opportunities to question, investigate, discover, agree or disagree, and pursue individual or communal interests. When students are engaged in authentic language use, three things happen simultaneously: they learn language, they learn about language, and they use language to learn.

Whole language educators believe literacy learning takes place in meaningful contexts. Listening, speaking, reading, and writing are best learned in an integrated fashion for real purposes rather than as separate subjects. Students learn phonics, grammar, punctuation, and other conventions of language as they apply them within authentic experiences.

Whole language educators create welcoming spaces for all learners. They celebrate the uniqueness of each individual's linguistic, intellectual, physical, cultural, and racial characteristics. Whole language educators support bilingual and multilingual programs as they help students understand the richness of knowing more than one language.

Whole language educators believe learning is social activity. Whole language educators believe learning happens best in a community of learners where students interact and collaborate with each other rather than as individual students seated quietly at separate desks. In a whole language classroom, learners actively question, hypothesize, experiment, seek information, and present their learning across a wide range of disciplines including science, social sciences, math, and the arts.

Whole language educators know that behind every text is an author with personal values. They help their students stand back from texts and identify the author's values and underlying messages, as well as the voices that are not present in a text. They support their students' thoughtful use and consideration of all types of media, including digital sources.

Whole language educators know learning language involves risk taking. Learners invent rules about language use, try out their rules, and gradually move toward conventional language use. The learner's approximations inform whole language educators about how to help their students continue to grow as language users.

Whole language educators hold high expectations and respect for all students. They work to address individual needs and differences, and build curriculum that is rooted in research and national goals as stated by professional teaching organizations and that makes sense at a personal and local level for their students.

Whole language educators recognize that the role of assessment in the classroom is to inform teaching. Assessment involves talking with students, listening to them read, examining their writing, and observing their work over a period of time. In this way, whole language educators recognize and build upon their students' strengths. Informed by their assessments and their knowledge of research, theory, and practice, whole language educators are in the best position to make curriculum decisions for the students they teach.

Whole language educators are knowledgeable about teaching and learning. They are members of professional organizations, read constantly about the most recent findings relevant to their teaching, and attend professional development events that further support their learning. They endeavor to be informed about their students and their families and the communities from which they come. Evaluation of educators should be based on multiple measures that take into consideration the entirety of their professional abilities and responsibilities, and never on student test scores.

EVENT INFORMATION

WI-FI: Free Wi-Fi is available throughout the hotel for attendees. Check with the hotel Front Desk or an NCTE staff member at the Registration/Information Desk for assistance.

EVENT LOCATIONS: All sessions and events are in the Embassy Suites hotel. All session rooms are on the first floor.

BOOK DRIVE: WLU is collecting new and gently used children's books to be donated to Dutch Fork Elementary School, an environmental sciences magnet school in Irmo, South Carolina. Drop off donations at the Registration/Information Desk.



BOOKSELLER INFORMATION

Joan Stevenson brings her Turn Kids On bookstore to this year's Summer Institute. Well known in South Carolina as the bookseller for teachers, Joan can provide books and arrangements for book talks, book displays, book sales, teacher workshops, parent meetings, author and illustrator visits, and conferences. Contact Joan at 803-981-4009 or joanlovesbooks@aol.com.

ONSITE BOOK SALE HOURS:

Friday, July 12, 8:00 a.m.-5:00 p.m.

Saturday, July 13, 8:00 a.m.-5:00 p.m.

WLU 2019 Schedule

Thursday, July 11

8:30 a.m.–5:00 p.m.	Registration/Information
8:30–11:00 a.m.	Eye Movement Miscue Analysis (EMMA) Researchers Meeting (all welcome to attend)
1:00–5:00 p.m.	Preconference Workshop (tickets required, includes boxed lunch at 12:45)

Friday, July 12

7:30 a.m.–5:00 p.m.	Registration/Information
8:00–9:15 a.m.	Opening Plenary Session: President’s Message; Keynote Speaker Julian Vasquez Heilig
9:30–10:30 a.m.	A Sessions
10:45–11:45 a.m.	B Sessions
12:00–1:30 p.m.	Luncheon (ticket required): Joy of Teaching Award; Keynote Speaker Lester L. Laminack
1:45–2:45 p.m.	C Sessions
3:00–4:00 p.m.	D Sessions
4:15–5:15 p.m.	E Sessions
5:30 p.m.	Reception for all conference attendees at Catherine Compton-Lilly’s house

Saturday, July 13

7:30 a.m.–4:30 p.m.	Registration/Information
8:00–9:15 a.m.	Plenary Session: Service Award, <i>Talking Points</i> Editors, Keynote Speaker Catherine Compton-Lilly
9:30–10:30 a.m.	F Sessions
10:45–11:45 a.m.	G Sessions
12:00–1:30 p.m.	Lunch, Delegates Assembly
1:45–2:45 p.m.	H Sessions
3:00–4:00 p.m.	I Sessions
4:15–6:00 p.m.	Closing Plenary Session: Lifetime Award, Appreciation of Exiting Board Members, Keynote Speaker Valerie Kinloch



ECEA (Early Childhood Education Assembly) Strand Sessions

Friday, July 12

10:45 a.m.–11:45 a.m.

(B.01) Learning through Inquiry: Student Interns

(B.05) An Inquiry into the Multimodal Productions of Young Multilingual Learners

1:45 p.m.–2:45 p.m.

(C.06) Embracing Translanguaging: Preschool and Kindergarten Teachers' Experiences of Transformational Practices

3:00 p.m.–4:00 p.m.

(D.06) Brick by Brick: Building Inquiry-Based Classrooms

4:15 p.m.–5:15 p.m.

(E.03) Starting with the Child: Inquiry and a Caring Classroom

Saturday, July 13

10:45 a.m.–11:45 a.m.

(G.06) Authentic Invitations for Family Engagement and Literacy Learning

1:45 p.m.–2:45 p.m.

(H.03) Countering the Curricularization of Racism: Engaging in Critical Content Analysis with Teachers

3:00 p.m.–4:00 p.m.

(I.01) Culturally Relevant Practices in Six Classrooms: Working Together to Challenge Educational Injustice

(I.05) Reclaiming Agency in the Classroom: Young Children Writing Their Way into Voice and Power

(I.06) Supporting Young Children's Inquiry into Diverse Cultures and the Arts with Multimodal Global Texts

Thursday, July 11, 8:30–11:00 a.m.

EMMA Researchers Meeting

Salon G

This meeting focuses on sharing Eye Movement/Miscue Analysis research methodology and ongoing projects. It is open to anyone interested in EMMA research.

Thursday, July 11, 12:45–5:00 p.m.

Preconference Workshop

Salon G

Tickets required; lunch included.

Educating in a Racist Society: Schools and Communities as Sites of Refuge and Resistance

Workshop Leaders:

Bess Altwerger, Towson University, Columbia, MD

Richard Meyer, University of New Mexico, Albuquerque

Keynote Speaker: Author and Educational Activist Julian Vasquez Heilig

“Past, Present, and Future: Will US democracy thrive without community-based education?”

A first call for educators to advocate in the classroom, school, and community: Trumpeting community-based approaches for education reform as transformative in and outside the school house walls.

With the national climate giving rise to an upsurge in racially motivated acts of violence, harassment, and language in our schools and communities, this year’s Preconference Workshop will focus on how educators can work together with others to create safe spaces in schools and communities for critical reflection and resistance. Educators and activists from the Columbia, SC, area will serve as workshop leaders and panelists to share their strategies for addressing racial justice issues in the local area. Breakout session topics will include supporting Black and Brown children caught in the crossfire, using extracurricular activities to address social and racial injustice, understanding and confronting anti-Semitism, using historical sites as texts, and exploring racial and social justice through literature studies.

Friday, July 12, 8:00–9:15 a.m.
OPENING PLENARY SESSION
Greystone Hall

Featured Speaker: Julian Vasquez Heilig

“Embracing Diversity: 5 ways to advocate for meaningful inquiry and policy”

A second call for educators to advocate in the classroom, school and community: Equity, justice and the transformative power of embracing diversity.



Julian Vasquez Heilig is an award-winning teacher, researcher, and blogger. He is currently a professor of educational leadership and policy studies and the director of the Doctorate in Educational Leadership at California State University Sacramento. He also serves as the California NAACP Education Chair. In Summer 2019, he will transition to the Deanship at the University of Kentucky College of Education.

His current research includes quantitatively and qualitatively examining how high-stakes testing, accountability-based reforms, and market reforms impact urban minority students. His research interests also include issues of access, diversity, and equity in higher education. The sum of his scholarship is nearly 60 articles, reports, and chapters, published in journals such as *Harvard Educational Review*, *American Journal of Education*,

Teachers College Record, *Education Evaluation and Policy Analysis*, and *Journal of Educational Administration*. He has also published in five law reviews and coauthored seven book chapters and four peer-reviewed handbook articles. His work has been cited by *The New York Times*, *The Washington Post*, *the Associated Press*, *USA Today*, *Education Week*, *Huffington Post*, and other print and electronic media outlets. He has also appeared on local and national radio and TV including PBS, NBC, NBCLatino, NPR, Univision, Al Jazeera, and MSNBC.

Introduction by Jesse Turner, Central Connecticut State University, New Britain.

Welcome and Opening Remarks from WLU President Roxanne Henkin, The University of Texas at San Antonio, Emeritus

2019 WLU Scholarship Recipients will be introduced by Kelly Allen, Lorton, VA, and Yueh-Nu Hung, National Taichung University, Taiwan:

Ariel Adrian, Hofstra University/Commack School District, NY

Trina Haase, East High School/Appleton Area School District, WI

Danielle Johnson, Columbia Public Schools, MO/University of Missouri

Deandre Miles-Hercules, University of California Santa Barbara/Santa Barbara High School, CA

Kaylen Randall, Department of Defense Education Activity

Fanny Roman, P.S. 244, Queens, NY

Melissa Smith, Lake Norman Charter High School, Huntersville, NC

Angela Valco, P.S. 244, Queens, NY

Friday, July 12

9:30–10:30 a.m.

A SESSIONS

A.01 | Finding Just-Right Books for Diverse Readers

Salon A & B | Workshop

Themes: Literacy and Literature

Audience Interest: Elementary, Middle School, High School, New Teachers, Library/Media Specialist

Presenter: Margaret Boling Mullin, College Park Elementary School, Indianapolis, IN

Annotation: How do you discover new books for the readers in your classroom and school? Educators often have opportunities to hear others talk about their favorite books, but where do avid readers and bloggers find the diverse books they share online? How can teachers begin to curate their own to-be-read pile? This session will begin with a discussion in which we attempt to unpack the notion of diversity. Next, participants will learn about the presenter's go-to sources for discovering new and diverse books. Finally, the group will jointly compile a collection of hashtags, awards lists, bloggers, and tweeters who routinely share books on a range of topics representing diverse perspectives. Rather than leaving the session with a list of books in your shopping cart, you'll leave with an online resource for discovering great new books as they are released.

A.02 | Becoming Literacy Educators: Embedded Field Experiences and Student Diversity

Salon C | Panel Presentation

Themes: Literacy and Literature, Language and Culture, Social Justice and Political Action

Audience Interest: Teacher Educators, Curriculum Specialists

Presenters: Eliza Braden, University of South Carolina, Columbia
Catherine Compton-Lilly, University of South Carolina, Columbia
Michele Myers, University of South Carolina, Columbia

Annotation: The complexities of teacher education arise from all directions. In order to learn about teaching in all its facets and nuances, we know that preservice teachers' experiences must be connected to children. Thus, preservice experiences that incorporate work with children provide powerful spaces for novice teachers to learn about literacy teaching for social justice. To explore what we refer to as generative teacher education, we first describe how we set the stage for the development of cultural competence through an initial course focused on culturally sustaining pedagogy. We then describe the significance of helping teachers to notice and name their teaching worlds. We discuss both pedagogical possibilities, and the importance of developing noticing practices and agential responses that are culturally and linguistically responsive.

A.03 | Write What You Live: Theater of the Oppressed in the English Classroom

Salon D | Workshop

Themes: Literacy and Literature, Language and Culture, Social Justice and Political Action

Audience Interest: Middle School, High School, Teacher Educators, Adult Literacy/College

Presenters: Abby Carlson, New Mexico State University, Las Cruces
Tabitha Parry Collins, New Mexico State University, Las Cruces

Annotation: Two cross-disciplinary instructors share and workshop their experience teaching Theater of the Oppressed in the creative writing classroom. They will discuss and share best practices based on their experiences with forum theater as a tool for encouraging student writers to engage with the complexity of identity and difference in their own writing and in collaboration with their peers. Additionally, they will discuss the ways in which forum theater can be applied in myriad teaching environments as a tool for encouraging awareness of and engagement with political action and social justice inside and outside of the classroom space.

A.04 | “Simon Says . . .”: Authentic Learning and Meaningful Teaching for Young ELLs through Movement and Music

Salon E | Workshop

Themes: Language and Culture, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, New Teachers, Teacher Educators

Presenters: Carina Branzila, Alexandru Ioan Cuza University, Iasi, Romania
Mihaela Gazioglu, Clemson University, SC

Annotation: ELL teachers are constantly asking what they can do to help their young language learners learn English effectively in a variety of instructional environments. This is an interactive presentation seeking to provide practitioners with effective examples from ESL practice. The presenters will demonstrate how teachers can help improve their students’ English skills by involving them in social activities through songs and total physical response.

A.05 | Embracing All Readers through Meaningful Conversations: RMA and CRMA with Adolescent and Adult Readers

Salon F | Panel Presentation

Themes: Reading and Miscue Analysis

Audiences: High School, Teacher Educators, Adult Literacy/College

Presenters: Trina Haase, Appleton Area School District, WI
Anna Howard, University of South Carolina, Columbia
Yang Wang, University of South Carolina, Columbia

Annotation: This session will share the possibilities for using retrospective miscue analysis and collaborative retrospective miscue analysis in formal and informal classroom settings. In addition to receiving a brief overview of RMA and CRMA procedures, the attendees will learn about the successes and challenges when implementing these practices with readers.

Friday, July 12

9:30-11:45 a.m.

AB SESSION

AB.01 | Become a Miscueteer: Expand Your Miscue Analysis Knowledge

Salon G | Workshop

Sponsored by the Center for Expansion of Language and Thinking (CELT)

Themes: Reading and Miscue Analysis

Audience Interest: Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists, Adult Literacy/College, Library/Media Specialist

Presenters: Alan Flurkey, Hofstra University, Hempstead, NY

Yetta M. Goodman, University of Arizona, Tucson

Annotation: In this introductory double-session workshop, co-chairs will introduce the power of reading miscue analysis for teachers and students to help participants develop knowledge of the reading process. This workshop highlights the diversity of readers in classrooms, how teachers inquire into the reading process with their students, and teachers' and readers' learning as they consider the uses of miscue analysis in order to analyze how readers develop as literate citizens in a democracy.

Friday, July 12

10:45-11:45 a.m.

B SESSIONS

B.01 | Poster Sessions

Salon A & B

Service-Learning: Building Skills and Connections

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Community Literacies

Audience Interest: Elementary, Middle School, Teacher Educators, Administrators

Presenters: Christina Akbari, Arkansas State University, Jonesboro
Amy Shollenbarger, Arkansas State University, Jonesboro

Annotation: The poster covers a service-learning project established between a university department and the local Hispanic Center's after-school program. The project will be discussed along with the qualitative analysis that resulted from the undergraduate college students' written reflections regarding their thoughts on being involved in the project, now in its third year. The college students taking part in the project have the opportunity to learn from and help local children. They also get to become more closely involved with and aware of things going on in their community. The children, in turn, improve their language and literacy skills. It has been a win-win situation for all involved. This is easily something that could be duplicated with other populations and other university and high school programs.

Surveying Self-Efficacy: Encouraging Self-Reflection in Reading Practices to Build Confident Readers

Themes: Literacy and Literature, Language and Culture, Reading and Miscue Analysis, Multiple Languages and Literacies, Community Literacies

Audience Interest: Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists, Adult Literacy/College, Library/Media Specialist

Presenters: Ariel Adrian, Hofstra University, Hempstead, NY
Claudia McGivney, Adelphi University, Garden City, NY

Annotation: Self-efficacy and reflection are key components in building students' confidence to engage with diverse texts. The poster demonstrates a quick method for examining readers' self-efficacy, encouraging self-reflection, and displays findings from research conducted using this brief, reflective survey.

Miscue and Manga

Themes: Literacy and Literature, Language and Culture, Digital and Visual Literacies, Reading and Miscue Analysis

Audience Interest: Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists, Adult Literacy/College, Library/Media Specialist

Presenters: Ariel Adrian, Hofstra University, Hempstead, NY
Claudia McGivney, Adelphi University, Garden City, NY

Annotation: A growing number of students engage with graphic literature in their personal reading and encounter visual representations of prose works in several mediums. Using manga versions of classic texts, our readers' miscues and retellings were analyzed, and our results are explained on this poster.

Inquiry into Academic Language

Themes: Literacy and Literature, Community Literacies

Audience Interest: Teacher Educators

Presenters: Julie Stanley, East Carolina University, Greenville, NC
Melissa Wrenn, East Carolina University, Greenville, NC

Annotation: The objective of this presentation is to build upon extant research by sharing our strategies for optimizing collaboration to support preservice teachers' understanding of academic language. First, we will explain elements of community involvement within our methods courses. Second, we will offer examples of university classroom activities that built upon connections made within the community that fostered preservice teachers' understanding of academic language. This study connects to the conference theme of inquiry and offers a specific example of how preservice teachers strived to understand academic language in order to be better teachers—an authentic, honorable goal.

Teachers Applying Whole Language in Higher Education in Mainland China

Themes: Language and Culture, Multiple Languages and Literacies

Audience Interest: High School, Teacher Educators, Adult Literacy/College

Presenters: Liangyu Chen, China Medical University
Guochao Li, Liaoning University of International Business
Shuyi Li, China Medical University
Chao Liu, Dongbei Economics and Finance University
Xiaoling Sui, Dalian University of Foreign Languages
Haiying Wang, Shanxi Polytechnic College
Yang Wang, University of South Carolina, Columbia
Liyong Wei, China Medical University
Yuebo Zheng, Hebei University of Economics and Business
Yuanyuan Zhou, Hebei University of Economics and Business

Annotation: This poster presentation will introduce the Teachers Applying Whole Language group in Mainland China and share the teachers' practices of creating whole language classrooms in higher education. TAWL members applied whole language philosophies in their disciplines of English as a foreign language, business English, medical English, and ideology.

Reading across Cultures: Encouraging Empathy and Social Consciousness through Diverse Children's Literature Titles

Themes: Literacy and Literature, Social Justice and Political Action

Audience Interest: Elementary, Middle School

Presenter: Kristie Smith, Minnesota State University, Mankato

Annotation: This presentation is built upon two primary strands of inquiry. One considers some 21st-century titles in children's literature that engage elementary and middle grades readers and present narratives with accuracy, authenticity, and fair representation. The second looks at ways in which contemporary multicultural and global literature for elementary and middle grades readers reflect an evolution of literacy practice and theory into the first quarter of the 21st century, as well as how the inclusion of diverse titles in literary practice can encourage empathy and social consciousness among 21st-century elementary and middle grades readers.

Learning through Inquiry: Student Interns

Themes: Literacy and Literature, Reading and Miscue Analysis

Audience Interest: Elementary, Teacher Educators

Presenters: Michele Myers, University of South Carolina, Columbia
Sarah Woodard, University of South Carolina, Columbia

Annotation: In an effort to support learners and learning, teachers have to position themselves as inquirers, seeking ways to learn from and with children. In this session, the presenters will share their individual inquiry into teaching projects that were a part of their literacy methods course.

B.02 | Storying the Journey of Teaching for Social Justice: Action, Transaction, and Identity Formation

Salon C | Individual Presentation

Themes: Social Justice and Political Action

Audience Interest: Early Childhood, Elementary, Middle School, New Teachers, Teacher Educators

Presenter: Rita Chen, University of Wisconsin-La Crosse

Annotation: The study examines how preservice teachers create their literacy lessons by using a storytelling format in order to position the instructional procedure, objectives, students, and themselves in a new perspective.

B.03 | It's Got to Be Juicy: Teacher Candidates and Bilingual Fourth Graders Engaging with Critical Literacies through Courageous Inquiry

Salon D | Panel Presentation

Themes: Language and Culture, Multiple Languages and Literacies, Social Justice and Political Action

Audience Interest: Elementary, New Teachers, Teacher Educators

Presenters: Lara Handsfield, Illinois State University, Normal
Patricia Valente, Rantoul City Schools, IL

Annotation: In this interactive presentation, the authors describe challenges and affordances of a clinical experience for teacher candidates in which they engaged facilitated student-driven critical inquiry and literacy practices in a bilingual fourth-grade classroom. Teacher candidates were enrolled in Lara Handsfield's year-long literacy methods course, which involved observing the classroom teacher's (Patricia Valente) instruction and carrying out meaning-based literacy assessment and critical inquiry-based instruction. This work is informed by critical race theories of teaching and literacy instruction, emphasizing the challenges of structural inequities and meaning-based critical literacy

instruction. The presenters will NOT share clear-cut and easy strategies for supporting student critical inquiry and dispelling deficit discourses. Rather, this interactive session will focus on the difficult pedagogical and ideological issues and challenges encountered and navigated by the authors and teacher candidates in facilitating and presenting the critical inquiry projects.

B.04 | Democratic Practices in Classrooms: Critical Literacy and Mindful Inquiry

Salon E | Combined Panel

Themes: Literacy and Literature, Language and Culture, Early Childhood (ECEA), Multiple Languages and Literacies, Social Justice and Political Action

Audience Interest: Early Childhood, Elementary, New Teachers, Teacher Educators

Presenters:

Scott Ritchie, Kennesaw State University, Atlanta, GA:
Inquiry through Critical Literacy: Reading and Writing for Justice across the Elementary Curriculum

Teaching “controversial” social issues can feel risky in grades K-5. This session offers vignettes of elementary teachers enacting critical literacy in their classrooms, frameworks for doing so, and suggestions for how to teach reading and writing for justice across the elementary curriculum.

Emily Whitecotton, Center for Inquiry, Columbia, South Carolina: Mindful Inquiry: Expanding Our Space to Embrace Diversity and Humanize Democracy

As the engines of democracy, schools offer all stakeholders the chance for immense agency in creating a humanized democracy. Inquiry serves as one strong and generative platform for this process. Join me to learn more about the roots of mindfulness, engage in a practice, and live alongside myself and my students on our journey of finding our feet as mindful inquirers.

B.05 | An Inquiry into the Multimodal Productions of Young Multilingual Learners

Salon F | Individual Presentation

Themes: Language and Culture, Digital and Visual Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, New Teachers, Teacher Educators, Curriculum Specialists

Presenters: Alex Allmond, Georgia Southern University, Statesboro
Sally Brown, Georgia Southern University, Statesboro

Annotation: This session explores the multimodal texts of young multilingual students. There will be opportunities to engage with student work samples while applying a new tool for assessing the strengths of student composers. Participants will come away with new ways for analyzing multimodal texts based on student strengths.

Friday, July 12, 12:00-1:30 p.m.

LUNCHEON

Greystone Hall

Featured Speaker: Lester L. Laminack

“Building a House of Fiction on a Foundation of Nonfiction”



We will explore the idea of delving into nonfiction through the doorway of fiction. Lester will take you on an exploration of one topic beginning with a fiction selection that will set up an exploration of moving through a series of nonfiction texts moving deeper and deeper into the topic.

Lester L. Laminack is professor emeritus, Western Carolina University in Cullowhee, North Carolina, where he received two awards for excellence in teaching. He is now a full-time writer and consultant, working with schools throughout the United States and abroad. He is an active member of NCTE and has served in various editorial roles over the years, for NCTE's journals and others. Most recently, he was editor of the writing department for the ILA journal *Reading Teacher* (2017). Lester has served on various literacy organizations' governing boards, including the Whole Language Umbrella, and was consultant to Literacy Volunteers of America. He is widely published, with academic books spanning his career, including *Learning with Zachary* (Scholastic), *Spelling in Use* (NCTE), and myriad contributions to books including *The Writing Workshop: Working through*

the Hard Parts (And They're All Hard Parts) (NCTE), *Reading Aloud across the Curriculum* (Heinemann), and *Climb Inside a Poem* (Heinemann). His children's books include *Three Hens and a Peacock* (2012 Children's Choice K-2 Book of the Year Award) and *The King of Bees*, in addition to a forthcoming nonfiction poetry collection, *Voices for Civil Rights*, all published by Peachtree. His newest books for teachers, *The Ultimate Read-Aloud Resource: Making Every Moment Intentional and Instructional with Best Friend Books* (Scholastic) and *The Best Friend Fiction Collection* (Scholastic) are available now.

Introduction by David Schultz, Long Island University, Riverhead, NY.

2019 WLU Reclaiming the Joy of Teaching Award will be presented to Sara Suber, Meadowfield Elementary School, Columbia, South Carolina, by Michele Myers, University of South Carolina, Columbia.

Music provided by the Oak Pointe Elementary Bucket Band from Irmo, South Carolina. This band is made up of 5th graders with a love for music. Students meet once a week throughout the school year to compose, create, and rehearse percussive songs. Mr. Hollister, the music teacher, is in his 5th year of teaching at OPES and was a 2017-18 District Honor Roll Teacher of the Year. Oak Pointe Elementary is a Professional Development School through the University of South Carolina and is the recent recipient of the Exemplary Professional Development School Award.

Friday, July 12

1:45-2:45 p.m.

C SESSIONS

C.01 | Meaningful Writing Instruction: Problem Posing and Self-Discovery

Salon A | Combined Presentation

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Writing Instruction

Audience Interest: Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists, Adult Literacy/College, Library/Media Specialist

Presenters: Laura Slay, Texas A & M University-Commerce: Teaching in Inquiry: Setting Conditions for Meaningful Writing Instruction

What conditions do you set for teaching writing, despite benchmarks and high-stakes testing? This presentation is on how inquiry is integral to writing instruction for both teachers and students and invites participants to explore the patterns and conditions they set for meaningful teaching and authentic learning engagements. Key findings from a research study focused on two 7th-grade ELA teachers teaching expository writing will be presented in a framework that emphasizes curiosity, self-discovery, and adaptive action. This presentation is appropriate for all levels, as setting conditions for powerful writing instruction is based on an ideology of equity, inquiry and responsive action in which curiosity and self-discovery are fundamental to writing instruction, the expository process, and writing across the spectrum.

Lucy Spence, University of South Carolina, Columbia: Don't Beat Around the Bush: Writing in a Rural African American Community

Session participants will follow one teacher's journey developing a curriculum in which student topics reflected social issues in their local community. Implications for literacy instruction include the benefits of problem posing focusing on community issues in the language arts classroom.

C.02 | Creating a Culture of Literacy through a Community Based Initiative

Salon C | Panel Presentation

Themes: Literacy and Literature, Language and Culture, Reading and Miscue Analysis, Multiple Language and Literacies, Community Literacies

Audience Interest: Elementary, New Teachers, Teacher Educators, Administrators, Curriculum Specialists, Library/Media Specialist

Presenters: Eliza Braden, University of South Carolina, Columbia
Christie Martin, University of South Carolina, Columbia
Heidi Mills, University of South Carolina, Columbia
Michele Myers, University of South Carolina, Columbia
Lisa Ragsdale, Riverbank Elementary, West Columbia, SC
Tracey Washburn, Riverbank Elementary, West Columbia, SC

Annotation: In this panel, we will describe the community-based literacy initiative titled #WEREADSC and the efforts made to carefully construct cultures of literacy designed to build on the inspirational experiences and rich resources of children. The panelists will describe their unique roles in launching and sustaining efforts through ongoing professional development, literacy programming in public libraries and across the community. The panelists will describe the ways teachers, students, the literacy coach, and university faculty collaborated across one school year to lift literacy learning in second through fifth grades.

C.03 | Interactive Strategies to Support Readers during Shared Reading: Learning to Implement Effective Whole Language Reading Intervention

Salon D | Panel Presentation

Themes: Literacy and Literature, Reading and Miscue Analysis

Audience Interest: Early Childhood, Elementary, Middle School

Presenters: Holly Damico, University of Louisiana Lafayette
Jack Damico, University of Louisiana Lafayette
Ryan Nelson, University of Louisiana Lafayette
Christine Weill, University of Louisiana Lafayette

Annotation: The skillful and timely implementation of support strategies during social interactive shared reading serves to facilitate learners' active transactional psycholinguistic reading processes. This panel session will detail 35 interactive support strategies and their functions within shared reading sessions as student teacher/interventionists learn to implement whole language-based reading.

C.04 | Embracing Culturally and Linguistically Diverse Students in All Educational Settings through Meaningful Inquiry

Salon E | Panel Presentation

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Social Justice and Political Action, Community Literacies

Audience Interest: Early Childhood, Elementary, Middle School, New Teachers, Administrators, Adult Literacy/College

Presenters: Priscila Medrado Costa, University of South Carolina, Columbia
Wenyu Guo, University of South Carolina, Columbia
Ling Hao, University of South Carolina, Columbia
Yuechen Sun, University of South Carolina, Columbia

Annotation: Informed by Ladson-Billings's culturally relevant pedagogy and Garcia's dynamic bilingualism, this presentation will share four studies on embracing and raising linguistically and culturally diverse students in all educational settings through meaningful literacy activities and inquiry. Literacy strategies and pedagogical implications are also provided to teachers, educators, and parents through an interactive presentation. Further connection on these important topics is also welcomed.

C.05 | Promoting Equity: Amplifying the Voices of Immigrant Parents and Children as They Use Mathematical Reasoning to Process the World

Salon F | Individual Presentation

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Social Justice and Political Action, Community Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists, Adult Literacy/College, Library/Media Specialist

Presenter: Keri-Anne Croce, Towson University, MD

Annotation: Students use mathematical reasoning to process the world. While standardized tests use multiple-choice questions to measure students' development of mathematical literacy, research suggests that this approach creates inequities. Standardized tests often do not capture how students view the world. This presentation explores the ways in which mathematical reasoning manifests itself within the writing of immigrant parents and students living in Baltimore city. Listening to the voices of immigrant parents and children can teach us that mathematical literacy develops within social contexts. This presentation opens up a discussion about the inequities that exist within the assessment of mathematical literacy and suggests multiple paths forward.

C.06 | Embracing Translanguaging: Preschool and Kindergarten Teachers' Experiences of Transformational Practices

Salon G | Panel Presentation

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Social Justice and Political Action, Early Childhood (ECEA)

Audience Interest: Early Childhood, New Teachers, Teacher Educators, Administrators

Presenters: Kaitlyn Allen, University of Alabama at Birmingham
Courtney Glennon, University of Alabama at Birmingham
Kelly Hill, University of Alabama at Birmingham
Misty Terry, University of Alabama at Birmingham
Jessica Smith, University of Alabama at Birmingham

Annotation: Learn how translanguaging pedagogy was applied in preschool and kindergarten to help young emergent bilingual students access and use their full linguistic repertoire. Presenters will share how they transformed their practices to promote translanguaging in various contexts and in multiple content areas. Student work samples will be shared, analyzed, and discussed.

Friday, July 12

3:00-4:00 p.m.

D SESSIONS

D.01 | Whole Language in the 21st Century

Salon A & B | Panel Presentation

Themes: Literacy and Literature, Language and Culture, Digital and Visual Literacies, Reading and Miscue Analysis, Multiple Languages and Literacies, Social Justice and Political Action

Audience Interest: Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists, Adult Literacy/College, Library/Media Specialist

Presenters: Kelly Allen, Lorton, VA
Roxanne Henkin, The University of Texas at San Antonio, Emeritus
Yueh-Nu Hung, National Taichung University of Education
Deborah MacPhee, Illinois State University, Normal
Michele Myers, University of South Carolina, Columbia
Patricia Paugh, University of Massachusetts Boston
Sherry Sanden, Illinois State University, Normal
David Schultz, Long Island University, Riverhead, NY
Yang Wang, University of South Carolina, Columbia

Annotation: Whole Language Umbrella (WLU) is in a stage of renewal, building on its foundation of holistic, meaning-centered, constructivist principles to nurture the social justice; critical thinking; inquiry learning; digital, multimodal, and biliteracies of 21st-century educators. In this presentation, WLU board members and journal editors will share their considerations for how the founding ideas of whole language continue to evolve to support instruction for current and future generations of learners. We look forward to engaging with our participants in a spirit of inquiry as we seek ways to reframe and revitalize the Whole Language Umbrella for new generations.

D.02 | Meaningful Writing—Interdisciplinary Units as Means to Support Middle School Students to Inquire into Diverse Perspectives

Salon C | Workshop

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Social Justice and Political Action

Audience Interest: Middle School, Teacher Educators, Administrators

Presenters: Susana Priscila Alvarado, The Victoria School, Bogota, Colombia
Sarahi Paz, The Victoria School, Bogota, Colombia

Annotation: A middle school teacher and a school administrator will share an interdisciplinary unit (English and social studies) that supported students' explorations of historical events and different perspectives. Throughout researching a specific historical period and journal writing, students learned about specific historical events and imagined the lives of individuals during that time period. We invite you to use this unit as an example to build new ones in a collaborative effort to create spaces to support the development of a generative theory of reading and writing among our students. These culturally responsive practices acknowledge the individual needs of students and help all of us to create links between the school and real-life scenarios.

D.03 | Fostering Multilingualism through Family Partnerships

Salon D | Panel Presentation

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, Teacher Educators

Presenters: Paige Dodd, University of Alabama at Birmingham
Kelly Hill, University of Alabama at Birmingham
Lori Maddox, University of Alabama at Birmingham
Julie Paul, University of Alabama at Birmingham
Dalia Ramos, University of Alabama at Birmingham
Alex Summerlin, University of Alabama at Birmingham

Annotation: Teachers will share their action research in promoting multilingual literacies through building family partnerships. Through these powerful partnerships, the use of children’s native language, culture connections, and authentic literacy experiences foster multilingualism. Preservice and inservice teachers will discuss their work from the summer institute program, which provided multiple opportunities to work with emergent bilingual learners and their families.

D.04 | Critically Reflecting with Picture Books

Salon E | Combined Presentation

Themes: Literacy and Literature, Language and Culture, Social Justice and Political Action, Community Literacies

Audience Interest: Elementary, Teacher Educators, Library/Media Specialist

Presenters: Christina King, University of Missouri:
Examining the Voices of the Other in Children’s Picture Books

I’ll present an examination of the voices of the Other in children’s picture books and suggest a methodology of text selection for elementary educators. I propose that educators begin to read children’s picture book stories written about and by historically marginalized persons through a postcolonial lens. In so doing, educators allow space for conscious addressing of the repression, misrepresentation, omission, stereotyping, and violation of the Other and their voice(s) in Western children’s literature.

Laura Szech, University of Iowa, Iowa City: White Teachers, Diverse Students: Using “Mirror” Books to Better Know Students and Engage in Self-Reflection

This project considers what happens when white teachers choose books and engage in read alouds that are intended to value diverse experiences and be reflected as “mirrors” for their students. I’ll present the picture books and engage the audience in discussing their own cultures and practices through the lens of a book as a learning experience. I’ll present the research findings to engage the audience in how the teachers in the study experienced this book (and others).

D.05 | Meaningful Inquiry into Preservice Teachers’ Literacy Tutoring Experiences with Children

Salon F | Combined Presentation

Themes: Reading and Miscue Analysis, Community Literacies

Audience Interest: Elementary, Teacher Educators

Presenters: Koomi Kim, Salisbury University, MD
Diana Schultz, Salisbury University, MD
William Tignor, Salisbury University, MD
Joyce Wiencek, Salisbury University, MD

Annotation: Utilizing a university literacy center, professors and doctoral students/classroom teachers mentored preservice teachers as they tutored children from the community in reading and writing. These preservice teachers were required to assess, hold family conferences, and create lessons to focus on their students’ funds of knowledge. The purpose of this presentation is to share insights into the learning experiences of preservice teachers and to examine how they reflected on their own learning experiences when they were assigned to tutor a K-eighth-grade reader in the literacy center.

D.06 | Brick by Brick: Building Inquiry-Based Classrooms

Salon G | Individual Presentation

Themes: Literacy and Literature, Digital and Visual Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, New Teachers, Teacher Educators, Curriculum Specialists

Presenters: Justine Bruyere, Vanderbilt University, Nashville, TN
Chloe L. Talbott, Vanderbilt University’s Peabody College, Nashville, TN

Annotation: This presentation is guided by the understanding that learning is both an inquiry-based and socially constructed endeavor. Now, more than ever, teachers need to step to the side and listen for learning to happen, rather than delivering learning in a final way. This talk will share how drama can be used as a tool to explore inquiry-based learning in engaging and critical ways. Drama will be showcased through

the demonstration of hot seating, corridor of voices, inside-outside, puppetry, alternate endings, green screen drama, town hall meetings, teacher-in-role, story drama, sound scape, tableaux, museum walks, and more. These dramatic tools will be used in union with high-quality mentor texts to facilitate engaging and meaningful learning.

Friday, July 12

4:15–5:15 p.m.

E SESSIONS

E.01 | A Pedagogy of Love: From Whole Language Educator to Civil Rights Activist

Salon A & B | Individual Presentation

Themes: Social Justice and Political Action

Audience Interest: Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators

Presenter: Jesse Turner, Central Connecticut State University, New Britain

Annotation: This session tells the transformational journey from whole language educator to civil rights activist. This session will provide WLU teachers safe ways not only to defend their students in the classroom, but also outside the school house walls. While it shares one educator’s transformative journey, the goal is to give everyone in the session practical strategies to use to make education the civil rights cornerstone of their actions as educators. It is open to educators and activists at all levels.

E.02 | Learning through Play and Partnership

Salon C | Workshop

Themes: Language and Culture, Community Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, New Teachers, Teacher Educators, Administrators, Curriculum Specialists

Presenters: Fanny Roman, The Active Learning Elementary School, Flushing, NY
Angela Valco, The Active Learning Elementary School, Flushing, NY

Annotation: This presentation highlights how, through play, collaboration, and knowing students’ interests, teachers can integrate writing, reading, and mathematics. Participants will see how allowing opportunities for teachers to listen and to determine students’ interests can help them create classrooms where children feel important and in control of their own learning. By viewing videos, classroom photos, and work samples, participants will see how two teachers connected literacy to children’s constructions. There will be examples of students’ writing showing where children made important collaborative decisions, used technology to research, and developed critical social skills that will serve them well throughout their lives. Participants will have opportunities to share with each other their ideas for incorporating some of these practices in their own classrooms.

E.03 | Starting with the Child: Inquiry and a Caring Classroom

Salon D | Workshop

Themes: Literacy and Literature, Multiple Languages and Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary

Presenter: Dana Roth, P.S. 10, District 15, New York City Department of Education

Annotation: What was the learning that took place in Dana Roth’s kindergarten class as they took part in a child-initiated aviation study? How did Dana, with the help of consultant Renée Dinnerstein, prepare for this huge investigation? Dana will guide you along from the onset of the project, when children’s interests and questions sparked the idea for the project, and show how their continued eagerness led the way to months of exciting play-filled learning. Participants will look at a posted timeline of the study and see how the CCLS were addressed.

E.04 | From Mandates to Opportunities: Extending Learning Access beyond the Doors of Intervention Classrooms

Salon E | Panel Presentation

Themes: Literacy and Literature, Social Justice and Political Action

Audience Interest: Elementary, Middle School, High School, Teacher Educators, Curriculum Specialists, Library/Media Specialist

Presenters: Carol Gilles, University of Missouri, Columbia

Lynn Hagan, Columbia Public Schools, MO
Danielle Johnson, Columbia Public Schools, MO
Anna Osborn, Columbia Public Schools, MO

Annotation: Students forced into reading intervention due to poor performance on standardized assessments often feel like doors have been closed to them. Reading identities suffer, and students may feel punished. Extending learning outside the classroom and into the community provides a chance for these students to gain agency and feel empowered. Join three teachers who have created ways to expand literacy through bookstore field trips, student-led visits to social justice museums, and school-wide book clubs that culminate with a visit from the author. As a result, their students have become more confident and have higher levels of participation. Presenters will share how to get started, tips for implementation, and how to overcome barriers. There will be plenty of time for participants to begin to plan their own projects that extend beyond classroom doors.

E.05 | Children’s Responses to Picture Books Featuring Donald J. Trump as US President

Salon F | Panel Presentation

Themes: Literacy and Literature, Social Justice and Political Action

Audience Interest: Early Childhood, Elementary, Library/Media Specialist

Presenter: Ross Bussell, New Mexico State University, Las Cruces

Annotation: Join the presenter in a discussion about primary grade children’s verbal and visual responses to picture books published by Scholastic Publishing about Donald J. Trump in his role as US president. The children, all residents of a community located in the US Borderlands, participated in interactive read-aloud sessions where they talked about the picture books and about the president. These children also conveyed their thinking through art, stories, and drama after each session. Attendees will explore the artifacts gathered from the children and join in a conversation about the critical thinking and understandings portrayed by the children about the current president.

E.06 | Supporting English Language Learners in Whole Language Classrooms

Salon G | Combined Presentation

Themes: Literacy and Literature,

Audience Interest: Early Childhood, Elementary, New Teachers, Teacher Educators

Presenters: Ching Lam Lee, The Education University of Hong Kong, Kowloon: Using Teacher-Made Ebooks to Support English Language Learners to Learn to Read—Why and How?

This workshop aims to help participants understand how new literary experiences are made possible with the unique affordances of ebooks and critically consider the use of teacher-made ebooks in ESL classrooms. Participants will be guided to examine the ebooks and discuss findings generated in this project. Recommendations on promising ebook design and instructional approaches for supporting less proficient young English learners with teacher-created ebooks will also be shared.

Sandra L. Osorio, Illinois State University, Normal: Building Culturally and Linguistically Sustaining Spaces for Emergent Bilinguals: Using Read Alouds to Promote Translanguaging

Read aloud provides potential for emergent bilinguals and students with language variation to develop complex language. Interactive read alouds open opportunities to amplify and enrich students’ linguistic resources through the promotion of translanguaging. In this hands-on session, attendees investigate books that facilitate dialogic interactions to promote the use of translanguaging.

Saturday, July 13, 8:00–9:15 a.m.

PLENARY SESSION

Greystone Hall

Featured Speaker: Catherine Compton-Lilly

“Cosmopolitanism: Exploring Funds of Knowledge in Immigrant Families”



Catherine draws on longitudinal data to explore the transnationalism funds of knowledge that result from transnational and digital literacy experiences of children in immigrant families. Specifically, she examines long-term humanizing effects that these experiences have on children as they move into high school.

Catherine Compton-Lilly is a John C. Hungerpiller Professor of Education at the University of South Carolina. She teaches courses in literacy studies and works with professional development in schools in Columbia, South Carolina. Catherine has published a series of books (2003, 2007, 2012, 2017) in which she follows eight of her former first-

grade students through high school. Her articles have appeared in *Reading Research Quarterly*, *Research in the Teaching of English*, *The Reading Teacher*, *Journal of Early Childhood Literacy*, *Written Communication*, and *Language Arts*. Her interests include examining how time operates as a contextual factor in children’s lives as they progress through school and construct their identities as students and readers. In an ongoing study, She is working with a team of graduate students to follow children from immigrant families from primary school through high school.

Introduction by Yang Wang, University of South Carolina, Columbia.

2019 Service Award will be presented to Tasha Tropp Laman, Western Washington University, Bellingham, by Patricia Paugh, University of Massachusetts, Boston.

Recognition of Outgoing *Talking Points* Editors Sally Brown and Deborah MacPhee.

Introduction of Incoming *Talking Points* Editors Patricia Paugh and Sherry Sanden.

Saturday, July 13

9:30-10:30 a.m.

F SESSIONS

F.01 | Lessons in Logic Help Developing Readers Take Command of Informational Texts

Salon A & B | Workshop

Themes: Reading and Miscue Analysis

Audience Interest: Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists, Adult Literacy/College

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

Annotation: Instruction that shows learners how to think logically and flexibly in response to clues in written language is the instruction that improves students' reading 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.

F.02 | Meaningful Teacher Inquiry: Illuminating Transformative Literacy Practices

Salon C | Panel Presentation

Themes: Literacy and Literature, Reading and Miscue Analysis

Audience Interest: Early Childhood, Elementary, Middle School, Teacher Educators

Presenters: Heidi Bacon, Southern Illinois University, Carbondale

Amber Heern, Trico Elementary School, Campbell Hill, IL

Bridgette Page, Lewis Elementary School, Carbondale, IL

Cally Rakos, Southern Illinois University Head Start, Carbondale

Brianna Scott, Unity Point Elementary School, Carbondale, IL

Annotation: In this session, five teacher-inquirers illustrate the potency of meaningful inquiry and reflective practice through authentic literacy engagements. Their practitioner inquiries were conducted with children and families both in and out of school. The presenters share a diversity of experiences that challenged their perspectives and opened new vistas for reconceptualizing transformative literacy practices.

F.03 | Exploring Diversity through Children's Literature: Using a Whole Language Approach to Choose Multicultural Texts for Young Readers

Salon D | Workshop

Themes: Literacy and Literature, Language and Culture, Social Justice and Political Action

Audience Interest: Elementary, Teacher Educators, Curriculum Specialists

Presenter: Jennifer Stowe, Canisius College, Buffalo, NY

Annotation: All children have the right to see themselves in the books they read, and their experiences with just-right books should offer them authentic opportunities to grow as readers, writers, and thinkers. Carefully chosen literature and thoughtful discussions about that literature can serve both purposes. However, choosing and teaching culturally relevant and multicultural texts is not an exact science. In this workshop, we will work together to understand how we can use children's literature to transform our classrooms, our curriculums, and our pedagogical practices to embrace critical multicultural education. We will explore a collection of texts that embrace the diverse experiences of American students and share our experiences using children's literature in the classroom to form a critical and multicultural stance.

F.04 | Unlocking Inquiry: Keys to Opening the Door to Successful Implementation

Salon E | Panel Presentation

Themes: Literacy and Literature

Audience Interest: Elementary, Middle School, High School, Teacher Educators

Presenters: Emily Batchleor, George D. Lisby at Hillsdale Elementary School, Aberdeen, MD
Jennifer Morrison, University of South Carolina, Columbia
Stevie Rodis, University of South Carolina, Columbia

Annotation: The conceptual thinking involved with creating an inquiry-rich classroom is not easy; in fact, many researchers propose that inquiry knowledge is its own literacy because it utilizes a complex set of abilities, language, and skills that one must comprehend for critical application. That inquiry-based learning is beneficial to providing diverse student populations with personalized, need-based, interest-based learning is without question. That teachers are expected to simply know and be able to implement inquiry-based learning's complex, multifaceted elements is unreasonable and, ultimately, unfruitful. This session, led by a teacher educator, teaching candidate supervisor, and instructional coach, seeks to provide participants conceptual and pragmatic keys, as well as strategies for advocacy, to unlock inquiry-based learning in their instructional spaces.

F.05 | Changing the World Peacefully: Global Conversations, Insights, and Reflections from the San Antonio Writing Project

Themes: Literacy and Literature, Language and Culture

Audience Interest: Elementary, Teacher Educators

Presenters: Aurelia Davila de Silva, San Antonio Public Schools, TX
Roxanne Henkin, The University of Texas at San Antonio, Emeritus

Annotation: How can teachers create global citizens through writing about their lives and sharing their stories with each other? What value are these stories and how can they be utilized to understand themselves and the world? In this session, we'll share the work of the San Antonio Writing Project and our efforts to create a global perspective in the professional development of writing for teachers of all levels and across the curriculum. In San Antonio, Texas, a city that is 68% Hispanic and in a university that is the 2nd largest Hispanic serving institution in the US, we invited teachers from South Africa, India, the Philippines, and South Korea to join our Summer Institutes. This was a transformational experience that led to teachers leading writing institutes in the US, South Africa, India, the Philippines, and Kazakhstan.

F.06 | The Importance of Embracing Culturally and Linguistically Diverse Learners in All Educational Settings of Today through Meaningful Learning Engagements

Salon G | Panel Presentation

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Social Justice and Political Action, Community Literacies

Audience Interest: Early Childhood, Elementary, Middle School, New Teachers, Administrators, Curriculum Specialists

Presenters: Lydia Carnesale, University of South Carolina, Columbia
Wenyu Guo, University of South Carolina, Columbia
Lauren Hunt, University of South Carolina, Columbia
Yang Wang, University of South Carolina, Columbia

Annotation: This presentation will share research about the importance and strategies of engaging all students in literacy activities based on their experiences, interests, and different cultural background through three teaching spaces: a professional development class for preservice bilingual teachers; a local Chinese immersion kindergarten classroom; and a local elementary school.

Saturday, July 13

10:45-11:45 a.m.

G SESSIONS

G.01 | Reading Revealed: Expert Teachers Share What They Do and Why They Do It

Salon A & B | Panel Presentation

Themes: Reading and Miscue Analysis

Audience Interest: Early Childhood, Elementary, Teacher Educators

Presenters: Nicole Bishop, Irmo Elementary School, SC
Brittney Blanton, Laurens County School District 55, SC
Brooke Bridges, Chapin Elementary, SC
Jan Clyde, retired teacher
Jean Anne Clyde, retired professor
Robin Cox, Lexington School District Five, SC
Diane DeFord, University of South Carolina, Columbia
Jennie Goforth, Dutch Fork Elementary School, Irmo, SC
Lindsay Head, Oak Pointe Elementary, Irmo, SC
Tasha Laman, University of Louisville, KY
Deborah MacPhee, Illinois State University, Normal
Ashley Matheny, Irmo Elementary School, SC
Michele Myers, University of South Carolina, Columbia
Margaret Nickerson, Irmo Elementary School, SC
Sally Somerall, Dutch Fork Elementary School, Irmo, SC
Diane Stephens, retired professor
Tara Thompson, Chapin Elementary, SC
Emily Whitecotton, Center for Inquiry, Columbia, SC

Annotation: In this interactive session, attendees will talk with teachers about (choose two) how they “teach reading” by knowing their K-5 students well, helping them fall in love with and talk about books, and providing customized skill and strategy support via conversation. Presenters will explain their assessment-driven and theory-based instructional actions and show video clips of them in practice.

G.02 | The Home Language and Literacy Practices of Children with Autism

Salon C | Individual Presentation

Themes: Language and Culture, Multiple Languages and Literacies, Community Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, New Teachers

Presenter: Tia Fahrnich, Hofstra University, Hempstead, NY

Annotation: This presentation focuses on studies of two families (immigrants from Peru and Pakistan) with children with ASD. Participants will be engaged with various photographs and video segments, and they will consider how the families use natural opportunities for language and literacy development, illustrating that the rich interactions between the child and their families are situated in meaningful social and cultural contexts and patterns. This discussion intends to expand and highlight the development of partnerships between home and school settings or between families and the school environment.

G.03 | Building Equity through Powerful Literacy Instruction

Salon D | Workshop

Themes: Literacy and Literature, Language and Culture

Audience Interest: Elementary

Presenter: Sheila Veatch, Center for the Collaborative Classroom, Alameda, CA

Annotation: In order to meet the needs of an increasingly diverse student population by providing texts that speak to the lives of all students, educators must be equipped to critically evaluate the texts used in instruction and provided for independent reading. This session will provide the tools necessary to make sound decisions concerning how to analyze texts and how to incorporate diverse literature into content areas throughout the day. Time will be spent evaluating a selection of children’s books and collaborating on ways to build a strong, diverse classroom library.

G.04 | Beyond the Personal Narrative: Using Inquiry, Collaboration, and Technology to Become Novelists in Middle School

Salon E | Individual Presentation

Themes: Literacy and Literature

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

Presenter: Tyra Deckard, Lassiter Middle School, Louisville, KY

Annotation: Writing is a complex task that involves many literacy processes simultaneously and can be overwhelming for middle school students. They often lack motivation, don't have the language skills to elaborate their ideas, and often find themselves struggling to get their creative ideas down on paper clearly and effectively. Using their own choice of novels as inspiration and models for their writing, my sixth-grade students explore what it means to be novelists. They examine different genres and think about intentional choices writers make. The students work in collaborative groups to share and discuss ideas and navigate the possibilities of their own novels. I will present many of the strategies I used in this unit to guide students through their inquiry process. I will also discuss the students' reflections on their novel-writing journey and what I myself have learned through this experience.

G.05 | "If You Need a Place to Run, Hide Here": Safety vs. Support for Queer Youth in the Southwest

Salon F | Individual Presentation

Themes: Language and Culture, Social Justice and Political Action

Audience Interest: Middle School, High School, New Teachers, Teacher Educators, Adult Literacy/College

Presenter: Tabitha Parry Collins, New Mexico State University, Las Cruces

Annotation: This presentation explores the experiences of school-based support services for queer youth in the southwestern United States and the

difference between safe spaces and supportive climates for these youth. Data collected from the participants in this narrative inquiry study will be shared as a starting point for a critical conversation about the perspectives of queer youth regarding school-based supports. This presentation will also include a discussion about ways to develop realistic solutions for improving school climate for this marginalized population.

G.06 | Authentic Invitations for Family Engagement and Literacy Learning

Salon G | Individual Presentation

Themes: Literacy and Literature, Language and Culture, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, Teacher Educators

Presenter: Christine Walsh, Slippery Rock University, PA

Annotation: Authentic invitations for families to engage in their children's literacy learning align with the cultural practices of a community. Witness how a collaborative team of literacy coaches, inservice teachers, preservice teachers, and university faculty use Epstein's framework to foster rich involvement that empowers families and supports young readers, writers, artists, and speakers. View the artifacts used to plan and implement family engagement that allows families to learn about literacy alongside their children.

Saturday, July 13
12:00-1:45 p.m.

**DELEGATES ASSEMBLY &
LUNCH**
Greystone Hall

Lunch is available to those who ordered it when registering for the Institute.

All are welcome to the annual meeting of the WLU membership. By virtue of registering for this conference, all conference attendees are WLU members. Please join us for a discussion about the future and the evolution of Literacies and Languages for All.

Saturday, July 13
1:45-2:45 p.m.
H SESSIONS

H.01 | Writing for *Talking Points*

Salon A & B | Panel Presentation

Themes: Literacy and Literature, Language and Culture

Audience Interest: Early Childhood, Elementary, Middle School

Presenters: Outgoing Editors: Sally Brown and Deborah MacPhee

Incoming Editors: Pat Paugh and Sherry Sanden

Annotation: Come and talk with the outgoing and incoming editors about writing for our journal, *Talking Points*. We'll share the process of writing and the opportunities for publication. We look forward to meeting with you.

H.02 | Transform Your Learning Environment to Trigger Curiosity, Deepen Understanding, and Foster Belonging for All Learners

Salon C | Panel Presentation

Themes: Literacy and Literature, Language and Culture, Digital and Visual Literacies, Social Justice and Political Action

Audience Interest: Early Childhood, Elementary, New Teachers, Teacher Educators, Administrators

Presenters: Jessica Martin, Heinemann
Jamaica Ross, Long Beach Unified School District, CA

Annotation: Developing learners who imagine, create, and think outside the box does not happen by chance! Join us as we share practical tips and strategies for students and teachers to work together in codesigning and setting up classroom spaces, cocreating procedures and routines that foster meaningful hands-on inquiry-based experiences, and coauthoring community agreements that foster belonging so that young learners present and honor diverse ideas without fear of rejection or judgment.

H.03 | Countering the Curricularization of Racism: Engaging in Critical Content Analysis with Teachers

Salon D | Workshop

Themes: Literacy and Literature, Social Justice and Political Action

Audience Interest: Early Childhood, Elementary, Library/Media Specialist

Presenters: Eliza Braden, University of South Carolina, Columbia
Roberta Price Gardner, Kennesaw State University, GA
Sanjuana Rodriguez, Kennesaw State University, GA
Natasha Thornton, Kennesaw State University, GA
Kamania Wynter-Hoyte, University of South Carolina, Columbia

Annotation: Participants will explore critical multicultural picture books that center on diversity and sociopolitical topics related to current events. The participants will examine the texts and reflect on their individual and collective needs as teachers when it comes to engaging in conversations with children around critical texts and topics.

H.04 | Emergent Bilingual Students' Transactions with Multiple Genres of Texts

Salon E | Individual Presentation

Themes: Reading and Miscue Analysis

Audience Interest: Elementary

Presenter: Nicole Harrison, Blades Elementary School, Seaford, DE

Annotation: This presentation explores using Retrospective Miscue Analysis data to explore how diverse readers transact with various texts and support the literacy needs of young readers. Findings include the importance of readers' awareness of the reading process, implementing an authentic, socioculturally relevant pedagogy, and the effects assessments have on students' reading.

H.05 | Understanding Meaning-Making Processes of Diverse Readers: Eye Movement and Miscue Analysis

Salon F | Panel Presentation

Themes: Reading and Miscue Analysis

Audience Interest: High School, Adult Literacy/College

Presenters: Meghan East, Salisbury University, MD
Jake Follmer, Salisbury University, MD
Judith Franzak, Salisbury University, MD
Koomi Kim, Salisbury University, MD
Katherine MacDonald, Salisbury University, MD
Heather Porter, Salisbury University, MD
Marcie Stutzman, Salisbury University, MD
Chelsea Tyndall, Salisbury University, MD

Annotation: This session explores how diverse readers (emergent bilingual high school readers, advanced college readers, and adult readers with disabilities) transact with authentic texts. Participants will gain insights into 1) connections between eye movement and strategies that diverse readers employ to make meaning; 2) connections between expected responses (miscues) and observed responses; and 3) connections between reading strategies and instructional strategies.

H.06 | Diversity Is Black and White, Right?

Salon G | Individual Presentation

Themes: Literacy and Literature, Language and Culture

Audience Interest: Early Childhood, Elementary, Middle School, High School, Teacher Educators

Presenter: Sasha Ramlal, SUNY Oneonta

Annotation: The session will present how preservice teachers' ideologies of diversity shift as the multilayered aspects of diversity are explored. This presentation will examine journal articles written by preservice teachers to explore the pathways of preservice teachers' identities and understandings of diversity within a semester. Additionally, the presentation will share diversity activities that the preservice teachers participate in to promote a connection to the curriculum and how this connects to the social and emotional well-being of themselves and others. Lastly, the presentation will also explore how authentic learning engagements, such as participation in college student-led organizations (e.g., clubs, meetings) and field experiences in the local rural community of upstate New York, promote a deeper understanding of the challenges educators may face when attending to all forms of diversity in a 21st-century classroom.

Saturday, July 13

3:00-4:00 p.m.

I SESSIONS

I.01 | Culturally Relevant Practices in Six Classrooms: Working Together to Challenge Educational Injustice

Themes: Literacy and Literature, Language and Culture, Multiple Languages and Literacies, Social Justice and Political Action, Community Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, New Teachers, Teacher Educators, Administrators, Curriculum Specialists, Library/Media Specialist

Presenters: Alicia Boardman, Northern Parkway Elementary School, Uniondale, NY
Eliza Braden, University of South Carolina, Columbia
Amy Seely Flint, University of Louisville, KY
Tracey Flores, University of Texas at Austin
Roberta Price Gardner, Kennesaw State University, GA
Valente' Gibson, Columbia, SC
Tambra Jackson, Indiana University-Purdue University
Wanda Jagggers, Louisville, KY
Laryn Morgan, Indianapolis, IN
Bilal Polson, Northern Parkway Elementary School, Uniondale, NY
Mukkaramah Smith, Columbia, SC
Natasha Thornton, Kennesaw State University, GA
Nancy Valdez-Gainer, Austin Independent School District, TX
Elaine Nevers Williams, Atlanta, GA

Annotation: We represent the third cohort of dyads—teacher-teacher educator partners—in an NCTE project focused on culturally relevant practices in elementary classrooms. From Indiana, South Carolina, New York, Georgia, Texas, and Kentucky, we are a part of a national network of educators committed to change. This presentation by participants in the Professional Dyads and Culturally Relevant Teaching (PDCRT) project will highlight a vast array of classroom practices developed by six dyads who focus on teaching that normalizes histories, heritages, languages, literacies, and communities of populations most marginalized or invisibilized in schools while addressing required standards and seeking new methods of culturally relevant teaching and assessment. Join us to see culturally relevant teaching in action, hear the words of children and families, and plan for your own classrooms.

I.02 | #TeachLivingPoets: Complicating the Canon and Empowering Students through Poetry

Salon C | Panel Presentation

Themes: Literacy and Literature, Digital and Visual Literacies, Social Justice and Political Action, Community Literacies

Audience Interest: Middle School, High School, New Teachers, Curriculum Specialists, Adult Literacy/College, Library/Media Specialist

Presenters: Melissa Smith, Lake Norman Charter High School, Huntersville, NC
Melissa Tucker, Rock Hill High School, SC

Annotation: Traditionally in education, teachers and students work toward finding the answer, yet poetry places teachers in a vulnerable position by putting us in front of a class as “the expert” when the reality is that poems, “taught” correctly, raise far more questions than answers. The #TeachLivingPoets panel will offer classroom-tested strategies that build environments that foster student questioning, discovery, and insight. Student blogging and use of social media to connect with other students nationwide and with poets will be explored, along with the most current strategies in poetry instruction with poems from our favorite living poets.

I.03 | Comprehending Strategies: Readers’ Brains at Work

Salon D | Individual Presentation

Themes: Literacy and Literature, Reading and Miscue Analysis

Audience Interest: Elementary, Middle School, High School, Curriculum Specialists, Adult Literacy/College

Presenter: Caryl Crowell, retired teacher

Annotation: What’s the difference between comprehension and comprehending? *Comprehension* is the end product of reading, while *comprehending* is what happens while readers are reading, and is necessary for comprehension. In this session, participants will engage in strategy work that supports comprehending, the processes that readers use to create a meaningful whole from a text.

I.04 | Meeting Diverse Books in the Middle

Salon E | Individual Presentation

Themes: Literacy and Literature, Community Literacies

Audience Interest: Middle School, High School, Curriculum Specialists

Presenter: H. D. Hunter, independent author

Annotation: Do you have reluctant readers in your class? Do you ever struggle to find literary texts that are relevant and impactful for your students? One answer to your challenge may be partnering with the independent literary community to integrate work that is targeted and relevant, albeit lesser known. Teachers and indie authors can partner rather effectively to bring fresh, diverse, and engaging content and activities to a classroom, if only they can find each other. Independent author H. D. Hunter covers best practices, strategies, and considerations to make this sort of engagement a reality in your classroom.

I.05 | Reclaiming Agency in the Classroom: Young Children Writing Their Way into Voice and Power

Salon F | Panel Presentation

Themes: Literacy and Literature, Community Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, Middle School, High School, New Teachers, Teacher Educators, Administrators, Curriculum Specialists

Presenters: Richard Meyer, University of New Mexico, Albuquerque
Krystal Wood-Kofonow, Albuquerque Public Schools and University of New Mexico, Albuquerque

Annotation: Join us as we explore the power of agency in supporting primary-aged children to use written language in ways increasingly forbidden in schools. You'll get to meet a few young writers as we work collaboratively in this session to make sense of their choices, relationships, and rich diversities upon which they draw. During our time together, we will share data that we've collected and begun to analyze for collective group dialogue. Participants will get to meet Michael, Timothy, Pepe, Derrick, Julie, and others (as time permits), see the work they have composed, learn about our tentative interpretations and the implications of this inquiry into whole language theories, and offer insights into what they see in this remarkable data set.

I.06 | Supporting Young Children's Inquiry into Diverse Cultures and the Arts with Multimodal Global Texts

Salon G | Panel Presentation

Themes: Literacy and Literature, Language and Culture, Digital and Visual Literacies, Multiple Languages and Literacies, Social Justice and Political Action, Community Literacies, Early Childhood (ECEA)

Audience Interest: Early Childhood, Elementary, New Teachers, Curriculum Specialists, Library/Media Specialist

Presenters: Diana Garcia, San Marcos CISD, TX
Saba Vlach, The University of Texas at Austin
Michelle White, Austin ISD, TX
Elizabeth Wilson, Austin ISD, TX

Annotation: In this panel session, a group of elementary teachers will share our own experiences with inquiry and curriculum development that brings global perspectives through inquiry to linguistically, racially, and culturally diverse learners. The teachers will provide the audience members methods and tools for immersing their learning community in daily inquiry focused on art and culture from around the world. The teachers will engage the audience in dialogue throughout the presentation, and audience members will have the opportunity to try a variety of artistic responses.

Saturday, July 13

4:15–6:00 p.m.

CLOSING PLENARY SESSION

Greystone Hall

Featured Speaker: Valerie Kinloch

“Advocating and Agitating for Equity, Justice, and Freedom in Literacy Education”



Let’s advocate and agitate! Let’s stand for justice, equity, and freedom! Let’s not only imagine, but also foster engaged pedagogies grounded in, and guided by, transformative, compassionate, critical, and humanizing educational approaches, practices, and policies. In other words, let’s honor and center the lives, literacies, cultural histories, and intellectual legacies of our students and their families inside schools and within communities. In doing this work, let’s come together to think with each other about some of the ways students, teachers, and researchers advocate and agitate for equity, justice, and freedom in literacy education. Let’s talk about what it means to advocate and agitate as forms of “necessary disruptions” (Kinloch, 2018) that can positively impact our teaching, interactions with students, and engagements with families. In coming together, let’s think through the following

questions: How are we advocating and agitating in and through literacy education (and what does this mean)? In our advocating and agitating, how do we see, interact with, teach, and affirm young people, particularly Black and Brown youth, in ways that fully recognize their agencies and critical capacities? How are we engaging in literacy teaching and learning for equity, justice, and freedom? Let’s advocate and agitate!

Valerie Kinloch is the Renée and Richard Goldman Dean of the School of Education and Professor at the University of Pittsburgh. Her scholarship examines the literacies and community engagements of youth and adults inside and outside schools. Author of publications on race, place, literacy, and equity, Valerie’s books include *Still Seeking an Attitude: Critical Reflections on the Work of June Jordan* (2004), *June Jordan: Her Life and Letters* (2006), *Harlem On Our Minds: Place, Race, and the Literacies of Urban Youth* (2010), *Urban Literacies: Critical Perspectives on Language, Learning, and Community* (2011), *Crossing Boundaries: Teaching and Learning with Urban Youth* (2012), and *Service-Learning in Literacy Education: Possibilities for Teaching and Learning* (2015). Her book *Harlem On Our Minds* received the 2012 Outstanding Book of the Year Award from the American Educational Research Association, and her book *Crossing Boundaries* was a staff pick for professional development by *Teaching Tolerance* education magazine. Additionally, Valerie is recipient of the 2018 NCTE Rewey Belle Inglis Award for Outstanding Women in English Education. Currently, she is completing articles and book projects on literacy, justice, race, engagement, and leadership. Valerie was elected NCTE Vice President in June 2019.

Introduction by Michele Myers, University of South Carolina, Columbia.

2019 Lifetime Membership Award in memoriam to Connie Weaver will be introduced by Deborah MacPhee and accepted by Debra Goodman.

Appreciation of Exiting Board Members: Patricia Paugh, David Schultz



2019 NCTE ANNUAL CONVENTION

Join thousands of educators, experts, authors, administrators, publishers, and others for the 2019 NCTE Annual Convention in Baltimore!

Among the hundreds of sessions scheduled, the WLU Strand, Elementary Section, and Early Childhood Strand offer an extensive number of sessions throughout the Convention.

WLU Strand sessions include:

- Remedial Reading Reimagined: A Collaborative Journey of Spirited Inquiry
- Literature as a Basis for Social Inquiry: Creating Books That Prompt Conversation
- Inquiry and Intervention: How Professional Curiosity Accelerates Interventions and Student-Centered Learning
- Spirited Inquiry: Engaging Students to Be Thinkers and Inquirers for 21st-Century Success in School and Life
- Access, Equity, and Inquiry: The Impact of Reading, Writing, and Discussing on Students' Lives
- Whole Language in the 21st Century: A Whole Language Umbrella Cosponsored Session
- Using Student-Led Inquiry to Drive Online Discussion
- The Landscape of Escape: Interdisciplinary Inquiry with Sci-Fi & Fantasy
- Using Talk to Support Student Learning Across the Curriculum
- Using Miscue Analysis to Engage Preservice Teachers in Spirited Inquiry
- Telling Our Stories in Pictures and Words: Creating Identity Texts in the Multilingual Classroom
- Creating Joyful and Responsive Literacy Experiences
- Books, Bytes, Swipes, and Likes: Crafting Digital Identity with a Global Audience
- Building Bridges across Cultures through Global Inquiry
- Using Historical Fiction in the Classroom for Deeper Inquiry into Who We Were, Are, and Will Be

Visit <http://convention.ncte.org/> to register, reserve your hotel room, and learn more about the NCTE Annual Convention!



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