

FRIDAY, NOVEMBER 18

7:00–7:45 A.M.

FIRST-TIMER'S WELCOME BREAKFAST

BALLROOM A/B

Never been to an NCTE Annual Convention before? Don't miss this event we're holding just for you!

Join fellow first-time attendees for an informative session over breakfast to kick off your NCTE Annual Convention experience. You'll have the opportunity to hear from NCTE President-Elect **MARÍA FRÁNQUIZ**, and NCTE Executive Director **EMILY KIRKPATRICK**, and you'll meet NCTE leaders and repeat attendees who can walk you through tips and strategies that will enhance your Convention experience, expand your knowledge of NCTE's resources, and build your professional network.



EMILY KIRKPATRICK



MARÍA FRÁNQUIZ

8:00–9:15 A.M.

GENERAL SESSION

ARENA

FRIDAY



IBRAM X. KENDI

IBRAM X. KENDI is the Andrew W. Mellon Professor in the Humanities at Boston University and the founding director of the BU Center for Antiracist Research. He is a contributing writer at *The Atlantic* and a CBS News correspondent. He is the author of many books, including *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, which won the National Book Award for Nonfiction, and five #1 *New York Times* bestsellers, including *How to Be an Antiracist*; *Stamped: Racism, Antiracism, and You*, coauthored with Jason Reynolds; and *Antiracist Baby*, illustrated by Ashley Lukashovsky. His latest books are *How to Raise an Antiracist* and *Goodnight Racism*, illustrated by Cbabi Bayoc. In 2020, *Time* magazine named him one of the 100 most influential people in the world. He was awarded a 2021 MacArthur Fellowship, popularly known as the “Genius Grant.”

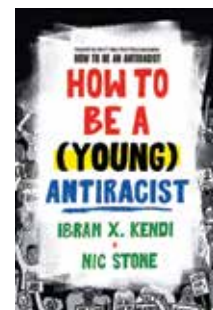
The #1 *New York Times* bestseller that sparked international dialogue is now a book for young adults! Based on the adult bestseller by Ibram X. Kendi, and co-authored by bestselling author Nic Stone, *How to Be a (Young) Antiracist* will serve as a guide for teens seeking a way forward in acknowledging, identifying, and dismantling racism and injustice.

A book signing will follow the session.

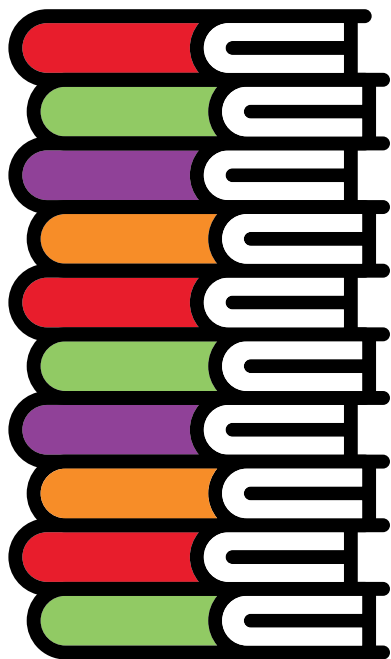


NIC STONE

NIC STONE is an Atlanta native and a Spelman College graduate. Her debut novel for young adults, *Dear Martin*, was a #1 *New York Times* bestseller. She is also the author of the *New York Times* bestseller *Clean Getaway*, the 2020 NPR Best Book of the Year selection *Dear Justyce* (a sequel to *Dear Martin*), the Rainbow Book List Top Ten selection *Odd One Out*, *Jackpot*, and *Shuri: A Black Panther Novel*. She is one of the authors in the *New York Times* bestselling book *Blackout*, recently optioned as a new anthology program for Netflix by Barack and Michelle Obama’s production company, Higher Ground. Find her online at nicstone.info, [@nicstone](https://www.instagram.com/nicstone) (Instagram), and [@getnicced](https://twitter.com/getnicced) (Twitter).



BUILD YOUR STACK®



10:30 A.M.

Author Stuart Gibbs Presents Mission: Write! A New Creative Writing Video Series

The *New York Times* bestselling author of the Spy School (and many others!) series, Stuart Gibbs has made a creative writing videos series, focusing on providing real world tips for aspiring young writers. Stuart Gibbs will talk about the different topic focuses of the videos, where the idea for a series came from, and how to use the program with your students.

Sponsored by Simon & Schuster

11:00 A.M.

Lighting the Way: Poetry to Bring Joy and Dialogue into Your Classroom

Mary-Kate Sableski, University of Dayton
Ryan Colwell, Fairfield University

11:30 A.M.

New and Awesome Audio!

Sarah Ressler Wright, RB Hayes High School
Jenell Igeleke Penn, The Ohio State University

12:00 P.M.

Exploring the Pandemic through Literature for Youth

Kathy G. Short, University of Arizona
Desiree Cueto, Western Washington University
Loren Reyes, University of Arizona

12:30 P.M.

Beyond the Book Series Who Would Win; Nonfiction Books That Engage and Inspire All Readers

Mandy Robek
Bitsy Parks

1:00 P.M.

Books That Center Family Stories

Lynsey Burkins, Dublin City Schools
Franki Sibberson, SproutFive (Columbus, Ohio)
Tracey Flores, The University of Texas at Austin
Sandra Osorio, Erickson Institute Chicago

1:30 P.M.

Nonfiction Graphic Novels

Kasey Short, Charlotte Country Day School

2:00 P.M.

Translanguaging in Middle Grade Books

Carla España, Rye Country Day School
Luz Yadira Herrera, California State University, Channel Islands

BUILD YOUR STACK® LOCATED IN EXHIBIT HALL B

2:30 P.M.

Join Disney, Bloomsbury, and HarperCollins for a preview of some of our 2023 kids and YA titles!

Beth Eller, Bloomsbury
Mimi Rankin, HarperCollins Children's Books
Dina Sherman, Disney Publishing

3:00 P.M.

Read to Resist: MG, YA, and Adult Titles That Make Us Stand Up and Speak Out!

Nawal Qarooni, NQC Literacy LLC
Samira Ahmed, Little Brown Books for Young Readers
Sara Ahmed, Catherine Cook School

3:30 P.M.

Reading Many Voices: Anthologies and Collections for MS/HS

Donalyn Miller, The Book Whisperer, Inc.
Jodi-Beth Hazel, IDEA Public Schools

4:00 P.M.

Stories with Pictures for the Secondary Classroom

Carrie Santo-Thomas

4:30 P.M.

Indigenous Authors and Artists Saba Khan Vlach, University of Iowa, Iowa City

5:30 P.M.

Building a Diverse Nonfiction Text Set

Roberta Price-Gardner, Kennesaw State University

6:00 P.M.

Ordinary Joy: Appreciating Ordinairiness in Texts

S. Travis Crowder, East Alexander Middle School

FRIDAY FEATURED SESSIONS

11:00 A.M.–12:15 P.M.

G **F-FS.01 Crossing Borders: The Journey to My Dreams**

ROOM 261-B

“Reyna Grande is a fierce, smart, shimmering light of a writer with an important story to tell.”—Cheryl Strayed

When she immigrated to the US at the age of nine, Reyna Grande was made to feel ashamed about being a border crosser. Now, being a border crosser is her superpower. Grande will speak about the many borders, both physical and metaphorical, she had to cross to succeed in the US, from becoming the first in her family to go to university to having a successful writing career. By pursuing her sueños—her dreams—she went from being an undocumented immigrant living on the margins of society to an award-winning author of bestselling books such as *The Distance Between Us* and *A Dream Called Home*.



REYNA GRANDE

Presenter: Reyna Grande

Sponsored by *Simon & Schuster*

FRIDAY

11:00 A.M.–12:15 P.M.

E **F-FS.02 I Belong Here! Creating Welcoming and Nurturing Environments to Support Deep Learning for Migratory Students**

ROOM 261-A

All students should feel like they belong in school. In this session, participants will consider the needs of migratory students and explore three social-emotional components necessary for equity: agency, belonging, and identity. Participants will engage in an interactive reading with a culturally relevant text and discuss key takeaways.

Presenter: Liz Jameyson, WestEd

Sponsored by *WestEd*

12:30–1:45 P.M.

M
S **G-FS.01 Developing Language and Literacy in Mathematics for Long Term English Learners**

ROOM 252-B

Long-term English Learners lack adequate opportunities to develop language and literacy in secondary mathematics. The IES-funded RAMP-UP Math project engages students to develop conceptual understandings about cross-cutting ideas, participation in disciplinary practices, and disciplinary literacy and oracy. Educators will learn how to design language rich mathematics instruction for English Learners.

Presenters: Leslie Hamburger, WestEd

Guillermo Lopez, WestEd

Sponsored by *WestEd*

E.01 Affiliate Leadership Follow Up**G** ROOM 258-B*Sponsored by the NCTE Standing Committee on Affiliates*

Continue the discussion begun at the 2022 Affiliate Leadership Meeting. Participants will bring light and clarity to their organization through strategic planning. Affiliates will learn a process to identify priority areas, specific goals, and action steps that engage them in a model of continuous improvement that helps them better serve their members.

Session Chair: Kirstey Ewald, Central Rivers Area Education Agency

Presenters: Kirstey Ewald, Central Rivers Area Education Agency

Amy Nyeholt, PA Cyber

Carolyn “Carrie” Perry, Florida Council of Teachers of English

Mary Rice, University of New Mexico

Renee Rude, Chandler-Gilbert Community College

Catherine Sosnowski, CCSU

E.02 Antiracist Teaching and Translanguaging: Light from the Field**M**
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TE ROOM 256-B*Sponsored by the Linguistic Society of America/Linguistics in the School Curriculum Committee*

We describe linguistically informed pedagogies that yield classrooms that truly center students and what they have to teach us. Students’ expertise with translanguaging and multilingualism provides a platform for both multilingual awareness and explicit antiracist teaching that is necessary to confront the still-pervasive Standard Language Ideology.

Presenters: Kristin Denham, Western Washington University

Anne Lobeck, Western Washington University

Laura Ruth-Hirrel, California State University, Northridge

E.03 Authentic Audio Books Shine Light on Latinx Literature**G** ROOM 208-A

LGBTQIA+

LLA
Rainbow

Three Latinx award-winning narrators and author Aiden Thomas will lead a discussion on the importance of authenticity in audio and suggest activities that bring more Spanish/English audio books, from picture books to YA, into classrooms. Educators Gilles and Igeleke-Penn will demonstrate fun and practical strategies for incorporating audio books in schools and share recommended Latinx audio books.

Session Chair: Sarah Ressler Wright, RB Hayes High School

Presenters: Emily Gilles

Jenell Igeleke Penn, The Ohio State University

Tradebook Author/Illustrator: Aida Salazar, Scholastic

E.04 Beacons of Light: Bridging the Literacy Gap by Building Community Engagement through Student Writing Exchanges**E**
S ROOM 201-ANWP
NATIONAL WRITING PROJECT
R

Three high school English teachers will share how we leveraged the power of our National English Honor Society to become beacons of light for our feeder elementary schools. We will share evidence along with personal accounts of our work toward bridging the literacy gap for our future students. Participants will receive materials and approaches to build their own writing exchanges.

Presenters: Heather Barton, Secondary ELA
Robyn Coggins, Etowah High School/Cherokee County
J. Cole Ross, Etowah High School/Cherokee County

E.05 Being a Light for One Another: Forming a Self-Study Community of Practice



ROOM 264-BC

Engaging in a Self-Study Community of Practice (SSCoP) is a sustainable and sustaining practice that has pushed our thinking, changed our practices, and helped us to “be a light for one another.” A group of eight teacher educators will share structures and resources from our four years as an SSCO P focusing on antiracist, antibias teaching so that others can replicate them in their own contexts.

Presenters: Sophie Degener, National Louis University
Tess Dussling, Saint Michael’s College
Wendy Gardiner, Pacific Lutheran University
Tierney Hinman
Elizabeth Stevens, Roberts Wesleyan College
Amy Tondreau, University of Maryland, Baltimore County
Kristen White, Northern Michigan University
Nance Wilson, SUNY Cortland

E.06 Being the Light: Culturally Sustaining Pedagogies for Literary and Pedagogical Transformation



ROOM 252-A

This panel examines the elements needed to read critically and with confidence in the culturally responsive classroom.

Presenters: Bobbie Kabuto, Queens College, CUNY, “A Community-Based Literacy Collaborative as a Light into Culturally Responsive Teaching Practices”
Christopher Lewis, Chapman University, “Empowering Preservice Teachers with Multilingual Young Adult Novels”
Caroline McAuliffe, Teachers College, Columbia University, “Opening Doors to Wavering Confidence: Stories of Coursework and Pedagogical Confidence in the First Year”
Christopher Wagner, Queens College, CUNY, “A Community-Based Literacy Collaborative as a Light into Culturally Responsive Teaching Practices”

E.07 Beyond Migrants and Weavers: A Critical Look at Central American Children’s Literature



ROOM 207-D

In this presentation, we share our findings from a critical content analysis of all picture book published by and about Hondurans, Guatemalans, and Salvadorans in the US. We outline for teachers tropes and stereotypes present in the literature to watch out for, and suggestions for culturally responsive pedagogy for Central American students.

Presenters: Mohit Mehta, The University of Texas at Austin
Monica Pineda, The University of Texas at Austin

E.08 Both Hurt and Healing: Decolonized Practices for Educators and Students



ROOM 251-B

This panel presentation will feature the work of two educators as they attempt to decolonize the English language classroom and the professional development of English language educators. The past two years of working in the pandemic has forced educators and teacher educators to confront pain and consider what role we can have in mending the wounds.

Presenters: Olivia Mulcahy, Illinois Resource Center
Rex Ovalle, University of Illinois at Chicago

E.09 Burning Brighter Together: How Teaching and Embodying Collective Action Brings Light



ROOM 207-B

This session will focus on teaching and embodying values of collective action. Presenters will examine changes made by large-scale organizing against unjust dominant groups and policies. The session will include ways to center protest literature in classrooms, language to speak about collective action, and thoughts about what we can be doing to collectivize more intentionally and with longevity.

Presenters: Roberta Price Gardner, Kennesaw State University
Noelle Mapes, PS 142, New York, NY
Islah Tauheed, New York City Department of Education

E.10 Curating a Literacy Life: Student-Centered Digital Learning in an Urban High School



ROOM 202-A

Teachers at Cleveland's Glenville High School collaborated with a literacy coach and professional filmmaker to use digital tools to help students curate their literacy lives. Using everyday Smart phones, a Netflix account, and access to a variety of YA, canonical, and media texts, the team of educators were able to begin to provide a foundation for lifelong learning and inquiry.

Presenters: Shannon Davis, Glenville High School
GaVita Haynes, Glenville High School
William Kist, Kent State University

E.11 Dear Teacher: How the Power of Letters and Collaboration Can Spark Courageous Conversations That Transform Our Profession



ROOM 209-A

How do we keep our pedagogy urgent and raw, as Gholdy Muhammad calls for in *Cultivating Genius*? This interactive presentation will explore a letter-writing collaboration that enables high school students to communicate with future teachers, shining a light on our teaching practices and offering valuable lessons for the profession.

Presenters: Kristina Bardes, Roy C. Ketcham High School
Michelle Bulla, Monroe-Woodbury High School
Elise Cacciatore, Newburgh Enlarged City School District
Ryene Fenner, Kingston High School
Mary Sawyer, SUNY at New Paltz
Christine Zandstra, Roy C. Ketcham High School

E.12 Developing Inclusive Curriculum through Student-Centered Perspectives



ROOM 213-A

This panel explores approaches to curriculum development through students' critical thinking and participatory action. Paper one discusses how superhero films can teach critical analysis skills to first-year college students. Paper two studies how a Midwestern school district overhauled its ELA curriculum to include more texts that center main characters of color.

Presenters: Tracy Schrems, St. Bonaventure University, "I Saw the Light: Using Superhero Films to Teach Critical Analysis Skills in College-Level Developmental English"
Jessica Stovall, Stanford University, "Assessing the Impact of a District's Attempt to Make ELA Curricula More Inclusive"

E.13 Elevating Nuanced Representation of the Arab American Experience in Education Spaces



Rainbow

ROOM 212-A

A panel of Arab American authors and educators share their varied positionalities and experiences in understanding their own identities and then share practical ways for teachers to incorporate a more nuanced understanding in their classroom practices—with multimodality in demonstrating knowledge and with layered texts to represent Arabs.

Presenters: Sawsan Jaber, Education Unfiltered Consulting
Nawal Qarooni, NQC Literacy LLC
Tradebook Author/Illustrator: Sahar Mustafah, Homewood-Flossmoor High School

E.14 Equitable Literacy Instruction Demands Joyful and Affirming Knowledge Building



Rainbow

ROOM 212-B

Is there knowledge that all students should know? If so, what knowledge is that? Who determines that? In this session, the presenters will explore what it means to take part in what Richard Milner terms, a "disruptive movement" that exposes and counters "storylines, policies, and practices that center and maintain whiteness, racism, white supremacy, and hegemony" in the teaching of reading.

Session Chair: Maria Cruz, Teachers College Reading and Writing Project, Columbia University
Presenters: Sonja Cherry-Paul, Teachers College, Columbia University
Tyrone Howard, University of California, Los Angeles
Tiffany Jewell
Yolanda Sealey-Ruiz, Teachers College, Columbia University

E.15 Exploring Contemporary Caribbean Children’s and Young Adult Literature: Implications for Culturally Responsive and Sustaining Education



ROOM 253-A

The Caribbean transnational experience is central to a growing number of children’s books. Sharing these books with our community, many of whom have Caribbean ancestry, offers a clear example of culturally responsive-sustaining educational practice and embraces diverse perspectives and identities (racial, social class, gender, language, etc.). Research will present Caribbean children’s literature.

Presenters: Melissa Garcia, Lehman College, CUNY
Alison Lehner-Quam, Education Librarian

E.16 Exploring Panels and Gutters—Using Comics and Graphic Novels to Craft Critical and Creative Classrooms



ROOM 262-C

Interrogating an author’s message and its relationship to the world equips students to read the word and the world. Recognizing the multifaceted and multimodal ways students engage with the world allows them to better build these relationships in their own ways. This presentation demonstrates how educators can use graphica for more student-centered, equitable, and accessible instruction.

Presenters: Julia Lopez-Robertson, University of South Carolina
Jennifer Morrison, University of South Carolina
Melissa Wells, University of Mary Washington

E.17 Finding the Light of Other Suns: Black Speculative Fiction as Literary Lighthouses



ROOM 201-C

How can speculative fiction (SF) be a light leading readers to new futures and otherworlds? In this session, YA authors Ayana Gray and Jennifer Baker join speculative literacy scholar Stephanie Toliver to discuss (1) how SF is an underexplored space for cultivating our collective dreams; (2) how authors of SF shine a light for themselves and others; and (3) how SF can be a light for ELA students.

Presenter: Stephanie Toliver, University of Colorado, Boulder

E.18 How to Fail Like an Improviser: Humanizing the Pursuit of Failure in Writing Instruction through Improvisational Theater



ROOM 201-D

How can we humanize writing instruction by normalizing failure when learning to write? Join presenters for an inclusive and interactive discussion of failure in writing instruction through practice-based resources and theories of improvisational theater.

Presenters: Lauren Esposito, Marywood University
Samuel Tanner, Penn State University

E.19 Igniting the Spark: How to Use Author Visits to Inspire and Encourage Students at All Levels



ROOM 211-B

Author visits to schools can have a profound impact on students at all levels. This panel shares the benefits of author visits, how educators can leverage the experience to inspire and encourage their students, how the wider community can be involved in author visits, and how educators can plan for the visits.

Presenters: Kim Howard, Author
Crystal Howell, Randolph College
Tammi Sauer, Author

E.20 Journeying with Students: Migration Narrative Framework for Teachers of Students with Limited or Interrupted Formal Education Using Sociocognitive Perspectives



ROOM 252-C

Migration narratives can transform classroom communities and elevate student voices, while highlighting cultures and capabilities of immigrant learners in authentic ways. Teachers globally teach migration narratives. This piece shares teaching considerations and theoretical insights grounded in sociocognitive literature that open instructional possibilities when creating a migration narrative unit.

Presenter: Rachel Siegman, Vanderbilt University

E.21 L. Ramon Veal Research Seminar**TE** ROOM 253-BC*Sponsored by English Language Arts Teacher Educators (ELATE)*

The L. Ramon Veal Research Seminar is an ELATE-sponsored session that supports graduate students and teacher-researchers engaged in educational research through directed discussion with experienced scholars in ELA teacher education.

Session Chair: Luke Rodesiler, Purdue University Fort Wayne

Presenters: Shelby Boehm, University of Florida
Megan Davis, Teachers College, Columbia University
Melissa Drake, University of Toronto/OISE
Diana Liu, Teachers College, Columbia University
Brian Mooney, Teachers College, Columbia University
Luke Rodesiler, Purdue University Fort Wayne
Taylor Rose-Dougherty, University of Louisville
Katie Trautman, The University of Texas at Austin
Erika Watts, University of South Florida
Ashlynn Wittchow, Teachers College, Columbia University

Respondents: Elizabeth Dutro, University of Colorado, Boulder
Megan Guise, California Polytechnic State University
Lamar Johnson, Michigan State University
Jung Kim, Lewis University
Tom Liam Lynch, The New School
Sandra L. Osorio, Erikson Institute Chicago
Emery Petchauer, Michigan State University
David Schaafsma, University of Illinois at Chicago
Michael W. Smith, Temple University

E.22 Letting in the Light in Teacher Education: Partnering with Schools and Community Organizations for Expanded Methods Courses and Field Experiences**G****TE****ROOM 251-A**

As teachers and mentors, how can we adjust previous best practices for use in online, in-person, and hybrid methods courses and field experiences? In this session, three university English language arts educators share practical resources for expanding our classrooms through outdoor, experiential learning experiences, community partnerships, and virtual field placements.

Presenters: Cheryl Almeda, Kalamazoo Valley Community College, “Freeing Practices during Pandemic Protocols”
Erinn Bentley, Columbus State University, “Field Placements in the ‘Great Outdoors’”
Jonathan Bush, Western Michigan University, “Community Partnerships and Online Connection”

E.23 Light of Hope: Presenting Authors Whose Books for Young Readers Are a Perfect Remedy to Overcome the Pandemic’s Devastating Effects of Isolation and Anxiety**E****TE**

Rainbow

ROOM 262-A

Award-winning authors will discuss the ways they use language and visuals to create light and hope for young readers, illuminating the power of friendships. Authors will offer books as a remedy for overcoming the effects of the pandemic’s isolation and anxieties, as they share ways their empathetic characters offer hope, solace, emotional support, and encouragement to overcome challenges.

Session Chair: Donna Knoell, Educational Consultant

Presenters: Donna Knoell, Educational Consultant, “Offering Differentiation Strategies That Extend, Magnify, and Illuminate the Power of Books”

Tradebook Authors/Illustrators: Frank Morrison, “Radiating the Light of Understanding and Honesty: Making Friends and Being True to Oneself”
Apryl Stott, “Using Positive and Healing Words to Share and Extend the Light of Friendship”
Monica Wesolowska, “Recognizing and Valuing the Gifts and Unique Qualities of Each Individual as Points of Light, That Make the World a Better Place”
Salina Yoon, “The Life-Changing Magic of Friendships”

E.24 Light, Color, Sound, and Texture: Multimodal Composition in K–12 Classrooms

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ROOM 203-B

Inspired by the founding members of the New London group, this circle of teacher leaders, administrators, authors, and creatives intends to share their evolving understandings of multimodal composition. This interactive session offers a space for facilitated dialogue and resources for educators who are eager to begin or sustain their efforts to center multimodality in their own K-12 classrooms.

Presenters: Trevor Aleo, Middlebrook School/Learning That Transfers

Bryan Ripley Crandall, Fairfield University
 Brent Gilson, Westwind School Division
 Garreth Heidt, Perkiomen Valley School District
 Julie Johnson, The Ohio State University
 Susan Luft, Scarsdale Public Schools
 Bernajean Porter, Reading and Writing Beyond Words
 Erin Quinn, Calgary Board of Education
 Dan Ryder, Community Regional Charter School
 Angela Stockman, Daemen College
 Tara Vandertoorn, Calgary Board of Education
 Amanda Williams-Yeagers, Brock University

E.25 Literacy Escape: Using Classroom and Digital Escape Rooms to Engage Students

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ROOM 262-B

Escape rooms have become a widespread entertainment experience that individuals of all ages can enjoy. Using hints and clues, participants solve a series of puzzles to complete the objectives of the game and escape the room. In this session, participants will take part in a Literacy Escape room using a novel as an anchor text to address literacy competencies and standards in an engaging setting.

Presenters: Raymond Epps, Augusta University
 Marlynda Holley, May River High School
 Rebecca Harper, Augusta University

E.26 Making Space for Teachers' Light ROOM 205-A

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Rainbow

Explore the borderlands between different professional teacher identities and what happens when they conflict with what is being asked of us at work. Learn how to carve out time and space to do the necessary soul work in the classroom.

Presenters: Victoria Gill, Lesley University, "Intersectional Pedagogy: Conceptualizing Space and Soul Work in the Classroom"

Christopher Kingsland, University of Michigan, "Imagining Just Curricula and Instruction through Borderland Professional Teacher Identities"

E.27 Media and Pop Culture: Entry Points to Complex Texts and Tough Topics

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ROOM 205-B

What do Lizzo, Billie Eilish, and picture books have in common? They make great companions to tough texts!

Presenters: Abigail Baumgartner, Louisiana State University, "Multimodal Golden Lines: Pairing Lizzo, Emily Dickinson, The Weeknd, Faulkner, Dorothy Parker, and Billie Eilish"

Sarah Honore, Houston ISD, "Picture This: Picture Books as an Entrypoint to Tough Topics in Secondary ELA"

Emily Peters, Louisiana State University, Laboratory School, "Multimodal Golden Lines: Pairing Lizzo, Emily Dickinson, The Weeknd, Faulkner, Dorothy Parker, and Billie Eilish"

E.28 Multimodal Memoir Writing: Humanizing Our Classrooms and Curriculum

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ROOM 208-B

In this session, middle school teacher Rachel Scupp and teacher educator Emily Meixner will share experiences developing and writing multimodal memoirs with students and teachers. Session attendees will be provided with examples of how the study and creation of multimodal memoirs allows for connection, representation, perspective-taking, self-study, and empathy-building.

Presenters: Emily Meixner, The College of New Jersey
 Rachel Scupp, Thomas R. Grover Middle School

E.29 Permission and Play: Bringing Light to the Writing Workshop through Creativity



ROOM 211-A

Writing can be an exploration of self, others, and the world around us when opportunities are made for young people to engage with thinking in creative and expressive ways. With exercises from their own repertoires and their experiences with students, this panel will offer strategies and ideas that when transferred to writing classrooms will promote permission and play among developing writers.

Session Chair: Melissa Guerrette, Oxford Elementary School

Presenters: Melissa Guerrette, Oxford Elementary School
Pernille Ripp, Global Read-Aloud/Passionate Learners

Tradebook Authors/Illustrators: Erin Entrada-Kelly, HarperCollins

Olugbemisola Rhuday-Perkovich, Crown/Random House/Macmillan/HarperCollins

Laurel Snyder, Chronicle Books

Christina Soontornvat, Candlewick Press

E.30 “Poetry Is Not a Luxury”: Reading and Writing Poetry as Illumination and Life



ROOM 213-CD

This interactive roundtable session featuring teacher-poets, local students, and award-winning poet Padma Venkatraman invites attendees to experience poetry as a necessity. Participants will leave with teaching materials they can use upon returning to their classrooms and be invited to connect with teacher-poets who know “poetry is not a luxury.”

Presenter: Padma Venkatraman, “Pursuing Light and Illuminating Futures through Poetry”

Roundtable Leaders: Susan Ahlbrand, Jasper Middle School, Jasper, IN, “Building Writers through Jenga Block Poetry”

Allison Berryhill, Atlantic High School, “Feedback for Student Poets: How to Create a Classroom Culture That ‘Breaks into Blossom’ the Poet in Each Student”

Stefani Boutelier, Aquinas College, “Location and Place-Based Poetry”

Maureen Daley, James Hart School, Homewood, IL, “Metaphor Poems using Metaphor Dice”

Sarah Donovan, Oklahoma State University, “Born behind Bars (Venkatraman): Pursuing Light and Illuminating Futures by Noticing the Poetry in Prose to Inspire Poetic Response”

Barbara Edler, Iowa Wesleyan University, “Ekphrastic and Found Poetry”

Glenda Funk, Highland High School, “Found in Translation: Poetry and Pedagogy in the Antiracist Classroom”

Seana Hurd-Wright, Los Angeles Unified School District, “Paint Chip Poetry to Color Your World”

Kimberly Johnson, Pike County Schools, “Poetry for Reluctant or Enthusiastic Writers without Lifting a Pencil: Mashed Potato Poetry on the theme of Pursuing the Light!”

Jennifer Jowett, St Gerard School, “Pantoums: Recycling Lines for Reluctant Poets”

Stacey Joy, Baldwin Hills Elementary Pilot and Gifted Magnet School, “Golden Shovel Poetry”

Denise Krebs, Al Raja School (retired), “Multiple Language Poetry”

Leilya Pitre, Southeastern Louisiana University, “Exploring Healing Power of Language through Writing Poetry, Creating a Tree of Hope from the Poems Written”

Anna J. Small Roseboro, “Patterning Poetry—Golden Shovel from a Pantoum”

Margaret Simon, Iberia Parish Gifted Program, “Creative Poetry Forms for Grades 4–6”

Emily Yamasaki, San Diego Area Writing Project/National Writing Project/San Diego Global Vision Academy, “Mathematical Poetry: The Significance of Numbers”

E.31 Possibilities of Poetry: Excavating and Exploring Identity in the Elementary Classroom



ROOM 206-A

“Poetry is not only dream and vision; it is the skeleton architecture of our lives,” wrote Audre Lorde. Poetry invites us to embrace our humanity and to create a humanizing space for our students. In this session, we will invite participants to consider the intersection of their identities and poetry, and share the power of creating and analyzing Poetry Anthology Identity Webs alongside students.

Presenters: Aeriale Johnson, Teachers College Reading and Writing Project, Columbia University
Clare Landrigan, Heinemann
Traci Sorell, Penguin/Charlesbridge/Lerner

E.32 Red Bicycle Moment: Write/Share Your Life-Changing Moment Here, as in “Float Like a Butterfly, Sting Like a Bee”

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Rainbow

ROOM 204-C

Muhammad Ali’s life-pivoting moment came when he, as 12-year-old Cassius Clay, had his red bicycle stolen. He needed to find the thief and “whup” him. He was advised to learn how to box. Who knew the moment would be life-changing for all of us? In this session we will read, write, listen to, and explore our own “Red Bicycle” moments.

Session Chair: Alfredo Celedón Luján, Monte del Sol Charter School

Presenters: Kevin Cordi, Ohio University Lancaster
María E. Fránquiz, The University of Texas at Austin
Valerie Kinloch, University of Pittsburgh
Alfredo Celedón Luján, Monte del Sol Charter School

E.33 Reflecting the Light: Reflective Practice with/in Literacy Teaching, Learning, and Being

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ROOM 252-B

This session examines how to interrogate the self, examine pedagogical approaches, and use methods that provide literacy access for all.

Presenters: Janine Davis, University of Mary Washington, “Teacher Inquiry as Guiding Light: Retaining the Skills and Mindsets That Matter in Changing Times”
Coley Lehman, Teachers College, Columbia University, “A Light to Guide Us: How a YA Teacher Book Club Helped Teachers (Re)Envision Reading in Their Classrooms”
Kristie Smith, Kennesaw State University, “Pursuing the Light through Curricula Design: The Social Justice Classroom Library Project”
Jessica Wontropski, Bank Street College of Education, “Illuminating the Sueños of Students, Families, and Communities through Antiracist Curriculum-Making: Educators as Co-Conspirators”

E.34 Reframing Shakespeare’s *Cymbeline* to Explore Themes of Environmental Justice: Student Actors and Filmmakers on Location in Yosemite National Park.

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Rainbow

ROOM 210-A

Discover how one of Shakespeare’s lesser-known works can be reframed and adapted in a radical way to engage today’s student activists. Galvanised by the talents of student actors and filmmakers, Shakespeare’s *Cymbeline*—as adapted in the eco-inflected movie *Imogen in the Wild*—has the power to shine a light on environmental justice and point the way to a brighter tomorrow.

Session Chair: Mary Christel, TimeLine Theatre

Presenter: Katie Brokaw, University of California, Merced

E.35 Specific Strategies to Improve Critical and Engaged Thinking

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NWP
NATIONAL WRITING PROJECT**ROOM 213-B**

Come to this session to learn how the presenters used workshopping and self-critique of writing to activate critical thinking skills. Examples of student learning and digital tools will be shared to try in your classrooms.

Presenters: Suzanne Kail, Sandy Valley High School, “Self-Evaluation for Success: Students Shining a Light on Their Own Writing”
Lauren Kaufman, Garden City Public Schools, “Reimagining the Magic of the Workshop Model”

E.36 Sueños in Communities of Readers and Writers

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ELATE ROOM 210-B

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In this combined panel, speakers will situate reading and writing as light in community.

Presenters: Brittany Adams, SUNY College at Cortland, “Illuminating Unexplored Spaces: Reflective Journaling for Differentiated Critical Literacy Learning”
Adele Doyle, Kingsborough Community College, CUNY, “In Their Own Words: Why Community College Students Resist Academic Reading, and How Interest-Based Instruction Can Increase Reading Engagement”
Jolie Hicks, Southwestern Oklahoma State University, “Place-Based Writing: A Place for Sustainability in First-Year Composition”

E.37 Take the Journey: Rising with Courage, Hope, Humility, and Compassion

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ROOM 204-B

For the fourth year at NCTE, the three of us will gather at the Convention, this time to discuss our actions and reactions during one of the hardest few years teachers have faced in recent history. We’ll share our thinking about empowering students, calling out racist actions, combating censors, and teaching with compassion and courage alongside humility and hope.

Session Chair: Cornelius Minor, The Minor Collective/Heinemann

Presenter: Kylene Beers, Beers.Probst Consulting

Respondent: Stephanie Harvey, Stephanie Harvey Consulting

E.38 Teaching Teenagers to Read and Write: Radical Student Choice in the Classroom

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ROOM 263-A

During this presentation, I will discuss how radical student choice with Native Hawaiian students, or allowing Indigenous Hawaiian students complete freedom in both the selection and creation of texts that they want to read/write, can completely shift the dynamic of a classroom so that the goal of “learning to read” begins to focus more on what students can do, and away from what they can’t. I will share instructional strategies that allow Hawaiian students to invest in their own learning and growth as readers, share the data behind student improvement on the intervention side and how that correlates with their written work, and address some of the challenges of radical student choice can crop up in implementation.

Presenter: Shay Kaleo ‘oluho ‘iloliokawaip ā he Zykova, Independent Scholar

E.39 The “Fun Doesn’t Stop Here”: Peritext as a Site for Critical Literacy in Books for Beginning Readers

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ROOM 251-C

This presentation explores the possibilities for promoting criticality with emergent readers through the peritext found in books for beginning readers. We discuss the current role of peritext in books for emergent readers and demonstrate ways that educators can utilize the peritext to help bring to light new possibilities for more just futures.

Presenters: Rebekah Degener, Minnesota State University

Sarah E. Jackson, Millersville University

Nithya Sivashankar, Texas State University

E.40 The Birthplace of Young Activists: Developing Socially Just, Antiracist Elementary Classrooms Using Literature That Represents, Celebrates, and Challenges

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ROOM 206-B

This presentation highlights the work of elementary teachers who have successfully infused social justice and antiracism work through children's literature in order to advocate for students who have been traditionally marginalized in public school settings. Here, the presenters introduce a program of action that leads to effective explorations of difficult topics and to student activism.

Session Chair: Douglas Kaufman, University of Connecticut

Presenters: Douglas Kaufman, University of Connecticut
Tracey Lafayette, O'Brien STEM Academy
Michelle McKnight, Manchester, Connecticut, Public Schools

E.41 The Greatest Climate Change Threat to California and Developing the Schema Required to Be a Critical Participant in Real-World Solutions

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**ROOM 203-A**

What is the greatest climate change threat to California? Come and learn how to analyze informational text through a critical ecomedia lens to overcome the greatest climate change threat to California. Participants will also have the opportunity to speak with the general manager of the Antelope Valley East Kern Water Agency.

Presenters: Dwayne Chisam, Antelope Valley East Kern Water Agency
Becki Maldonado, University of Oklahoma
Alexandra Panos, University of South Florida

E.42 Two-Point Perspective: How Creative Depth Fosters Collaborative Communities

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**ROOM 207-C**

Caldecott Honorees Molly Idle and Juana Martinez-Neal illustrate how creative projects can lead to more collaborative classrooms and communities. In hands-on exercises, students and educators will be encouraged to participate in creative, verbal, and visual collaboration with their fellow attendees. Both the exercises, and the life skills gained, can be applied in the classroom and beyond.

Tradebook Authors/Illustrators: Molly Idle, Macmillan
Juana Martinez-Neal, Macmillan/Roaring Brook Press

E.43 Using Oral Language Composition and Rehearsal to Support Elaboration

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ROOM 207-A

A powerful but underutilized tool to support writing is oral rehearsal. Oral composition is important for all students, especially those navigating more than one language. Oral rehearsal provides a way of playing with language before committing words to the page. Using video of diverse students, the presenters will share strategies for shining a light on oral language to support young writers.

Presenters: Matt Glover
Whitney La Rocca, Stenhouse Publishers
Rosemary Martinez, Lamar Consolidated Independent School District
Sarah Ramirez, Lamar Consolidated Independent School District

E.44 Working with and Learning from Indigenous Communities: A Book-Making Project to Counter Language Extinction



ROOM 256-A

In this book-making project, we have intentionally sought local knowledge and perspectives to create sets of bilingual books that introduce young children (ages 4–7) to simple phrases and conversational vocabulary in two indigenous languages spoken by indigenous peoples in Taiwan and South Carolina (i.e., Atayal and Cherokee Peoples).

Presenters: Catherine Compton-Lilly, University of South Carolina
Asiye Demir, University of South Carolina
Anna Howard, University of South Carolina
Ching-Ting Hsin, National Tsing Hua University Taiwan
Di Tam Luu, National Tsing Hua University Taiwan

E.45 Writing for and from the Heart: Exploration of Social Emotional Learning through Collaborative Writing with Universal Design for Learning



ROOM 201-B

This presentation will speak to a specific semester-long writing unit that was designed and co-facilitated by an English department chair/teacher and associate principal for student support services. Attendees will engage in the specific writing strategies used to incorporate meaningful and academically relevant social emotional learning activities in a high school writing class.

Presenters: Christopher Bronke, Downers Grove North High School
Erin Ludwick, Downers Grove North High School

E.46 Poster Session: Cultivating New Voices among Scholars of Color



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In this session, fellows in the 2022–2024 cohort of the Cultivating New Voices among Scholars of Color (CNV), sponsored by the Research Foundation of NCTE, present their research and address questions from participants.

Session Chair: Tonya Perry, University of Alabama at Birmingham

Presenters: Tasha Austin, SUNY at Buffalo, “Limited Capital: A Raciolinguistic Genealogy in (Language) Teacher Education”
Jordan Bell, CUNY Graduate Center, “Dig Real Deep for Me: Reframing Racial Literacy through a BlackCrit Lens”
Theresa Burruel Stone, Sonoma State University, “Territorializing Anticolonial Belonging toward Place-Based Literacies”
José Luis Cano Jr., Texas Christian University, “Fugitive Rhetorics at Border Patrol Checkpoints”
Autumn Griffin, University of Pennsylvania, “Loving with Black Girls: Exploring Adolescent Black Girls’ Self-Love Literacies”
Sharim Hannegan-Martinez, University of Kentucky, “Literacies of Love: A Portrait of Trauma and Healing in the English Classroom”
Alicia K. Hatcher, Syracuse University, “Performing a Symbolic Resistance”
Ileana Jiménez, Teachers College, Columbia University, “#HSfeminism as Curriculum and Activism: Black and Latina Feminist Pedagogies in the High School English Classroom”
Naitnaphit Limlamai, Colorado State University, “Illuminating Justice-Oriented Teaching by Delineating Three Kinds of Justices”
Pratigya Marhatta, University of North Carolina at Greensboro, “Teachers as Change Agents: Reimagining Literacy Instruction to Address Socially Just Topics”
Tamara Nicole Moten, University of Georgia, “Beyond the Mat: Centering the Literacy Experiences of Black Girls in Gymnastics through Sista Circles”
Lauren Elizabeth Reine Johnson, University of Illinois at Chicago, “‘This Has Been Inside Me This Whole Time’: Black Girls Cultivating Homeplace through Storying”
Renée Wilmot, Michigan State University, “‘Can I Hold the Mic?’ Narratives of Historical Black Women Educators”
Alexis Morgan Young, University of Maryland, College Park, “Skyrise: Black Girls ‘Architexting’ Youthopias”

F.01 Actualizing Our Sueños: Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students



ROOM 251-A

Rainbow



Join teachers, administrators, and researchers as they reflect upon their work with hundreds of culturally and linguistically diverse newcomer and emergent plurilingual students in California. Presenters use case studies, classroom examples, and student writing to illustrate classroom and district-level approaches to affirming plurilingual students' identities, voices, and linguistic repertoires.

Presenters: Renae Bryant, Anaheim Union High School District

Alison Dover, California State University Fullerton
Vy Hoang, Anaheim Union High School District
Diana Fujimoto, Anaheim Union High School District
Fernando Rodriguez-Valls, California State University Fullerton
Paola Rosenberg, John F. Kennedy High School

F.02 Bright Pasts and Futures: Possibilities of YAL for Teaching ELA and Methods



ROOM 252-A



Rainbow



This session uses responsive and antiracist orientations of reading YAL. Presenters in this session will discuss historical and futuristic orientations of reading young adult literature within methods courses and ELA classrooms.

Presenters: Sarah Fleming, SUNY Oswego, "Books as Bright Stars: Using Young Adult Literature to Shine a Light through Antiracist Teacher Education"
Ewa McGrail, Georgia State University, "How to Empower Students through Self-Selection of Texts"
Heather Pule, University of Houston, Clear Lake, "Moving Past Good Intentions: Exploring the Use of Young Adult Literature within the Historically Responsive Literacy Framework"
Lisa York, Gwinnett County Public Schools, "How to Empower Students through Self-Selection of Texts"

F.03 Changing Schools, Growing Teachers, Creating Spaces for Equitable Learning: Realizing the Potential of PDS Spaces



ROOM 207-C



Sponsored by Literacies and Languages for All (LLA)

The presenters describe a set of layered educational practices across our PDS network, elementary program, embedded CSP course, literacy methods course, and focal elementary classroom that contribute to our systemic focus on culturally sustaining learning for children, teachers, preservice teachers, and university faculty.

Presenters: Catherine Compton-Lilly, University of South Carolina
Michele Myers, Wake Forest University

F.04 Climate Advocacy through Public Art: Using Personal Narratives and Critical Inquiry to Bring Awareness to Climate Change



ROOM 202-B



Rainbow

Sponsored by the ELATE Commission on Climate Change and the Environment in English Education

"Climate change is impacting people around the world right now."—Zanagee Artis.

Climate change—a topic of immense concern.
Public Art—a method to bring heightened awareness.

In this interactive presentation, participants will engage the artist advocate within and learn how to create effective public art pieces to send a clear message about the urgency of climate change.

Presenters: Stephen Goss, Kennesaw State University
Catherine Lammert, Texas Tech University
Becki Maldonado, University of Oklahoma

F.05 **Connecting Reading and Writing to Student Identities: Bringing *The Outsiders* In**



ROOM 258-A

Inspired by Gholdy Muhammad's framework in *Cultivating Genius*, a group of junior high school teachers redesigned their unit on *The Outsiders* to focus on student identity. In this session, participants will engage in the revised lessons and feel the impact of centering student identity in reading and writing tasks.

Session Chair: Jan Ferrer, Goleta Valley Junior High
Presenters: Cameron Hatcher Day, La Colina Junior High

Tim Dewar, University of California, Santa Barbara
Jan Ferrer, Goleta Valley Junior High
Eleanor Skladman, La Colina Junior High

Respondent: Robert Polski, Independence High School

F.06 **Constellations and Not a Single Star: Shining and Rising Native Voices on Collaboration and Writing Truths**



ROOM 211-B

Seven Native authors/illustrators will share about collaboration and writer's/illustrator's craft as it pertains to writing truths, history and historicity, and the writing journey. This presentation offers a multifaceted picture of the rich storytelling and innovation within their contemporary narratives.

Presenter: Ricki Ginsberg, Colorado State University

Tradebook Authors/Illustrators: Angeline Bouley, Macmillan Children's Publishing Group
Laurel Goodluck, Charlesbridge Publishing
Carole Lindstrom, Macmillan Children's Books
Andrea Rogers, Writer

Traci Sorell, Penguin/Charlesbridge/Lerner

Respondent: Kit Magee, Aurora Central High School

F.07 **Creating Space for Care, Healing, and Well-Being in Teaching and Learning**



ROOM 262-C

These studies highlight healing-centered approaches to developing and sustaining transformative educators. Paper one explores how researchers and practitioners enact teacher agency, well-being, and a professional culture of care. Paper two supports Black teacher retention through healing-centered, design-based professional development. Paper three draws from women of color feminisms and critical participatory design to honor preservice teachers of color knowledges, memories, and histories.

Presenters: Peter De Costa, Michigan State University, "Teaching-as-Caring and Caring Institutions: An Ecological View of Teacher Well-Being"

Alexa Muse, University of Oxford, "Whispered Revolutions in English Education: Equity, Subversion, and Personal Safety in Oppressive Communities"

Thomas Rodney, ATECH High School, "Chat and Chew: Using Joy for Building a Healing-Centered Academic Environment"

Jessica Stovall, Stanford University, "Chat and Chew: Using Joy for Building a Healing-Centered Academic Environment"

LaMar Timmons-Long, New York City Department of Education, "Chat and Chew: Using Joy for Building a Healing-Centered Academic Environment"

Adrianna González Ybarra, University of Missouri, "Making Space: Speaking, Writing, and Sharing Our Testimonios as a Way for Healing"

F.08 **Critical Praxis for Action**



ROOM 263-A

This panel will discuss active ways to engage in communication with academic and K-12 communities using texts, technology, and publication.

Presenters: Paula Dagnon, Western Washington University, "Illuminating Student Stories through Technology"

Ryan Kelly, Arkansas State University, "Enrichment, Motivation, and Advocacy: Successful Graduate Candidate Publication in State-Level Academic Journals"

Meg Petersen, Plymouth State University, "Shedding Light: Cross-Cultural Communication in Dark Times"

Stephanie Strachan, Western Washington University, "Illuminating Student Stories through Technology"

George Zhao, Western Washington University, "Illuminating Student Stories through Technology"

F.09 Cuando tenía siete años. . . “: Family Storytelling in Early Years Online Bilingual Classrooms

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ROOM 203-B

Bay Area bilingual elementary teachers share how they facilitated a family literacy event that put families’ stories at the center. The literacy projects invited families to share with their children what life was like for them “Cuando tenía siete años. . . .” The teachers were guided in their work by *The Anti Racist Teacher* (Germán, 2019) in challenging hegemonic schooling practices.

Presenter: Liz Murray, Bay Area Writing Project

F.10 Digging Up Hidden Histories: Using the Light of Research to Bring Learning to Life

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ROOM 208-A

Five award-winning authors discuss their recent books that showcase remarkable events and people. Each writer uses research and creativity to shine a light on neglected corners of history, science, and contemporary life. The panelists will share a research-related mini-activity, and attendees will leave with new ideas, practical teaching tools, and recommended titles for a classroom library.

Presenters: Sarah Albee, Author
Cheryl Blackford, Clarion Books
Janet Fox, Simon Kids
Kekla Magoon, Bloomsbury/Candlewick
Anne Nesbet, University of California, Berkeley/
Candlewick Press

F.11 Dreaming Past the Whiteness of Teacher Education: The Multimodal Visioning of WOC Preservice Teachers and Teacher Educators

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ROOM 251-B

This panel brings together two coalitions of WOC teachers and teacher educators to explore the visionary power of WOC to collaboratively critique, (re)imagine, and (re) build teacher education as rooted in their community and cultural wealth and raced, gendered, and cultured literacies.

Session Chair: Monica Gonzalez Ybarra, University of Illinois at Urbana-Champaign

Presenters: Gabby Bachoo, Gov. William Pitkin School
Mackensi Crenshaw
Kimberly Duhart, East Hartford Public Schools
Claudia Hernandez, Hartford Public Schools
Khalila Lomax, University of Illinois at Urbana-Champaign

Cindy Lopez, Waterside School
Grace Player, University of Connecticut

Respondent: Yolanda Sealey-Ruiz, Teachers College, Columbia University

F.12 Eight Great English Education Authors Who Light the Way for Teachers

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ROOM 264-BC

This roundtable session highlights English education authors who inspire and equip us to be better teachers through their writing. Each table will explore and celebrate the works of groundbreaking authors, scholars, and practitioners who have devoted their careers to lighting the way for teachers to create engaging, inclusive, collaborative, and transformative learning environments.

Session Chairs: Heather Barto Wiley, R.J. Reynolds High School

Alan Brown, Wake Forest University
Joan Mitchell, Wake Forest University
Lindsay Schneider, West Forsyth High School

Roundtable Leaders: Heather Barto Wiley, R.J. Reynolds High School

Alan Brown, Wake Forest University
Justin Corazza, Cranford High School
Taylor Crandall, Lesley University
Elizabeth Davis, Sayre School
Elizabeth Kennard, Charlotte Country Day School
Mark A. Lewis, James Madison University
Victor Malo-Juvera, University of North Carolina, Wilmington

Joan Mitchell, Wake Forest University
Caitlin Murphy, Bellarmine University
Bob Probst, Georgia State University
Lindsay Schneider, West Forsyth High School
Liz Shults, Oak Mountain High School

F.13 Embodied Literacies for Lighthearted Classrooms

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ROOM 213-A

Playing can be serious fun! These presentations will explore how playing with games, art, music, and storytelling can help engage and ignite student learning.

Presenters: Sue Corbin, Notre Dame College, “This Little Light of Mine: How Stories Light Our Paths to Ourselves”
Sawyer Henderson, Woodstock High School, “Pursuing a Lighthearted Classroom Building Community in the ELA Classroom with Games and Movement”
Lindy Johnson, William & Mary, Williamsburg, VA, “Bringing Light into Secondary ELA Classrooms through Game-Based Play”
Grace Kim, The University of Texas at Austin, “Bringing Light into Secondary ELA Classrooms through Game-Based Play”

F.14 Enlivening Critical Reader Response Encounters with Picture Books in the Early Childhood and Elementary Classroom

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Rainbow

ROOM 206-B

This interactive conversation will feature a critical reader response framework to support readers’ critical encounters with picture books in the classroom. Participants will reimagine picture book collections and rethink literature instruction as essential, critical work for both literacy development and a broader sense of citizenry among young children.

Presenters: Mary Adu-Gyamfi, University of Missouri
Lottie Bushman, Education
Whitney Hoffman, Columbia Public Schools
Kara Johnson, Columbia Public Schools
Sarah Reid, University of Missouri
Angie Zapata, University of Missouri

F.15 “Every year on Juneteenth, they celebrated and remembered”: Analyzing the Story of Juneteenth in Children’s Literature through a Lens of CRT

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ROOM 207-D

As Juneteenth becomes more popularized in dominant culture, the scholars want to present this holiday giving a counternarrative of its past and present. We seek to blend the theory and framework of Critical Race Theory with practical knowledge of the literature. We aim to provide teachers and, ultimately, students, with a more justice-oriented stance regarding Juneteenth in children’s literature.

Presenters: Amber Lawson, Michigan State University
Rebecca Witte, Michigan State University

F.16 Exploring the Role of Multimodal Literacies in Students’ Reading, Writing, and Analysis in Elementary and Secondary ELA Classrooms

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ROOM 262-B

Paper one explores multimodal forms of communication in a fifth-grade writer’s workshop. Paper two highlights digital storytelling projects and family migration stories using data-visualizations, community oriented research, and intergenerational family-centric interviews. Paper three shares an approach to students’ literary responses through abstract art creation.

Presenters: Matthew Deroo, University of Miami, “How Digital, Multiliteracies Tools Can Support Place-Based Storytelling within and beyond the English Language Arts Classroom”
Jennifer Kahn, University of Miami, “How Digital, Multiliteracies Tools Can Support Place-Based Storytelling within and beyond the English Language Arts Classroom”
Michael Moylan, Heartland Elementary School, “Using Multimodal Literacies in a Fifth-Grade Elementary Writer’s Workshop: A Case Study”
Ariela Robinson, Teachers College, Columbia University, “Making Art to Read: An Investigation of How the Making of Art Can Help Adolescent Students Explore Literature”

F.17 Freedom Dreaming: Crafting the Literacy and Teaching Communities We Want to Work Within



Rainbow

ROOM 213-CD

In this session, the presenters will discuss their dreams for a more just and equitable world and the educator communities they have created and nurtured. Each presenter will share their personal story, of both the vision or need they had, and then the community that sprung from that dream. They will share real-world strategies for participants to freedom dream their own nurturing communities.

Session Chair: Sonja Cherry-Paul, Teachers College, Columbia University

Presenters: Sara Ahmed, Catherine Cook School
Arlene Casimir, Teachers College Reading and Writing Project, Columbia University
Maria Cruz, Teachers College Reading and Writing Project, Columbia University
Tricia Ebarvia, Conestoga High School
Aeriale Johnson, Teachers College Reading and Writing Project, Columbia University
Anna Gotangco Osborn, Educator, Reading Specialist
Kim Parker, Harvard University
Tiana Silvas, New York City Department of Education

F.18 Illuminating Diverse Voices of Past and Present in the English Classroom



Rainbow

ROOM 201-A

This panel will share a variety of novel units centered on 19th- and 20th-century writers, from Cather, Steinbeck, and Austen to Stone, Zoboi, Mbue, and Reynolds as dignity-centered texts focusing on various themes of justice, identity and home. Unit goals, activities, final assessments, and student examples will be provided so participants have lessons to immediately implement in their classrooms.

Presenters: Molly Bardine, Chaminade Julianne High School
Amanda Bertke, Chaminade Julianne High School
Katlyn Delong, Chaminade Julianne High School
Dan Eiser, Chaminade Julianne High School

F.19 Illuminating Literary Fiction and Adolescent Lit: Creating Culturally Sustaining Text Sets with Primary Sources and Multigenre Texts



ROOM 202-A

This workshop shares ways that primary sources and multigenre texts illuminate literary and adolescent fiction. We share free instructional units with text sets created by the Reimagining Humanities Education Project. We explore how humanities teachers find and integrate text sets from diverse perspectives. This includes accessible and complex texts such as photography, news, art, and video.

Presenters: Marie-Anne Barron, Brown University
Leo Gordon, Brown University
Brittany Ruiz, Brown University
Laura Snyder, Brown University

F.20 Illuminating Possibilities: Young Adult Literature as Bystander Intervention Education



ROOM 201-B

In order to consider characters beyond the survivor and assaulter in narratives of sexual assault and violence, we offer curricular and pedagogical suggestions for facilitating an understanding of bystander intervention using young adult literature.

Presenters: Brittany Adams, SUNY College at Cortland
Shelby Boehm, University of Florida
Henry Cody Miller, SUNY Brockport

F.21 Illuminating Teachers' Meta Language Practices in the Elementary Classroom



ROOM 210-B



This self-study of teacher education practices explores our beginning analysis of the decision-making processes around preservice elementary teachers' usage of planned and in-the-moment metalanguage with EL students. These observable instances of practices that support translanguaging and literacy learning help to provide insight into preservice teachers' enactment of languaging practices.

Presenters: Mel Hardy, University of Maryland, College Park
Maggie Peterson, University of Maryland, College Park
Faith Sears, University of Maryland, College Park

F.22 Interactive Digital Shakespeare for the Pandemic and Beyond: Spotlight on Theater-Based Collaborations



ROOM 201-D

ELA teachers and theater company educators together responded to the challenge of teaching Shakespeare online to secondary students by combining innovative text instruction with aspects of performance pedagogy in a virtual setting. Participants gain an overview of new digital tools and time to discuss these with the creators and teachers representing Los Angeles, Chicago, and Houston Shakespeare companies.

Session Chair: Laura Turchi, Arizona State University

Presenters: Abbey Bachmann, Texas A&M University
Marilyn Halperin, Chicago Shakespeare Theater
Cori Stevenson, Houston Shakespeare Festival
Kimiko Turner-Warner, Shakespeare Center LA
Joan Wang, Diego Rivera Public Service High School

F.23 Leading When Everything Is Out of Balance: The Truth about Leading for Equity, Justice, and Antiracist Schools



ROOM 256-A

Sponsored by the Conference on English Leadership (CEL)

What does it mean to achieve harmony while leading for educational equity and justice? Can both be accomplished? How? Join Val Brown of the Center for Antiracist Education and the Conference on English Leadership (CEL) for this interactive keynote and roundtable discussion aimed at literacy leaders of all levels and focusing on ways to lead for educational justice.

Presenter: Val Brown, Center for Antiracist Education

Roundtable Leaders: Christopher Bronke, Downers Grove North High School
Nicholas Emmanuele, Millcreek Township School District
Amy Marshall, Anglophone School District South
Anna Schultes, Glenbrook School District 225
Janice Schwarze, Illinois Principals Association
Cathline Tanis, North Plainfield School District
Donte Tate

F.24 Lessons of Light from Louisville's Collaborative for Antiracist Teaching: Collaborate, Empower, Persist



ROOM 212-A

The Collaborative for Antiracist Teaching (Louisville, KY) is devoted to community healing by developing the capacity of preservice and practicing educators (P-20) through antiracist teaching practices. Join the group to hear our story of evolution and ways that we are supporting the larger education community to apply antiracist teaching practices in their classrooms and other spaces.

Presenters: Michele Abee, Bellarmine University
Kristen Harris, Spadling University
Sandra Hogue, Jefferson County Public Schools
Jennifer Mangeot, Spalding University
Vonn Purdy, Simmons College of Kentucky
Synthia Shelby, Carrithers Middle
Geneva Stark, University of Louisville
Winn Wheeler, Bellarmine University (LWP Fellow)
Edy Yarbrough, Simmons College of Kentucky

F.25 Leveraging the Resources of Families and Community: Strength-Based Approaches to Relationships and Engagement



Rainbow

ROOM 253-A

This panel brings together community-engaged educators and researchers sharing stories and findings from work alongside families and communities.

Presenters: Adriana Alvarez, University of Colorado, Denver
Mary Cowhey, Jackson Street School, Northampton, MA
Wintre Johnson

F.26 Literacies before Technologies: Making Digital Tools Matter for Middle Level Learners

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ROOM 256-B

Sponsored by the NCTE Principles in Practice book series

In this roundtable session, join the contributors to an NCTE Principles in Practice book as they share insights drawn from the *Beliefs for Integrating Technology into the English Language Arts Classroom*. With practical examples and an openly available website available, session participants will discover new ways to integrate technology into their fourth–ninth-grade classrooms.

Session Chair: Jill Runstrom, Ann Arbor Public Schools

Presenter: Troy Hicks, Central Michigan University, “Literacies before Technologies: Making Digital Tools Matter for Middle Level Learners”

Roundtable Leaders: Alex Corbitt, Boston College, “Rethinking Narrative Writing with E-pistolary Stories”

Towanda Harris, Heinemann, “Learning Ways: A Path to Student Connection”

Megan Kowalski, John A. Walsh Elementary, “Inviting Audio Books into the ELA Classroom”

Joseph Pizzo, Black River Middle School/Chester Schools, “Using Technology to Foster Acceptance”

Kathleen Rowley, Culver City High School, “Welcoming Voices by Honoring Names with Flipgrid”

Blaine Smith, University of Arizona, “Project ‘Imagine the Future’”

Justin Stygles, Lyseth Elementary, Portland Public Schools, “The Space Between: Engaging in Online Reading Conferences”

Respondent: Cathy Fleischer, “Insights from the Principles in Practice Imprint Editor”

F.27 Literature and Literacy as a Lighthouse: Finding Our Way through Dark Times

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ROOM 206-A

Literature and literacy can be one of our greatest sources of light in dark times. Come learn from award-winning authors and passionate educators how to use recently released works of compelling children’s literature as sources of light in your instruction, and how to inclusively support all students to channel their own light through simple and accessible quick writes, doodles, and zines.

Presenters: Paula Bourque, Stenhouse Publishers/Augusta Schools

Katie Cunningham, Manhattanville College

Tradebook Authors/Illustrators: Minh Lê, Random House
Christina Soontornvat, Candlewick Press

F.28 Make a Joyful Noise: Centering Black Joy in Curriculum Planning and Text Selection

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ROOM 212-B

Black joy is integral to Black life. Participants will have the opportunity to discuss what Black joy is and how to center it in their teaching even when they must discuss more difficult topics.

Presenters: Tiffeni Fontno, Educational Resource Center, Boston College

Renata Love Jones, Georgia State University

Nicholl Montgomery, Boston College

F.49 Mental Health Topics as a Guiding Light in a Post-Pandemic World

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ROOM 209-A

Like a guiding light, children’s literature that explores mental health topics can support student wellness and provide a path forward during difficult times. Explore strategies for using literature to connect with student realities and identify coping strategies with experienced educators and creators of fiction for young people.

Session Chair: Robert Bittner, Simon Fraser University

Presenters: Kacen Callender, Scholastic

Ernesto Cisneros, Mendez Intermediate

Melanie Conklin, Little, Brown Books for Young Readers

Lily Meade, Sourcebooks

Ibi Zoboi, HarperCollins/Balzer+Bray, Dutton/Penguin Books

F.29 On the Corner of Candor and Hope There Lives a Poem



ROOM 204-C

Poetry helps readers and writers pursue the light, even when maneuvering through deep darkness. In this session, five experienced teachers share poems that inhabit a figurative corner of candor and hope, poems that are unafraid to confront darkness or difficulty but simultaneously convey hope and comfort. Participants will leave with use-tomorrow ideas for writing notebooks and class discussion.

Session Chair: Joel Garza, Greenhill School, Addison, TX

Presenters: Linda Rief, University of New Hampshire/
Heinemann

Nawal Qarooni, NQC Literacy LLC

Brett Vogelsinger, Holicong Middle School

Respondent: Penny Kittle, Plymouth State University

F.30 Pedagogies of Possibility: Uplifting Culturally Responsive Approaches to Online Teaching and Learning



ROOM 262-A



This presentation focuses on conceptual and practical tools K–12 educators used during remote learning to respond to the emerging needs of their students and policy initiatives from their schools. It highlights data from a study about how K–12 teachers adapted their culturally responsive instructional practices during the emergency shift to remote learning precipitated by the COVID-19 pandemic.

Session Chair: Detra Price-Dennis, The Ohio State University

Presenters: Katie Harlan Eller, Teachers College,
Columbia University

Thomonique Moore, Teachers College, Columbia University

Detra Price-Dennis, The Ohio State University

F.31 Place, Power, and Pedagogy: Foregrounding “Bright Practices” to Expand Thinking, Writing, and Doing in Classrooms



Rainbow



ROOM 210-CD

Sponsored by the NCTE Latinx Caucus

Through stories of place, we want to foreground and expand our thinking about how power operates in spaces (courtrooms, classrooms, communities) and want to think about how place informs/inspires “bright” pedagogical practices, much like those that foreground and interrogate how a community might seek their right to narrative, political consciousness, and social justice.

Session Chair: Alfredo Celedón Luján, Monte del Sol Charter School

Presenters: Joern Langhorst, University of Colorado, Denver, “Placing Equity, Justice, and Empowerment”
Renee Moreno, California State University, Northridge, “Some Racists, a Treaty, and a Law Student”
Valerie Sweeney Prince, Wayne State University, “Resilience and Light: Crossing Borders with Women’s Histories”

Respondent: Francisco Tamayo, California State University, Northridge

F.32 Prisms of Possibility: Using Autobiography and Audio Memoirs to Launch Writing Exercises



ROOM 205-A

This session will cover the use of audio memoirs to spark ideas for college essays and autobiographical writing as a humanizing practice, one which encourages students to think deeply about the importance of their voice and identity within the English curriculum.

Presenters: Anne Mooney, Malden High School, “Assigning Audio Memoirs as a Drafting Step in the College Essay”

Rashida Mustafa, Teachers College, Columbia University, “Prisms of Possibility: Using Autobiography as a Humanizing Curriculum Practice”

Ashlynn Wittchow, Teachers College, Columbia University, “Prisms of Possibility: Using Autobiography as a Humanizing Curriculum Practice”

F.33 Promoting Student Agency and Voice through Poetry and Primary and Secondary Sources

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ROOM 205-B

The two sessions in this panel feature poetry as a means of promoting student expression. The first presentation highlights work at a rural alternative school. The second presentation features interdisciplinary work in a social studies/English classroom.

Presenters: Ken Kramer, Deerfield High School, “Remixing the Past: Creative Expression, Self-Reflection, and Contemporary Conclusions”
Neil Rigler, Deerfield High School, “Remixing the Past: Creative Expression, Self-Reflection, and Contemporary Conclusions”
Andy Schoenborn, Clare Pioneer High School, Clare, MI, “Scaling Mountains: Using Writing Footholds to Find Our Voice”

F.34 Pursuing More Equitable Assessment Practices: Challenges and Opportunities in Advocating for Students, Families, and Communities

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ROOM 258-B

Sponsored by the NCTE Standing Committee on Literacy Assessment

This roundtable session will focus on how literacy assessment practices can elevate the voices of students and their families. The roundtable presenters will discuss the challenges and opportunities of enacting assessment practices in K-16 schools, homes, and communities.

Session Chair: Bobbie Kabuto, Queens College, CUNY
Roundtable Leaders: Chris Hass, James Madison University, “Shifting Assessments Home: Inviting Families to Expand Our Perspectives”
Bobbie Kabuto, Queens College, CUNY, “Shedding Light on Linguistic Equity by Dismantling Monolingual Reading Assessment Practices”
Peggy O’Neill, Loyola University, “Lighting the Way for Students’ Transition to College Writing through Assessment”
Kathryn Mitchell Pierce, Saint Louis University, “Centering Teacher Voices in Assessment Conversations”

F.35 Shining a Light on Students’ Voices: Youth Writing for Interruption (YWI) Approach

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ROOM 209-B

In a time when classroom discussions about race and other aspects of equity are being questioned in many communities, it is students’ voices that many times shine a light on issues that matter to them. They can best draw on their youthful passion, using the Youth Writing for Interruption (YWI) approach to learning and advocating from themselves and others.

Presenters: Tina Curry, Chicago Public Schools
Vanessa Heller, CATE
Shonterrius Lawson-Fountain
Tonya Perry, University of Alabama at Birmingham
Katy Smith, Northeastern Illinois University

F.36 Shining a Light on the World and within Using Poetry, Nonfiction, and Imagination

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ROOM 208-B

Tips, techniques, and strategies for poetry success help students find their light, their voice, their special stories. Poetry and nonfiction may seem like unlikely partners, but pairing them gives a wider perspective. Discover individuals whose life and work helped illuminate new ideas or shed light on social injustices. A culminating poetry-writing experience models an activity to share.

Presenters: Joan Bransfield Graham, Author/Poet
Alexis O’Neill, Author
Patricia M. Stohr-Hunt, University of Richmond

FRIDAY

F.37 Sparks Fly: Using Literature and Student Voices to Ignite Grammar Conversations



ROOM 211-A

Light the path of Pre-K-12 grammar instruction with a simple, humanistic process grounded in literature and students' voices, which highlights meaning through celebration and experimentation. Come explore a use-tomorrow, practical process that leads to strategic shimmering conversations about grammar and its links to author's purpose and craft, in English and Spanish.

Presenters: Jeff Anderson, Stenhouse Publishers
Holly Durham, Klein Independent School District
Whitney La Rocca, Stenhouse Publishers
Travis Leech, Northside Independent School District
Caroline Sweet, Austin Independent School District
Nicholas S. Perez Elementary School

F.38 Strategies as Lampposts: Using Content Area Literacy Strategies and Disciplinary Literacy in Secondary ELA to Support Adolescents' Literacy Development



ROOM 201-C

In this interactive presentation, we discuss differences between content area literacy strategies and disciplinary literacy approaches in secondary ELA classrooms. We explore how students become proficient readers and writers through the use of both. We share examples and resources to show how content area and disciplinary literacy strategies can be used to support adolescents' literacies.

Presenters: Erica Hamilton, Grand Valley State University
Deborah Van Duinen, Hope College

F.39 Storytelling, Practicing Care, and Engaging Culturally Sustaining Pedagogies in Teacher Education



ROOM 252-B



Paper one illustrates how preservice teachers use storytelling to practice care and critical love and to expand equitable literacy curricula possibilities in teacher education. Paper two provides a culturally responsive and sustaining constructivist professional development model to analyze literacy teacher practices and dispositions. Paper three develops a critical race theory instructional framework to guide and evaluate text selection and antiracist pedagogy.

Presenters: Jody Polleck, Hunter College, CUNY, "Bringing Light to Culturally Responsive and Sustaining Literacy Pedagogies: Using a Lab Model to Prepare Teachers for Humanizing Practices"
Dani Rimbach-Jones, "Attending to the Black Experience in Literature: Critical Race Theory Instructional Framework for English Education"
Jessica Schwind, University of Tennessee, "Attending to the Black Experience in Literature: Critical Race Theory Instructional Framework for English Education"
Tashema Spence, Pathways to Graduation, "Bringing Light to Culturally Responsive and Sustaining Literacy Pedagogies: Using a Lab Model to Prepare Teachers for Humanizing Practices"
Kinga Varga-Dobai, Georgia Gwinnett College, "Storytelling as Care Practice in Teacher Education Literacy Curricula"

F.40 Students Becoming Historians and Storytellers



Rainbow

ROOM 213-B

Students are energized and engaged when they have the opportunity to uncover and shine the light on local and family histories. Presenters share frameworks for including family stories, legacies, and culture in the study of history.

Presenters: Pam Allyn, “The Heroes Who Light Our Way Are Our Families: Illuminating the Family as a Centerpoint of Literacy Change and Growth in the School Community”
 Lauren McClanahan, Western Washington University, “The First-Gen Photo Project: Creating Student Identity Portraits to Light the Way for Future Generations”
 Malcolm Mitchell, “The Heroes Who Light Our Way Are Our Families: Illuminating the Family as a Centerpoint of Literacy Change and Growth in the School Community”

F.41 Taking Stock and Naming Frameworks at Play: Teaching Preservice Teachers to Negotiate the Challenges of Sticking Points in Fieldwork



ROOM 251-C

Remaining committed to socially just instruction is no small feat for preservice teachers who frequently encounter divergent frameworks for teaching and learning in their fieldwork. We identify concrete methods for teaching PSTs how to take stock of and name these emergent challenges, a critical, transferrable negotiation process for responsively enacting socially just instruction.

Session Chair: Danielle Lillge, Illinois State University
Presenters: Abigail Byrnside, Illinois State University
 Maggie Morris Davis, Illinois State University
 Danielle Lillge, Illinois State University

F.42 Teach/Write in the Skin You’re In: Developing Teacher Voices That Foster Writers’ Voices



ROOM 203-A



Inundated by digital access to materials and tutorials, many teachers feel drawn to recreate their colleagues’ successes. This session offers different approaches to a common topic of interest—teaching authentic voice while teaching effective writing—in an effort to model how teachers can create their own, hybrid approaches as unique to their classroom as the voices they seek to encourage.

Presenters: Brandon Abdon, Cincinnati Public Schools
 Timm Freitas, Whitinsville Christian High School
 Kristian Kuhn, Rush-Henrietta High School

FRIDAY

F.43 Teaching Critical Civic and Media Literacies

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NATIONAL YOUNG PEOPLE'S PROJECT

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ROOM 252-C

Sponsored by the ELATE DLITE Commission

Improving civic discourse can mitigate health, environmental, and social crises. This interactive panel brings together researchers from across the country sharing how educators are teaching critical civic and media literacies in culturally relevant, discipline-specific, and timely ways both inside and outside of school.

Session Chair: Shea Kerkhoff, University of Missouri, St. Louis

Presenters: Cassie Brownell, University of Toronto, “‘Show Up and Be Loud!’: Relaying Pedagogical Possibilities for Civic Literacies from Community-Based Teachers”

Melissa Drake, University of Toronto/OISE, “‘Show Up and Be Loud!’ Relaying Pedagogical Possibilities for Civic Literacies from Community-Based Teachers”

Antero Garcia, Stanford University, “Beyond Fake News: Culturally Relevant Media Literacies for a Fractured Civic Landscape”

Shea Kerkhoff, University of Missouri, St. Louis, “Civic Discourse and C3WP across the Disciplines”

Amy Lannin, University of Missouri, “Civic Discourse and C3WP across the Disciplines”

Nicole Mirra, “Beyond Fake News: Culturally Relevant Media Literacies for a Fractured Civic Landscape”

Paddy Watson, University of Toronto, “‘Show Up and Be Loud!’ Relaying Pedagogical Possibilities for Civic Literacies from Community-Based Teachers”

F.44 The Nerdy Book Club: Fostering Community and Compassion with Books

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ROOM 204-B

The Nerdy Book Club, a volunteer-led literacy blog and resource, offers suggestions for engaging young readers, celebrates children’s and YA literature, and provides a learning community for many educators. In this interactive session, we’ll exchange ideas and explore instructional moves, book and resource recommendations, and literacy activities that encourage community-building and compassion.

Session Chair: Donalyn Miller, The Book Whisperer, Inc.

Roundtable Leaders: Lynsey Burkins, Dublin City Schools

Becky Calzada, Leander Independent School District

Jodi-Beth Hazel, IDEA Public Schools

Morgan Jackson

Jennifer LaGarde, Rutgers University

Cindy Minnich, Upper Dauphin Area High School

Colby Sharp, Parma Elementary School

Tradebook Authors/Illustrators: Julie Abe, Little Brown Young Readers

Erin Entrada-Kelly, HarperCollins

Tae Keller

Celia C. Pérez, Penguin Young Readers

Julian Randall, Macmillan Publishing

Aisha Saeed, Penguin

Aida Salazar, Scholastic

Andrew Sass, Little, Brown Books for Young Readers

Jasmine Warga, HarperCollins Children’s Books

Karina Yan Glaser, HarperCollins

Jennifer Ziegler, Holiday House

F.45 Triggers, Cancel Culture, and Troubled Texts in Troubling Times: Pursuing the Light of Equitable Literature Teaching



ROOM 253-BC

In these troubled times, choosing which texts to include in our curriculum has become an agonizing task with political, professional, and ethical dimensions. In this session, a panel of literacy educators will debate these challenges and offer specific suggestions to help literature teachers find a more nuanced approach to this current, powerful, and necessary reappraisal of how and what we teach.

Session Chair: Sheridan Blau, Teachers College, Columbia University

Presenters: Deborah Appleman, Carleton College
Justin Grinage, University of Minnesota
Carol Jago, California Reading and Literature Project, University of California, Los Angeles
Ernest Morrell, University of Notre Dame

F. 46 Using Jewish Children’s Literature in Preschool through Sixth-Grade Classrooms—Asking Enduring Questions



ROOM 207-A

Sponsored by the NCTE Jewish Caucus

Jewish children’s literature exposes students to stories that provoke imagination, deepen emotional experience, engage students in philosophical inquiry, and counter stereotypes and racism. Rarely do Pre-K-6 students encounter Jewish children’s literature in school. This session overviews Jewish children’s literature, then three teachers share how they use Jewish children’s literature.

Session Chair: Evelyn Freeman, The Ohio State University

Presenters: Marie Boozer, Columbus City Schools, “Using Jewish Children’s Literature about Jews of Color in a Fifth-Grade Classroom—Being ‘Seen’ and ‘Unseen’”
Evelyn Freeman, The Ohio State University, “Introduction to Using Jewish Children’s Literature in P-6 Classrooms”
Julie Johnson, Hilliard Public Schools, “Using Jewish Children’s Literature in a Third- and Fourth-Grade Public School Classroom—Exploring What Constitutes Kindness and Caring”

Respondent: Laurie Katz, The Ohio State University, “Resources for Using Jewish Children’s Literature in P-6 Classrooms”

F.47 Using Literature to Shine Light on Healing and Hope for Students during Difficult, Dark Times



ROOM 207-B

With countless children and their families experiencing trauma and loss these past two years, how can we help students pursue healing and hope in the face of such darkness? Learn from award-winning authors Trudy Ludwig and Kathryn Otoshi on how to use children’s literature to shed light on promoting the healing powers of empathy, hope, resiliency, and universal human connection.

Presenters: Trudy Ludwig, Random House Children’s Books
Kathryn Otoshi, KOKids Books

F.48 Student-Driven Inquiry for Liberation, Joy, and Community



ROOM 210-A

Education leaders from Paulo Freire to bell hooks to Gholdy Muhammad argue for student liberation, joy, and community. Student-Driven Inquiry, grounded in deep learning and academic competencies, is a powerful way to achieve both. Our SDI framework fuels innate curiosity and student differentiation by encouraging each learner to investigate and share on a topic of personal interest that matters.

Presenters: Shelly Buchanan, Arbor School of Arts & Sciences/San Jose State University School of Information
JoAnn Groh, City Center for Collaborative Center

LUNCHEONS / 11:30 A.M.–1:30 P.M.



DAVID BOWLES



Middle Level Section Luncheon BALLROOM D

Presiding: Michael Domínguez, Middle Level Section Steering Committee Chair, San Diego State University, CA

Speaker: David Bowles

DAVID BOWLES is an associate professor and coordinator of the English education program at the University of Texas Rio Grande Valley. He is the award-winning Chicano author and translator of some thirty books, among them *They Call Me Güero* and *My Two Border Towns*. Bowles joined NCTE in 2017 to better network with Latinx educators and their allies in the fight for children's literary dignity. He also serves as vice president of the Texas Institute of Letters.

RICHARD W. HALLE AWARD FOR OUTSTANDING MIDDLE SCHOOL EDUCATOR

Recipients: Sara Kajder, University of Georgia, Athens
Shelbie Witte, Oklahoma State University, Stillwater

OUTSTANDING MIDDLE LEVEL EDUCATOR IN THE ENGLISH LANGUAGE ARTS AWARD

Recipient: Alison Criss, St. Anthony Middle School

LINDA RIEF VOICES FROM THE MIDDLE AWARD

Recipient: to be announced



ASHLEY C. FORD

ELATE Luncheon BALLROOM C



Presiding: Latrise P. Johnson, University of Alabama, Tuscaloosa

Speaker: Ashley C. Ford

ASHLEY C. FORD is a writer, host, and educator. Ford is the former host of *The Chronicles of Now* podcast; co-host of the HBO companion podcast *Lovecraft Country Radio*; seasons one and three of MasterCard's *Fortune Favors the Bold*; as well as the video interview series *PROFILE*, by BuzzFeed News; and Brooklyn-based news and culture TV show, *112BK*.

She was also the host of the first season of Audible's literary interview series, *Authorized*. She has been named among *Forbes Magazine's* 30 Under 30 in Media (2017), *Brooklyn Magazine's* Brooklyn 100 (2016), *Time Out New York's* New Yorkers of The Year (2017), and *Variety's* New Power of New York (2019).

JANET EMIG AWARD FOR EXEMPLARY SCHOLARSHIP IN ENGLISH EDUCATION

Recipients: Nadia Behizadeh, Cheryl M. Thompson-Smith, and PJ Miller, Georgia State University, Atlanta, "Peeling off the Mask': Challenges and Supports for Enacting Critical Pedagogy in Student Teaching" (April 2021)

RICHARD A. MEADE AWARD

Recipients: Ewa McGrail, Georgia State University, Atlanta; Kristen Hawley Turner, Drew University, NJ; Amy Piotrowski, Utah State University, Logan; Kathryn Caprino, Elizabethtown College, PA; Lauren Zucker, Drew University, NJ/Fordham University, NY; Mary Ellen Greenwood, Utah State University, Logan, "An Interconnected Framework for Assessment of Digital Multimodal Composition" (*English Education*, July 2021)



G.01 A Poetry Pedagogy for Teachers**S****C****TE****NWP**
NATIONAL WRITING PROJECT**R****ROOM 252-C**

A fusion of discussion, provocations, and practical exercises, this hybrid panel-workshop invites participants to conceive of a “poetry pedagogy” applicable to their own teaching contexts. The presenters activate a range of pedagogical principles to demonstrate multiple, luminous ways teachers can engage poetry in their classrooms to inform broader literacy practices.

Session Chair: Ruth Vinz**Presenters:** Matthew Burgess, Brooklyn College
Melanie Maria Goodreaux, Teachers and Writers CollaborativeSheila Maldonado, The City University of New York
Maya Pindyck, Moore College of Art & Design
Arhm Wild, Ethical Culture Fieldston School**Respondents:** Diana Liu, Teachers College, Columbia University
Ashlynn Wittchow, Teachers College, Columbia University**G.02 Artful Literacy: Integrate the Arts in Literacy Instruction to Promote Critical and Socially Engaged Teaching and Learning****E****TE****ELATE****ROOM 207-D**

Arts open pathways to access and articulate tacit understandings in literacy classrooms. Drawing from collaborations with museums/artists, we showcase art-based literacy instruction in elementary classrooms and teacher education courses. Through simulation, children’s work samples, and reflections, participants will take away principles and strategies to use the arts to enhance literacy learning.

Presenters: Yang Hu, Hunter College, CUNY
Rose Pinello, PS 38, New York City Department of Education**G.03 Banned in the USA: Lighting a Fire for Reading and Not to Books****G****E****LGBTQIA+**
Rainbow**ROOM 264-BC**

Across the US in 2021, states passed legislation restricting curriculum/instruction and censoring texts, often under the rhetorical umbrella of “banning critical race theory.” After an opening talk by author George Matthew Johnson (*All Boys Aren’t Blue*), roundtables examine the current move to ban books and how K-16 educators can and should continue to protect the Students’ Right to Read.

Session Chair: Christian Z. Goering, University of Arkansas, Fayetteville**Tradebook Author/Illustrator:** George M. Johnson, Macmillan Children’s Publishing Group**Roundtable Leaders:** Jennifer Abramson, JLAImpactEDU LLC, “When Parents Call the Police on a Book: Hope, Optimism, and Reality in Dystopic Times”

Mike Cook, Auburn University, “ELA Teacher Preparation and Legislative Censorship: PSTs Analyzing Anti-CRT Legislation to Imagine Civic Engagement and the Critical Education”

Shawna Coppola, The Educator Collaborative, “Up in Smoke: The Historical Scapegoating of Comics and Graphic Novels”

Jennifer Dean, “When Parents Call the Police on a Book: Hope, Optimism, and Reality in Dystopic Times”

Christian Z. Goering, University of Arkansas, Fayetteville, “When Parents Call the Police on a Book: Hope, Optimism, and Reality in Dystopic Times”

Stacy Haynes-Moore, Coe College, “Called to the Office and Yet We Keep Cool: Teachers’ Resources and Practices to Defend Classroom Readings”

Ellen Hopkins, Penguin Publishing Group, “Writing the Good Fight: Why I’ve Never Shied Away from Writing ‘Controversial’ Subject Matter”

Katie Kelly, Furman University, “The Right to Read: Honoring Choice and Voice for Our Common Humanity”

Brian Kissel, Vanderbilt University, “People Are Not Prohibited Concepts: (Re)Defining Racist Laws in Red States”

Alyssa Likens, Gable Middle School, “The Right to Read: Honoring Choice and Voice for Our Common Humanity”

Kristen Marakoff, Travelers Rest High, “Recording in Progress: How Virtual Classrooms Instigate and Exacerbate Self-Censorship”

Donalyn Miller, The Book Whisperer, Inc., “#FREEDOM to Read: Grassroots Efforts to Fight Book Challenges in Texas”

Emily Pendergrass, Vanderbilt University, “People Are Not Prohibited Concepts: (Re)Defining Racist Laws in Red States”

Lisa Scherff, Community School of Naples, “To Self-Censor or Not: Text Selection and Inclusion in a PWI”

Melanie Shoffner, James Madison University, “‘But I need to be objective!’: Burning through Preservice Teachers’ Self-Censorship of Tough Topics”

Paul Thomas, Furman University, “Shining a Light on Political Agendas: Critically Analyzing Attacks on CRT and the 1619 Project for K-16 Educators”

Michael Young, University of Minnesota, Duluth, “I’m Queer, Not Profane: Disrupting Policy Mandates That Censor Readers and Reading”

G.04 Bring the Light In: Children’s Literature for Truth Telling



ROOM 207-B



Sponsored by the NCTE Committee Against Racism and Bias in the Teaching of English

Light-filled children’s books are ones that tell the truth. They offer counternarratives (Delgado) and complex characters that are intersectional (Crenshaw). Featuring authors, this panel will explore frameworks for teachers to consider when teaching picture books for inclusivity.

Presenters: Lorena Germán, Multicultural Classroom
Jineyda Tapia

Tradebook Authors/Illustrators: David Bowles,
University of Texas Río Grande Valley
David Barclay Moore, Candlewick Press
Traci Sorell, Penguin/Charlesbridge/Lerner

G.05 Bringing Novice Teachers’ Experiences to Light: Lessons in Renewal from Early Career ELA Teachers in the Pandemic



ROOM 209-A

This session will explore the experiences of early career English language arts teachers—those who entered the field during or just prior to major shifts in schooling on account of the COVID-19 pandemic. We aim to complicate the burn-out narrative by listening to the voices of those newest to the profession and how they draw their strength and renewal from one another.

Presenters: Jessica Campbell, Teachers College,
Columbia University
Sapna Chemplavil, Clark County School District
Katie Nagrotsky, Sacred Heart University

G.06 Bringing the Light of Nonbinary Students to All Classrooms



ROOM 208-B



Two cis-het educators, with their nonbinary children, share their stories, their practical suggestions for affirming spaces for queer students in classrooms, and most important, the light that gender expansive students bring to our world. Join us for the unique perspective that a presentation by educators, and their nonbinary teens, can bring as they pursue the light.

Presenters: Patty McGee

Shay McGee, Nonbinary Student
Elizabeth Pappas, University California, San Diego
Liana Simonelli, University of California, Santa Cruz

G.07 Community-Based Practices for Preservice Field Engagement



ROOM 251-C

This panel examines the partnership between preservice educators, mentor teachers, university faculty, and curriculum.

Presenters: Jessica O’Brien, University of South Florida,
“Dear Future Teacher: A New Model of Mentorship and Sustaining the ELA Educator”
Thomas Smith, Utah Valley University, “Sharing the Light: How Cooperating Teachers View Their Work with Student Teachers”

G.08 Constrained by Contexts: Challenges for a Gay Teacher in Realizing Humanizing Pedagogies and Journey to Rhetoric Listening



ROOM 252-A

This presentation explores both Krista Ratcliffe’s theory of Rhetorical Listening and the means of utilizing it to interpret and facilitate conversations around gay identities, especially between teachers and students in the classroom, and shares experiences of a gay, gender-nonconforming white teacher over two years in suburban schools, finding multiple obstacles prevented enactment of humanizing pedagogies.

Presenters: Gabriel Acevedo, Arizona State University,
“(Re)Constructing Gay, a Classroom, and a Journey to Rhetorical Listening”
Caroline Bedingfield, Georgia State University, “Constrained by Contexts: Challenges for a Gay Teacher in Realizing Humanizing Pedagogies”
Nadia Behizadeh, Georgia State University, “Constrained by Contexts: Challenges for a Gay Teacher in Realizing Humanizing Pedagogies”

G.09 Cultivating Antiracist Classrooms and Fostering EL-Inclusive Classrooms through Reading in the Audio Mode

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ROOM 209-B

Teaching reading skills using audio texts like podcasts, audio dramas, or radio ads is a powerful tool for fostering inclusive classrooms for ELs while creating a rich, multimodal learning experience for all. In addition, audio texts can cultivate antiracism in the classroom. This session will equip participants with strategies and tools to use audio texts.

Presenters: Danah Hashem, Lexington Christian Academy, “Cultivating Antiracist Classrooms through Reading in the Audio Mode”/“Reading in the Audio Mode to Foster EL-Inclusive Classrooms”
Anne Mooney, Malden High School, “Cultivating Antiracist Classrooms through Reading in the Audio Mode”/“Reading in the Audio Mode to Foster EL-Inclusive Classrooms”

G.10 Culturally Relevant Pedagogy with Young Learners: Revolutionary Love in Action

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ROOM 207-C

Sponsored by Literacies and Languages for All (LLA)

In keeping with the NCTE 2022 theme of bringing light to each other, our profession, and our organization, the presenters will share strategies that they employ in an early childhood and an elementary classroom with young learners to help them be the light as they deconstruct issues of race, gender, sexual orientation, language, religion, and ability.

Presenters: Alexandra Jenkins, Meadowfield Elementary, RCSD1
Michele Myers, Wake Forest University

G.11 Cynical and Captivated Publics: Pedagogical Strategies for Navigating the Scylla and Charybdis of Audience Engagement in Science Communication

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ROOM 210-B

Research has shown the difficulty of defining “audiences” in science communication. In our college-level courses, we have seen two problematic patterns in audience

response: “cynicism” (a mistrust of science) and “captivation” (a surface-level positive engagement). This panel presents five different course projects that instructors can use to help students avoid these problems.

Presenters: Amanda Stansell, University of California, Santa Barbara
Doug Bradley, University of California, Santa Barbara
Rebecca Chenoweth, University of California, Santa Barbara
Kenny Smith, University of California, Santa Barbara
Karen Lunsford, University of California, Santa Barbara

G.12 Daily Joy: Practices That Light Up Our Thinking, Writing, and Teaching

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ROOM 204-C

We will share teaching practices we’ve used to build curiosity and problem solving in a dynamically changing world. Digital composition propels students from stagnation, to shake them out of compliance into vibrant and relevant learning. We build habits of empowerment and independence by design: personalizing instruction to foster collaboration and deep engagement.

Presenters: Kelly Gallagher, Anaheim Union High School District
Penny Kittle, Plymouth State University
Ernest Morrell, University of Notre Dame
Julia Torres, Denver Public Schools

G.13 Dreaming Big: Strategies for Rejuvenating and Building Membership in State Affiliates

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ROOM 212-B

NCTE Affiliates from Michigan, Arizona, and Montana explore strategies to increase membership and serve their communities. They illuminate their intentional work to engage in social justice and antiracist practices, empower leadership, and develop more inclusive programming and outreach. We invite you to come learn about and share your voice and visions for NCTE Affiliates.

Session Chair: Beverly Ann Chin, University of Montana
Presenters: Kristina Bybee, Arizona State University
Rebecca Chatham-Vazquez, Arizona State University
Naitnaphit Limlamai, University of Michigan, Ann Arbor
Sandra Saco, Arizona State University
Respondent: Donna Bulatowicz, Montana State University, Billings

G.14 Educating with Hope: Preparing a Climate Literate Global Citizenry**ROOM 261-A**

We explore a pedagogical rationale for studying climate science through characters, conflicts, and settings that disarm defenses, challenge assumptions, and motivate change. We urge educators to take up the mission of preparing climate literate students who will not only recognize the disproportionate impact of climate change as gross injustice but understand how to confront it. Presenters share a global climate literacy initiative designed to support and engage educators in this effort.

Presenters: Marek Oziewicz, University of Minnesota-Twin Cities, “‘It Was Just a Few Bad People’: Exploring Questions of the 1% and Responsibility for Climate Change with Geoff Rodkey’s *We’re Not from Here*”
Rebecca Young, Cognia, “Illuminating Climate Crises by Exploring the Science behind the Story”

G.15 “Freedom Is Twisty”: A Case Study on Using SFL Methodology in an ELL/ELA Classroom**ROOM 258-A**

Sponsored by the NASFLA (North American Systemic Functional Linguistics Association)

In this session, an educator team will review a language-based curricular unit to examine the teaching and learning cycle. A teacher educator will provide an overview of the initiative’s grounding theory, while the ELA teacher will share the process of developing a unit with functional language and genre-informed design.

Presenters: Kathryn Accurso, The University of British Columbia
Holly Graham, Mount Holyoke College

G.16 Genius in the Middle: Voices from the Middle Explores Culturally and Historically Responsive Literacy in the ELA Classroom**ROOM 208-A**

Sponsored by the NCTE Middle Level Section

In this interactive session, you are invited to join the editors of *Voices from the Middle* and featured authors as they collectively unpack their discoveries around integrating historically

responsive literacy in the classroom. Learn ideas to help students embrace their identities, reimagine the role of skills, leverage their intellect, and transform the world through criticality.

Presenters: Shanetia Clark, Salisbury University
Robyn Seglem, Illinois State University
Matt Skillen, Elizabethtown College

G.17 Graphic Novels: A Promising Light to Support English Learners to Build Literacy and Language Acquisition**ROOM 213-B**

How can you engage older English Learners to read texts that align with their proficiency levels and are appropriate for their age and interests? We will show how graphic novels can meet both of these criteria while increasing text comprehension and language acquisition.

Presenter: Margaret Piccoli, Louisiana State University

G.18 Holding Space for and Finding Strength in Student Voices, Storytelling, and Writing**ROOM 262-B**

This panel creates a space to discuss varied cultural ways of knowing, trauma experiences, and healing. Paper one raises awareness about Indigenous cultural practices with harm and healing and offers insight on how teachers might attend to student self-disclosures in writing. Paper two discusses the role of ancestral knowledge in supporting student writing among Latinx students. Paper three explores the educational experiences of Chinese students who transition from rural to urban contexts.

Presenters: Monica Baldonado-Ruiz, San Diego State University, “Testimonio as Personal Narrative in the Secondary Language Arts Classroom: A Beacon of Light to Navigate Nepantla through the In-between of School and Home”
Danielle Sullivan, Bemidji State University, “Illuminating Indigenous Student Voices: Intentions and Expectations in Disclosure of Trauma in Writing Assignments”

G.19 Illuminating Places: Deep Maps as Sites of Inquiry for Writing



ROOM 211-B

This presentation engages with visual and digital deep mapping activities to invite writers to explore their own emplacement, through explorations of positionality, history, and sustainability. We show how illuminating contexts helps writers in three different settings to engage in work that is authentically tied to self, voice, community, and people.

Presenters: Thor Gibbins, SUNY Oneonta
Sarah Morris, West Virginia University
Maggie Peterson, University of Maryland, College Park

G.20 Illuminating Radical, Humanizing, Literary Approaches to Mental Health/Illness in English Language Arts



ROOM 201-A

When we consider ways to bring more humanizing ELA curricula and instruction into broader light, we must consider who and what gets left out of conversations, leading to invisibility and marginalization. This proposed panel will engage participants in reflection and active unlearning, exploring radical, humanizing and literary approaches to mental illness in curriculum, pedagogy, and advocacy.

Presenters: Betina Hsieh, California State University, Long Beach
Caitlin O'Connor, Hommocks Middle School
Michelle Tio, California State University, Long Beach

G.21 Illuminating Resistance: Black Feminist Futures for Curriculum, Pedagogy, and Activism



ROOM 202-A



We gather as Black and Latina feminist teachers and scholars who have found healing through Black feminism. Our papers offer Black feminist futures for curriculum, pedagogy, and activism: first, we show how Black girls experience the teaching of enslavement; then, we trace how girls of color navigate white spaces at school, curriculum, and public media; finally, we map Black girl #MeToo activism.

Presenters: Chinyere Harris, Teachers College, Columbia University
Ileana Jiménez, Teachers College, Columbia University
Stephanie Robillard, Stanford University

G.22 Illuminating the Identities of Refugees, Immigrants, and Transnational Students



ROOM 211-A

Educators share ways to honor, support, and amplify the experiences, voices, and agency of refugees, immigrants, and transnational students.

Presenters: Xiaochen Du, University of Florida, “Shining Light through Brave Multilingual Writing: A Letter from a Transnational Youth to His Teachers”
Grace Gonzales, University of Washington, “Taking the Leap: Bringing Translanguaging Pedagogies into Elementary Writing Classrooms”
Emily Machado, University of Wisconsin-Madison, “Taking the Leap: Bringing Translanguaging Pedagogies into Elementary Writing Classrooms”

G.23 Into the Light of Diverse Jewish Children’s Literature



ROOM 251-B

In this session we will discuss Holocaust literature and how to teach it emphatically, while also examining the danger of solely teaching such stories in classrooms. Jewish stories provide windows and mirrors into diverse cultures and belief systems. Let us illuminate this often-ignored or misunderstood category of literature. The rising tide of antisemitism makes this an urgent topic.

Presenter: Susan Kusel, Temple Rodef Shalom Library
Tradebook Authors/Illustrators: Gae Polisner, Henry Holt/Macmillan
Liza Wiemer, Delacorte

G.24 Let the Light Shine: Understanding Censorship of ABAR Methods/PSTs



ROOM 253-A

This panel examines transformative approaches for sustainable social justice educational practice.

Presenters: Paula M. Carbone, University of Southern California, “Sustainable Education in Troubling Times: English Education for Justice”
Suki Mozenter, University of Minnesota Duluth, “Sliding Glass Doors for Those Who Want to Stay Inside: Decentering White Supremacy with White Readers”
Megan Van Deventer, Weber State University, “Preparing Preservice Teachers for Conservative Contexts”

G.25 New Perspectives on Primary Sources: Innovative Ideas from Teacher Leaders in an NCTE/Library of Congress Fellowship



ROOM 210-CD

Sponsored by NCTE and the Library of Congress

Primary sources, described by the Library of Congress as “the raw materials of history,” can enrich students’ experience through observation, reflection, and deeper questioning. In this roundtable session, a cohort of ELA-focused teacher leaders from NCTE’s “New Perspectives on Primary Sources” project will share lesson plans and teaching strategies for primary source instruction.

Session Chair: Troy Hicks, Central Michigan University

Presenters: Lisa Fink, NCTE, “An Overview of the NCTE/TPS Partnership”

Rebecca Newland, New Perspectives on Primary Sources (NPPS) Project, “Engaging Students with Library of Congress Primary Sources in the ELA Classroom”

Chris Sloan, “Integrating Primary Sources into Multimodal Journalism and Research Writing”

Roundtable Leaders: Carrie Barbosa, “Beacons of Change: Using Primary Sources to Inform, Inspire, and Empower Students in Challenging Times”

Molly Bardine, Chaminade Julianne High School, “Understanding the Immigrant Experience through Visual, Primary Sources, and the Novels of Cather’s *My Antonia* and Mbue’s *Behold the Dreamers*”

Catelyn Boze, QI Roberts Junior-Senior High School, “Using Maps to Spark Student Inquiry”

Lyndsay Daly, Allendale Public Schools, “Teaching American Literature with Primary Sources”

Jo Flory, “Using Primary Sources to Facilitate Political Dialogue in the Secondary English Classroom”

Maryann Hasso, Cal Poly Pomona, “Research-Based Strategies to Support English Learners Navigate Primary Sources Using Digital Tools”

Stephanie King, Granger High School, “Teaching Primary Sources to Promote Equity”

Sarah Krajewski, Cleveland Hill High School, “Using Primary Sources to Create Digital Compositions”

Jonna Kuskey, “Connecting with Community Using Primary Sources”

Sharon Murchie, Okemos High School/CRWP, “Noticing and Wondering: Digging into Primary Sources with Reluctant Readers”

Hang Virginia Nguyen, IUSD, “Helping Students Create Inquiry Questions Using Primary Sources”

Helen Plevka, Illinois Central College, “Resonance and Resistance: Listening to Intersectional Voices through Primary Sources”

Emily Robbbaro, “Critical Literacy and Primary Sources: Language, Power, and the Documents That Shape Our World”

Christina Travis, “Expanding Rural Communities through Primary Sources”

Samantha Wood, Noblesville High School, “Intersectional Identities: LGBTQIA+ Voices in Primary Source Integration”

G.26 Partners in Change: Using Literature to Activate Identity and Criticality In and out of the Classroom



Rainbow

ROOM 201-C

This panel discussion will outline how students and teachers activate identity and criticality in the classroom with *Shadowshaper* and *Parable of the Sower*. Inspired by Muhammad’s emphasis on learning for social change, students applied the lessons they learned to make changes in their school and district. Panelist will share successes and challenges with opportunity for discussion and collaboration.

Presenters: Isis Barret-Rogers, District 215

Steven Flores, Thornton Fractional North

Dulce Gonzalez, District 215

Kyndall Jackson, District 215

Breanna Lopez, District 215

Guadalupe Ramirez, Thornton Fractional South

Makalah Simpson, District 215

G.27 Radical Listening: Humanizing Pedagogies That Nurture Equitable Classroom Interactions



ROOM 263-A

In a time when fueling divisiveness is a badge of honor, shining light on humanizing pedagogies that foster genuine listening is critically important. Drawing on transcripts from research in diverse classrooms, panelists offer concrete tools that support the work and skill of listening as a cornerstone of humanizing pedagogies that foster more inclusive and equitable ELA classrooms.

Session Chair: Danielle Lillge, Illinois State University

Presenters: Maggie Morris Davis, Illinois State University

Danielle Lillge, Illinois State University

Shannon Maney-Magnuson, University High School,

Illinois State University

G.28 Reflection as Agency: An Assets Approach to Shining Light on Teacher and Student Learning



ROOM 201-D

Teachers from Mississippi and Ohio share an approach to teacher and student reflection that builds agency and creates a culture in which teachers and students flourish. Session participants analyze and annotate teacher and student artifacts, view videos of students' reflections, and engage in a structured reflection process designed to identify bright spots in their own teaching and learning.

Session Chair: Rebecca Kaminski, Clemson University

Presenters: Robin Atwood, South Mississippi Writing Project

Hannah Doleac, Lamar County Schools

Brooke McWilliams, Lamar County Schools

Megan Rodney, Ohio Writing Project

Catherine Williams, South Mississippi Writing Project

Dylan Williams, Oak Grove High School/South

Mississippi Writing Project

G.29 Rekindling the Light: College and Secondary English Educators Negotiate the Student Teaching Experience to Support Students as Well as Themselves



ROOM 251-A

We highlight partner building between English Ed faculty and those who mentor student teachers. Focusing on the fundamentals of teacher preparation and prioritizing discussions regarding the needs of inservice/preservice teachers allowed us to be lights for each other and provided insights on the department's English Ed program as well as the need for myriad professional development for teachers.

Session Chair: Jean Boreen, Southern Utah University

Presenters: Lisa Arter, Southern Utah University

Madalynn Belliston, Southern Utah University

Jean Boreen, Southern Utah University

Kristin Brinkerhoff, Cedar High School

Savannah Byers

Kodi Quartberg, Cedar High School

Sara Sterling, Southern Utah University

G.30 Researching Young Adult Literature: Creating Space to Pursue Light and to Dream



ROOM 253-BC

Over the past decade, research and scholarship around young adult literature has become more expansive. As María Fránquiz calls upon us to think through ways that we might pursue the light and imagine a brighter future, we are curious about the ways that YA literature research does this work. This roundtable will feature some of the leading as well as new scholars in the field centering this work.

Session Chairs: Alice Hays, California State University, Bakersfield

Steffany Comfort Maher, Indiana University Southeast

Roundtable Leaders: Arianna Banack, University of Tennessee, Knoxville, "Pairing *Pride* and *Pride and Prejudice* as Counterstory to the Whiteness of the Western Literary Canon"

Melissa Bedford, Eastern Washington University

Ashley Boyd, Washington State University, "Reading Young Adult Literature with Practicing Teachers:

How Book Clubs Can Serve as a Form of Professional Development"

Kalie Chamberlain, Utah State University, "Finding the Future through Digital Technologies and Posthumanism in Young Adult Literature"

Susan Cridland-Hughes, Clemson University,

"Challenging Times: Book Challenges in the Age of CRT"

Jed Cridland-Hughes, Greenville County Library System,

"Challenging Times: Book Challenges in the Age of CRT"

Janine Darragh, University of Idaho, "Reading Young

Adult Literature with Practicing Teachers: How Book Clubs Can Serve as a Form of Professional Development"

Wendy Glenn, University of Colorado, Boulder, "Fictional Girls Who Play to Play: Pushing on Narratives of Competition in YA Sports Literature"

Jillian Kneeland, University of Colorado, Boulder, "Race, Nation, and Culture: An Exploration of Transnational Young Adult Fiction as a Means to Improve Global Citizenship Education"

Andrea LeMahieu Glaws, University of Colorado,

Boulder, "Bringing Joy, Engagement, and Criticality to Independent Reading Practices"

Daniel Moore, University of Colorado, Boulder, "Healing the Heartbreak: Exploring Depictions of Adolescents with Addiction in YAL"

Elsie Lindy Olan, University of Central Florida, “Examining Young Adult Literature through a Rogerian Perspective: De(re)constructing Narratives of Deficit and Self-Actualization in *I Am Not Your Perfect Mexican Daughter*”

Chea Parton, The University of Texas at Austin, “Dreams and Nightmares: How Rural YA Horror Shines a Light on Rural Stereotypes”

Amy Piotrowski, Utah State University, “Finding the Future through Digital Technologies and Posthumanism in Young Adult Literature”

Kia Jane Richmond, Northern Michigan University, “Examining Young Adult Literature through a Rogerian Perspective: De(re)constructing Narratives of Deficit and Self-Actualization in *I Am Not Your Perfect Mexican Daughter*”

Shelly Shaffer, Eastern Washington University, “Analyzing Systems of Power: A New Role for Literature Circles”

T. Hunter Strickland, Anderson University, “English Teacher Candidates Unpack the Value of Award-Winning Young Adult Literature”

G.31 Restor(y)ing and Composing: Literacy Teachers and Students Light It Up

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ROOM 256-B

Sponsored by the Center on Expansion of Learning and Thinking (CELT)

How do unexplored crevices in our contexts—1) clinical preservice seminar, 2) Pre-K-school’s blog and podcast, 3) virtual Literacy Cast—cultivate one another’s sueños? Negotiating a historically confounding educational system alongside a politicized pandemic replete with exhaustion, frustration, and calls for continued perseverance, we explore how can we, should we even, rally?

Session Chair: Nicholas Husbye, University of Nebraska

Presenters: Beth Buchholz, Appalachian State University, “Cultivating a New Spotlight: Young Composer Disrupts an English-Dominant Virtual Space”

Marty Kelly, St. Andrew’s Episcopal School, “Truth-Telling as Dreaming: Restor(y)ing with Teacher Blogs and Podcasts”

Julie Rust, St. Andre’s Episcopal School, “Truth-Telling as Dreaming: Restor(y)ing with Teacher Blogs and Podcasts”

Marissa Schweinfurth, Jacobson Center for Comprehensive Literacy, University of Northern Iowa, “Video Moment or Momentary Video”

Sarah Vander Zanden, University of Northern Iowa, “Video Moment or Momentary Video”

G.32 Sharing Our Voices: Creating Equity-Driven Community Writing Opportunities for Youth, Families, and Teachers

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ROOM 212-A

This session will begin by discussing writing workshops as tools for bringing community voices to light. We will begin in conversation and then participants will rapidly design their own writing event for their community. The goal of this workshop is to consider the ways that we might build rich writing communities that center diverse voices and equitably engage youth and teachers as leaders.

Presenters: Joe Dillon

Jennifer Henderson, Aurora Central High School
Kristina Stamatias, University of Nebraska, Omaha
Sarah Woodard, University of Colorado, Denver

G.33 Sharing the Light through Writing and Storytelling

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ROOM 203-B

This session will explore a multigenerational writing community where youth write alongside seniors. In addition, a high school English teacher will share how his story of perseverance through difficult times guided his practice of exploring new approaches to memoir writing.

Presenters: Tenesha Curtis, Volo Press, “Writing Selves and Communities in a Multigenerational Writing Collaborative”

Hannah Edber, Mercer University, “Writing Selves and Communities in a Multigenerational Writing Collaborative”

Abdul Qadir Islam, Teachers College, Columbia University, “Storying in the Wake of COVID-19: Techniques on Teaching Hope in Narrative Writing”

Leah Panther, Mercer University, “Writing Selves and Communities in a Multigenerational Writing Collaborative”

Rachael VanDonkelaar, Mercer University, “Writing Selves and Communities in a Multigenerational Writing Collaborative”

G.34 Shedding Light on Book Choices: What to Read First in High School English



ROOM 213-CD

Utilizing perspectives of teachers, teacher educators, and a renowned YA author, this session explores how teachers choose first texts of the year. Classics, young adult selections, diverse literature, and digital texts are shared. Careful textual choices establish a classroom climate of inquiry, shine light for learners navigating common and difficult topics, and determine successful learning.

Presenters: Fawn Canady, Sonoma State University
Renee Dorrity, George Washington University
Anna J. Small Roseboro, Grand Rapids, MI
Gretchen Rumohr, Aquinas College
René Saldaña, Texas Tech University

Respondent: Margarita Engle, Simon & Schuster

G.35 Shifting the Spotlight by Empowering English Learners



ROOM 205-A

Discover how to engage English Learners with relevant social justice issues and create a thematic-based unit culminating in a story slam with the voices and stories of students.

Presenters: Tessla Donovan, Ellington Public Schools, “Shifting the Spotlight: Using Story Slams to Empower English Learners and Illuminate Their Identities and Experiences”

Holly Genova, “Teaching for Language Acquisition and Literacy Development through a Social Justice Framework”

Aimee Myers, Texas Woman’s University, “Teaching for Language Acquisition and Literacy Development through a Social Justice Framework”

Elizabeth Simison, University of Connecticut, Storrs, “Shifting the Spotlight: Using Story Slams to Empower English Learners and Illuminate Their Identities and Experiences”

Mandy Stewart, Texas Woman’s University, “Teaching for Language Acquisition and Literacy Development through a Social Justice Framework”

G.36 Shining the Light on Our Latinx Students and Their Families’ Linguistic and Cultural Practices



ROOM 207-A

This session will explore how educators can recognize, build upon, and engage Latinx students’ rich language and sociocultural practices as critical means to support their full construction of meaning in literacy engagements.

Session Chair: Cecilia Espinosa, Lehman College, CUNY

Presenters: Laura Ascenzi-Moreno, Brooklyn College
Cecilia Espinosa, Lehman College, CUNY
Julia Lopez-Robertson, University of South Carolina

G.37 Sonnets for Social Justice: Youth Voices and Teaching Shakespeare for Identity, Community, Justice, and Action



ROOM 202-A

This session presents new curriculum for teaching sonnets created by the Shakespeare and Social Justice project, a collaborative design team of ELA teachers and theater teaching artists and young adults based at the Shakespeare Center of Los Angeles. Four-hundred-year-old sonnets become relevant and matter to 21st-century students when adults listen to youth.

Session Chair: Leo Aguilar, Young Women’s College Preparatory Academy

Presenters: Leo Aguilar, Young Women’s College Preparatory Academy

Peter Howard, Shakespeare Center LA

Jon Royal, Shakespeare Center LA

Laura Turchi, Arizona State University

Kimiko Turner-Warner, Shakespeare Center LA

G.38 Sparking Engagement: Translating and Integrating Social Media and Popular Culture Into the Literacy Environment



ROOM 210-A

Educators must learn how to transform academic language to the language and culture of today’s students. Attend this session to learn ways to interact with and engage students by exploring social media’s ties to traditional literacy skills and standards, and the surprising impact that it can have on literacy environments.

Presenter: Kamshia Childs, Texas A&M University-Commerce

G.39 Teachers as Readers: Shaping, Sustaining, and Sharing Our Own Reading Lives



ROOM 213-A

Educators, administrators, equity leaders, and authors gather on this panel to shine light on ways to sustain our reading lives, build classroom communities that extend into global citizenship, and bring a rainbow of identities into our work. The treasure chest of readership benefits for teachers, students, and communities will be explored.

Presenters: Elizabeth Castillo-Guajardo, Houston Independent School District
Melissa Guerrette, Oxford Elementary School
Lorraine Leddy, Elementary Literacy Ambassador, Mamaroneck Union Free School District
Angie Lew, Barron Park Elementary
Christina Nosek, Lucille Nixon School

Tradebook Author/Illustrator: Torrey Maldonado, Penguin/Nancy Paulsen

G.40 The Science of Art: Creating Partnerships between Literature and STEM Courses



ROOM 201-B



Success and enlightenment in most disciplines require the ability to use reason to solve complex problems and recognize relationships between seemingly incongruous concepts. In this session, STEM and literature teachers will share how they have collaborated as learning partners to create interdisciplinary learning activities, such as comparison/contrast of voices and metaphysical poetry.

Presenters: Dee Dee Messer, William Mason High School
Blake Taylor, Walnut Hills High School
Nichole Wilson, William Mason High School

G.41 The Spark behind the Spark: Cultivating Curiosity and Critical Thinking with Children’s Literature and Primary Sources



ROOM 206-A

This session will focus specifically on the focused Inquiry Design Model, and how to use this template to design classroom activities that combine children’s literature and primary sources for young learners. We will discuss the components of the template, and then share examples of completed templates that combine children’s literature and primary sources to engage students in inquiry.

Presenters: Donna Fogelsong, Virginia Tech
Paige Horst, Radford University
Meghan Kessler, University of Illinois at Springfield
Lisa Pennington, Governors State University
Mary Tackett, Longwood University

G.42 Three Strategies That Lead to Independent Reading and Culturally Responsive Teaching



ROOM 204-B

Join us as we demonstrate one before-reading, one during-reading, and one after-reading strategy that each not only deepen understanding of a text, but together encourage culturally responsive teaching. You’ll learn the specifics of the strategies and see how they work separately and in tandem as well as see how they fit into your CRT framework.

Presenter: Bob Probst, Georgia State University
Respondent: Kylene Beers, Beers.Probst Consulting

G.43 Using Culturally Relevant Children's Books in a High School Setting to Build Literacy



ROOM 203-A

This presentation will show how two high school teachers use culturally relevant children's books in their classrooms on a regular basis. Using these books helps create a classroom community where students learn about and discuss difficult topics. They also serve as a source of celebration of student identities.

Presenters: Danielle Mandino, Alhambra High School
Rosanne Orta, Alhambra High School

G.44 Using Storytelling, Writing, and Read-Alouds to Amplify Students' Voices and as the Guiding Light Needed to Create Culturally Relevant Curriculum



ROOM 206-B

Three New York City teachers will present the importance of students being the guiding light in implementing curriculum and how the work of identity affirmation must underpin all instruction. They will share how they have transformed storytelling, writing, and read-aloud to be opportunities for educators to embrace a child's full humanity, brilliance, and histories leading to a more responsive curriculum.

Presenters: Kris McPherson, Waterside Children's Studio School
Rachel Rothman-Perkins, Teachers College Reading and Writing Project
Aida Sanchez-Lobashov, 449x09

G.45 Writing for Publication in *Research in the Teaching of English*—Research-Based Argumentation in Historical, Social, and Cultural Contexts



ROOM 262-C

Sponsored by NCTE's Research in the Teaching of English

This session provides people considering submitting a manuscript to *Research in the Teaching of English* an understanding of argumentation for an education research journal that takes seriously historical, social, and cultural contexts. The presentations discuss research-based argumentation oriented to generalization, theorizing, and deconstruction of dominant narratives and rationalities.

Session Chair: Laurie Katz, The Ohio State University
Presenters: Mollie Blackburn, The Ohio State University, "Research-Based Argumentation in Historical, Social, and Cultural Contexts: Oriented to Theorizing"
David Bloome, The Ohio State University, "Research-Based Argumentation in Historical, Social, and Cultural Contexts: Oriented to Generalization"
Stephanie Power-Carter, The Ohio State University, "Research-Based Argumentation in Historical, Social, and Cultural Contexts: Oriented to Deconstructing Normalized Grand Narratives and Hegemonic Rationalities"
Respondents: Dorian Harrison, The Ohio State University at Newark
Michiko Hikida, The Ohio State University

G.46 "You Your Best Thing": Working through Pandemic Grief with Creative Writing and Writing Groups



ROOM 202-B



2020 ushered in years of uncertainty, trauma, and heartbreak. We have work to do; we must use writing as a path to healing, a place to process these last few years, a means of modeling self-care. This session will make the case that it is normal for students to process pain, that writing groups are a productive and healthy way to do so, and provide practical tips on writing in the classroom.

Presenters: Allison Bass-Riccio, Cheshire Academy
Jennifer Guarino, Cheshire Academy

H.01 Adolescent Reading Reimagined: Literacy Illuminating Lives

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ROOM 255-ABC

Adolescent Reading Reimagined will share how our elective reading program, focusing on the core components of environment, culture, learning, and agency, reinvigorated reading at a secondary level. Additionally, Deb Caletti, award-winning and critically acclaimed author, will discuss visiting our classes and the importance of shared dreams and the power of storytelling to help us navigate our lives.

Presenters: David Griffith, Ridgefield High School
Judy Silver, Ridgefield High School

Tradebook Author/Illustrator: Deb Caletti, Simon & Schuster

H.02 Authors Who Shine Light on Difficult Topics: Literature That Supports Middle School Students

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ROOM 204-C

Seven middle grade authors will problematize, inquire, and discuss with the audience how to use literature as a way to bring light to classrooms. Authors Randall, Elliott, Lachmann, Alston, Glaser, Kelly, and Warga will share their work and facilitate an empowering process of finding one's voice and spreading the light.

Presenters: Jackie Marshall Arnold, University of Dayton
Mary-Kate Sableski, University of Dayton

Tradebook Authors/Illustrators: B.B. Alston, Balzer + Bray (HarperCollins)
Zetta Elliott, Independent
Erin Entrada-Kelly, HarperCollins
Karina Yan Glaser, HarperCollins
Lyn Miller-Lachmann, Farrar, Straus and Giroux/
Carolrhoda Lab
Julian Randall, Macmillan Publishing
Jasmine Warga, HarperCollins Children's Books

H.03 Book Banning and Erasure of the Whole Child: How Removing or Limiting Access to Books Impacts Children

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ROOM 209-B

This panel examines the harmful impact of book banning on the whole child. Each speaker will highlight how their publishing journey was an act of creation against forces seeking to erase their queerness, brown- or blackness,

their disability, their ethnicity or gender expression. We will include a toolkit for teachers with strategies they can implement in their classrooms.

Presenters: Alison Green Myers, Highlights Foundation
Alexandra Villasante, Penguin/Putnam

Tradebook Authors/Illustrators: David Bowles, University of Texas Río Grande Valley
Ernesto Cisneros, Mendez Intermediate
Mike Curato, The Highlights Foundation
Rajani LaRocca, Harper Collins
Andrea J. Loney, Penguin Random House Knopf
Anna-Marie McLemore, Macmillan Children's Publishing Group

H.04 Braiding Sweetgrass for Young Adults: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants with Adapter Monique Gray Smith

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ROOM 262-B

Author Monique Gray Smith will discuss how she adapted a *New York Times* best-seller for a younger audience. Monique will share the *Braiding Sweetgrass* teaching guide and will also discuss how the book weaves social and emotional learning into the text for young adults.

Tradebook Author/Illustrator: Monique Gray Smith, Lerner Publishing Group

H.05 Bringing Light to Bias Impact: Guiding Students through the Pyramid of Hate

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ROOM 201-C

Using the Anti-Defamation League's Pyramid of Hate, this presentation seeks to answer the question: What accountability must we hold for our individual actions within a system? Participants will participate in a variation of a lesson based on this work and will walk away with a deeper understanding of how we can explore notions of bias, accountability, and morality through texts.

Presenters: Rebecca Rose, Mercersburg Academy
Leela Woody, Choate Rosemary Hall

H.06 Conceptualizing Theory as a Liberatory Practice in ELA Teaching and Learning



ROOM 202-B

Rainbow Drawing on bell hooks's (1994) conception of "theory as a liberatory practice," this session offers a rationale for and pedagogical strategies for weaving literary theories and theories of social change into our curriculum. We discuss critical theories together and provide attendees with tools they need to inject theory into their own courses.

Presenters: Beth Krone, The Ohio State University
Karen Smith, Harvest Collegiate High School
Scott Storm, New York University
Anne Valauri, Georgia Southern University

H.07 Creating Community with Our Students and Families: Shining the Light on Their Sueños and Ways of Knowing through Stories



ROOM 207-B

Stories embody the merging of languages, cultures, and ways of knowing and are central for creating community and learning about each other. Teaching and learning can be greatly enhanced when teachers come to know about the everyday lived contexts of their students' lives and the strengths that they bring to school. Our panel will describe how they engage and learn from children and families.

Session Chair: Julia Lopez-Robertson, University of South Carolina

Presenters: Christine Baker, Jackson Creek Elementary
Amanda Blake, Jackson Creek Elementary
Rocio Herron, Jackson Creek Elementary School
Julia Lopez-Robertson, University of South Carolina

H.08 Creating Online Inquiry-Based Professional Communities to Support Teachers and Students



ROOM 211-B

National Writing Project site leaders will share highlights from inquiry projects that engage teachers remotely and online across schools and districts. Presenters will discuss the importance of providing space and time to engage teachers in reflection and the effects of these inquiries on both teachers and their students. This session will end with a discussion of the implications for future work.

Presenters: Rebecca Kaminski, Clemson University
Ellen Shelton, The University of Mississippi

H.09 Cultivating New Voices among Scholars of Color Mentor Session



ROOM 253-BC



Sponsored by the NCTE Cultivating New Voices among Scholars of Color

The Cultivating New Voices among Scholars of Color Mentor session is held on Friday after the Poster Session. Details to come.

Session Chair: Tonya Perry, University of Alabama at Birmingham

Presenter: Tonya Perry, University of Alabama at Birmingham

H.10 ELATE Commission Meetings #1



ROOM 264-BC



Sponsored by English Language Arts Teacher Educators (ELATE)

All interested ELATE and NCTE members are invited to attend the ELATE commissions of their choice.

Session Chair: Latrise Johnson, University of Alabama

Roundtable 1: Commission on Social Justice in Teacher Education Programs

Co-Chairs: Jody Polleck, Hunter College, CUNY
Tashema Spence, Pathways to Graduation

Roundtable 2: Commission on Digital Literacies and Teacher Education (D-LITE)

Co-Chairs: Rick Marlatt, New Mexico State University
Clarice Moran, Appalachian State University

Roundtable 3: Commission on the Study and Teaching of Adolescent Literature

Roundtable 4: Commission on the Teaching of Poetry

Co-Chair: Danny Wade, Washburn University

Roundtable 5: Commission on English Methods Teaching and Learning

Co-Chairs: Jessica Gallo, University of Nevada, Reno
Christopher Parsons, Keene State College

Roundtable 6: Commission on Writing Teacher Education

Co-Chairs: Amanda Brewer, University of Central Missouri

Amber Warrington, Boise State University

Roundtable 7: Commission on Arts and Literacies

Co-Chairs: Timothy Duggan, Northeastern Illinois University

Hung Pham, University of Arkansas

Roundtable 8: Commission on Family and Community Literacies

Co-Chairs: Tracey Flores, The University of Texas at Austin

Laura Gonzales, University of Florida

Roundtable 9: Commission on Everyday Advocacy

Co-Chair: Cathy Fleischer, Emeritus, Central Michigan University

Roundtable 10: Commission on the History of English Education

Co-Chairs: Sheridan Blau, Teachers College, Columbia University

Ashlynn Wittchow, Teachers College, Columbia University

Roundtable 11: Commission on Climate Change and the Environment in English Education (c3e3)

Co-Chairs: Russell Mayo, Chicago Public Schools
Rich Novack, Fairfield Warde High School

H.11 Exploring NCTE's New Publication, *Theater, Drama, and Reading: Transforming the Rehearsal Process into a Reading Process* with Author Judith Freeman Garey



ROOM 211-A

Author Judith Freeman Garey will explore her new NCTE book, *Theater, Drama, and Reading: Transforming the Rehearsal Process into a Reading Process*, with participants who will learn the methods of reading as an actor who builds characters' lives, a designer, who constructs context, and a director, who generates action.

Presenter: Judy Garey, Ventura College

H.12 Finding the Light between Us: How Nine Black Women Found Light, Community, and Equity through a Never-Ending Text Thread



ROOM 212-B

During the pandemic, a sister circle of nine Black female educators pursued light and rekindled their sense of community and equity. Take a journey as multidimensional women discuss issues of equity, justice, and antiracist teaching in their respective educational environments and communities coupled with their own personal stories, struggles, navigating relationships, parenting, and life.

Presenters: Fredeisha Darrington, University of Alabama at Birmingham

Kimberly Green, Birmingham City Schools

Sonjanika Henderson-Green, Birmingham City Schools

Shonterrius Lawson-Fountain

Shawnta Owens, Greene County Schools

Veronica Rhodes-Simmons, Birmingham City Schools

Daphney Shade, Bessemer City Schools

Jameka Thomas, UAB Red Mountain Writing Project

Nikkia White, Birmingham City Schools

H.13 From Multimodal Literacies to Critical Media Literacy: How ELA Classrooms Can Pursue the Light through Media Education



ROOM 212-A

Sponsored by the NCTE Critical Media Literacy Task Force

NCTE recently charged a team of educators to revise the *Multimodal Literacies* statement in an effort to advance critical media literacy education. This session demonstrates practical ways of implementing the types of media instruction from the new statement and invites attendees to envision new ways to wield their influence to support critical, responsive, and creative thinking with students.

Session Chair: Renee Hobbs, University of Rhode Island

Presenters: Candance Doerr-Stevens, University of Wisconsin, Milwaukee

Seth French, Bentonville High School, Bentonville, AR

Tom Liam Lynch, The New School

Kristin Ziemke, Big Shoulders Fund

H.14 **Harnessing the Power of Young Adult Literature for Educational Equity: Classroom Teachers Tell Their Stories**



ROOM 210-CD

What happens when ELA teachers ground district-level equity work in diverse YA literature? This session brings together an ELA administrator, a YA lit professor, and three classroom teachers to unpack the process of making equity work actionable. Discussion will focus on #ownvoices titles and teachers' stories in progress as they integrate diverse YA titles into the curriculum.

Presenters: Terry Anderson, Ann Arbor Public Schools
Sarah Andrew-Vaughan, Scarlett Middle School, Ann Arbor Public Schools
Jennifer Buehler, Saint Louis University
Zachary DiBiasi, Tappan Middle School, Ann Arbor Public Schools
Sarah Suchanek, Slauson Middle School, Ann Arbor Public Schools

H.15 **Highlighting Research in (and outside of) the ELA Classroom**



ROOM 213-A



The three research studies showcased in this session shed light on the possibilities when we listen to students and are willing to step outside. The first presentation highlights an art academy; the second presentation focuses on shifting instruction with neurodiverse students; the final presentation reports on moving the ELA classroom outside. Artifacts and samples will be provided.

Presenters: Kristie Camp, Gaffney High School, "Let the Sunshine in: Enlightenment from Outdoors"
Melanie Hundley, Vanderbilt University, "Beyond Skill-and-Drill in Special Education Classrooms: Engaging Students with High-Level Literacy Tasks"
Maria Lemus, Fresno Pacific University, "Centering Human Connections: Art as an Anchor of Hope, Courage, and Empathy"
Emily Pendergrass, Vanderbilt University, "Beyond Skill-and-Drill in Special Education Classrooms: Engaging Students with High-Level Literacy Tasks"
Rebecca Peterson, Indiana University, "Beyond Skill-and-Drill in Special Education Classrooms: Engaging Students with High-Level Literacy Tasks"
Tara Warmerdam, Fresno Pacific University, "Centering Human Connections: Art as an Anchor of Hope, Courage, and Empathy"

H.16 **Hopes and Tropes: Fifty Books in Fifty Minutes**



ROOM 201-D

Sponsored by the Assembly on Literature for Adolescents of NCTE (ALAN)

Voracious readers each bring ten new young adult titles to life, focusing on finding light amidst darkness. Familiar tropes like enemies to friends and kick-ass female heroines shine amidst stimulating summaries and personalized recommendations. YA subgenres range from antiracist fiction to feminist horror. Attendees receive booktalking strategies, provocative mini-lessons, and hot book lists.

Presenters: Michael Anthony, Muhlenberg School District
Neil Klein
Becki Maldonado, University of Oklahoma

H.17 **Illumination: How Assessment Conferences Foster Student Agency and Grading Practices That Are Equitable, Transparent, and Consistent**



ROOM 203-B

While equity and justice exist across all facets of education, they are often overlooked with regard to assessment. Join us as we share ideas to further humanize the spaces in which we assess students, provide students opportunities for self-advocacy, and do the necessary work to interrupt and respond to the inequities in assessment practices that have pervaded the educational landscape for too long.

Presenters: Tesla Donovan, Ellington Public Schools
Elizabeth Simison, University of Connecticut, Storrs

H.18 Imagining New Worlds: Racial Literacies, Cross-Cultural Solidarity, and Social Change



ROOM 256-A

Sponsored by the NCTE Early Career Educator of Color Leadership Award

This panel features year-long projects developed by our 2021 Early Career Educator of Color leadership award recipients. Our presenters explore methods for developing racial literacies to enable students and teachers to not only appreciate forms of racial difference but to also develop a critical understanding of the function of race (as social construct) and systemic racism within our society.

Session Chair: Jeffrey Cabusao, Bryant University

- Presenters:** Jeffrey Cabusao, Bryant University
 Rubén González, Stanford University, “Preservice Teacher Affinity Groups: The Role of Racial Identity in Activism and Critical Pedagogy”
 Dorian Harrison, The Ohio State University at Newark, “Recognizing and Rethinking Cultural and Linguistic Representations in Literature for Young Children”
 Diana Liu, Teachers College Columbia University, “Following the Rays of Light: Racial Solidarity through Asian American Centered Curriculum”
 Shuling Yang, East Tennessee State University, “Hand in Hand of Diverse Music and Children’s Books: Building Elementary Students’ Social Justice with the Power of Music and Books in the Rural Appalachian Area”

Respondent: Tiffany Flowers, Georgia State University
 Perimeter College

H.19 Increasing Students’ Transference of Teachers’ Commentary to Subsequent Drafts Using an Effective Digital Tool



ROOM 262-A

This session will focus on students’ transference (or lack thereof) of teachers’ commentary on subsequent drafts using an effective digital tool. Presenter will share evidence-based classroom research and content from her upcoming text on commentary to shed light on the complex communication between teachers’ intentions and students’ perceptions of commentary that relate to transference.

Presenter: Karen Wink, US Coast Guard Academy

H.20 Interrogating the Role of Emotions in Anti-Oppressive Literacy Education



ROOM 263-A

This panel presents three studies which share the question, “What do emotions do—particularly in the lives and literacies of multiply marginalized people?” This interactive session includes discussion on the role of emotions in/on literacies, from their use as a discursive tactic to maintain power, divide, and dis-ally oppressed groups, to their potential for sparking activism and social justice.

Session Chair: Caroline Clark, The Ohio State University

- Presenters:** Alyssa Chrisman, “Storming the CASEL: An Ethical Critique of the Standardization of Emotions”
 Caroline Clark, The Ohio State University, “Storming the CASEL: An Ethical Critique of the Standardization of Emotions”
 Anne Crampton, Western Washington University, “In Defense of Resistance”
 Cynthia Lewis, University of California, Santa Cruz, “Literacy, SEL, and Racial Capitalism’s ‘Infrastructure of Feeling’”
 Suzanne Lewis, The Ohio State University, “Storming the CASEL: An Ethical Critique of the Standardization of Emotions”
 Tracey Pyscher, Western Washington University, “In Defense of Resistance”
 Roberto Santiago de Roock, University of California, Santa Cruz, “Literacy, SEL, and Racial Capitalism’s ‘Infrastructure of Feeling’”

H.21 It's Your Cue! Using Active Drama Approaches to Illuminate Shakespeare's Language for Novice Readers



ROOM 256-B

Take your cue! Experience a modified version of “original practice” rehearsal techniques used by Shakespeare’s actors to read and to speak a play’s language with intent and understanding to share with your students. Learn how to create a cue script to demystify Early Modern spelling, pronouns, capitalization, and punctuation and to experience how iambic pentameter drives characters’ emotional engines.

Session Chair: Mary Christel, TimeLine Theatre

Presenters: Mary Christel, TimeLine Theatre, “Let Shakespeare Provide the Cues to Promote More Fluid Reading and Better Understanding”
Kevin Long, Harper College, “Let Shakespeare Provide the Folio Clues for Better Understanding”

Respondent: Lulia Sarmiento, Belvidere School District 100

H.22 Lighting the Way to Our Stories: Opposition and Creativity amid Pandemic



ROOM 251-C

In this combined session, presenters will examine “Indigenous survivance” and justice for minoritized communities.

Presenters: Isabel Baca, University of Texas at El Paso, “Being Luceros to Each Other: Stories from Two Latinx Scholars and Educators in Academia”

Danielle De Arment-Donohue, George Mason University, “We Are Not Stereotypes: Complicating Oppositional Identity Binaries through Research and Writing”

Joaquin Munoz, University of British Columbia, “Creativity for Survivance in Pandemic Times: Social Media, Indigenous Creativity and Curricula Development”

Jasmine Villa, East Stroudsburg University, “Being Luceros to Each Other: Stories from Two Latinx Scholars and Educators in Academia”

H.23 Listening for the Light: Teaching Reading-Writing Connections in the Service of Individual Student Identity



ROOM 201-A



Goals for reading and writing are often considered separately, determined by curriculum far removed from the culture and experiences of students in the room. Our panel will invite teachers to reconceive literacy instruction as an opportunity to identify the spark in each child, to listen for their unique lines of thinking—and connect reading and writing to explore their dreams and identities.

Session Chair: Daniel Feigelson, Scholastic/Heinemann

Presenters: Maria Cruz, Teachers College Reading and Writing Project, Columbia University
Cornelius Minor, The Minor Collective/Heinemann

H.24 Mathematizing Children's Literature: Sparking Connections, Joy, and Wonder through Read-Alouds and Discussion



ROOM 207-D

Within the pages of children’s literature lie opportunities for young learners to notice, wonder, and experience joy for reading and mathematics. Join us to think about how to approach stories through different lenses to develop reading skills, deepen knowledge of mathematical concepts, and nurture students’ identities as literacy and mathematical sense-makers through read-alouds and discussion.

Presenters: Allison Hintz, University of Washington, Bothell
Antony Smith, University of Washington, Bothell

H.25 Meet Them in the Middle: Designing Kid-Friendly, Academically Challenging Middle School English Curriculum



ROOM 262-C

Middle school can feel heavy, even when we’re not in a pandemic. Social issues and increasing academic rigor can create a pressure cooker. Let’s build curriculum that feels like a release. Teachers from the United Nations International School will share ideas for changing it up, including suggestions for units that engage and uplift: graphic novels, reviews of anything, film analysis, and humor.

Presenters: Nicole Ifi, United Nations International School
Drew Murphy, United Nations International School
Audra Robb, United Nations International School
Gina Voskov, United Nations International School

H.26 “Never Again” Begins Here: Connecting the Holocaust to Local Communities



ROOM 252-A

Not a long time ago, in a country far away—the Holocaust offers valuable social justice lessons here and now! Connect your community’s story with the values of Holocaust education. In this interactive session, we will explore ways teachers can connect the events and lessons of the Holocaust to their own communities.

Presenters: Shanedra Nowell, Oklahoma State University
Amber Tilley, Northland Pines High School

H.27 Poetry Builds Empathy and Connection: Using Harjo’s *An American Sunrise* in a Community-Wide Reading Program to (Re)Learn Native American History and Culture



ROOM 209-A

Teachers from different schools in one city discuss their participation in a community-wide reading program based on Joy Harjo’s *An American Sunrise: Poems*. They reflect on how they used poetry to build empathy and connection specifically with Native American culture and history. They share activities and resources that supported their students’ understanding of people, place, and culture.

Presenters: Becky Calvert, Allegan Public Schools
Brooke Carbaugh, Hope College
Nancy Gately, Hope College
Karen Rowe, Black River Public School
Deborah Van Duinen, Hope College
Eric Wilkinson, West Ottawa Public Schools

H.28 Pro-Black Practices in Elementary Literacy Education



ROOM 207-C

At a time when antiracist practices are challenged, this presentation shares pro-Black literacy practices from K-5th grade classrooms illuminating the work to broaden the curricular center as students grow in their historical, literary, and critical knowledge and abilities.

Presenters: Gloria Boutte, University of South Carolina
Eliza Braden, University of South Carolina
Susie Long, University of South Carolina
Kamania Wynter-Hoyte, University of South Carolina

H.29 Shining Light on the Experiences of Refugees, Migrants, and Exiles with Mohsin Hamid’s *Exit West*



ROOM 205-A

This session will provide materials on the lived experiences and identities of refugees, immigrants, and exiles using Mohsin Hamid’s *Exit West* and how it shines light on the migrant experience.

Presenter: Mathew Arnold, Granada Hills Charter High School, “The Humanizing Effect of Reading and Learning from Mohsin Hamid’s *Exit West*”

H.30 Sparkling Eyes vs. Standard-ized: Humanizing Language and Culture through Dramatic Inquiry



ROOM 206-A

In this interactive session, we will work collaboratively to define humanizing education and teaching language and culture using drama. We will share how we use this multimodal approach in teaching students with various cultural-linguistic backgrounds to construct shared meaning. We motivate all learners to connect with the curriculum by bringing our students’ light and stories into the classroom.

Presenters: Brian Edmiston, The Ohio State University
Myung-Jin Kim, The Ohio State University
Katrina Webber, Dublin City Schools

H.31 Students in the Spotlight: Shining a Light on Students as Writers



ROOM 251-B

In this interactive session, learn how two teachers from different districts spotlight student writers. Experience the joy of participating in writing groups to share and celebrate writing. Discover ways to spotlight student writers within and beyond the classroom. Collect and contribute to lists of contests, writing group resources, and concrete ideas to celebrate student writers.

Presenters: Amy Bouch, Chartiers Valley Middle School
Carol Frow, Belle Vernon Area School District

H.32 Taking the “Ugh” Out of Summer Reading



ROOM 203-A

Would you love to extend your independent reading practices into the summer, but dread the idea of summer reading assignments? Come learn practical ideas to transform your summer reading initiatives to include student choice, diverse texts, extension workshops and field trips, and creative ways to connect the reading to authentic tasks when students return in the fall.

Presenter: Sarah Gray, Greene Central High School

H.33 Teaching and Teacher Education in Pandemic Times



ROOM 252-C

This session explores the challenges prospective and early career teachers face while teaching during the COVID-19 pandemic, how teacher educators are working to meet their unique needs, and the implications these experiences hold for the future of English teacher education.

Presenters: Dallas Allen, University of Memphis, “Emerging Pedagogies of Care in ELA Classrooms: Rethinking Teacher Candidacy during the COVID-19 Pandemic”
Michelle Commeret, University of Florida, “Preparing Pandemic Preservice Teachers for Equity Pedagogy: One ELA Practitioner’s Perceptions as Both University Instructor and Emergent Teacher Mentor”
Janine Davis, University of Mary Washington, “Seeking the Light: Supporting Preservice Teachers’ Literacy Practicum Experiences within and beyond a Pandemic”
Wideline Seraphin, University of Texas at Arlington, “Emerging Pedagogies of Care in ELA Classrooms: Rethinking Teacher Candidacy during the COVID-19 Pandemic”

Melissa Wells, University of Mary Washington, “Seeking the Light: Supporting Preservice Teachers’ Literacy Practicum Experiences within and beyond a Pandemic”

H.34 Teaching with the 2022 Charlotte Huck and Orbis Pictus Award Books



ROOM 204-A

Sponsored by the NCTE Charlotte Huck Award and the NCTE Orbis Pictus Award

Don’t miss this interactive children’s literature session! The authors, illustrators, and committee members of the 2022 Charlotte Huck and Orbis Pictus Book Awards will host roundtable conversations with participants about lesson ideas, discussion strategies, and cross-curricular uses for the 2022 winning titles. Bonus: All participants are eligible for signed books!

Presenters: Eliza Braden, University of South Carolina
Donna Bulatowicz, Montana State University, Billings
Dahlia Constantine, Teachers College, Columbia University
Suzanne Costner, Fairview Elementary School
Cecilia Espinosa, Lehman College, CUNY
Holly Johnson, University of Cincinnati
Sophie Ladd, University of Nevada, Las Vegas
Darius Phelps, Teachers College, Columbia University
JoAnne Powless, Onondaga Nation School
Sanjuana Rodriguez, Kennesaw State University

H.35 The Everyday Joy in AAPI Books: How Light-Filled Themes Can Bring Connection to Readers



ROOM 208-B

During a time when marginalized communities are often targeted for their everyday differences, books that celebrate everyday AAPI joy bring the light by helping readers discover the full humanity of people. Join this engaging panel to explore stories focused around friendship, family, and everyday AAPI culture as we brainstorm meaningful ways and activities to connect students to these themes.

Session Chair: Anna Gotangco Osborn, Educator, Reading Specialist

Presenters: Debbi Michiko Florence, Scholastic
Jessica Kim, Penguin Young Readers
Minh Lê, Random House
Anna Gotangco Osborn, Educator, Reading Specialist
Mae Respicio, Random House Children’s Books

H.36 The Intersection of Literacy, Sport, Culture, and Society

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ROOM 213-CD

This roundtable session invites attendees to explore contemporary literacies and diverse teaching practices by using sports content and an examination of sports culture to create learning environments that empower students to think critically about issues impacting the world around them.

Session Chairs: Alan Brown, Wake Forest University
Luke Rodesiler, Purdue University Fort Wayne

Keynote Speakers: Sarah Donovan, Oklahoma State University

Stacey Joy, Baldwin Hills Elementary Pilot and Gifted Magnet School, Los Angeles, CA

Padma Venkatraman, Penguin

Roundtable Leaders: Crystal L. Beach, Union County High School, “Stories of Sport: Critical Examinations by and Opportunities for Students to Shine”

Alan Brown, Wake Forest University, “What Do We Want for Our Children? Considering the Trials and Tribulations of Youth Sports through Letter Writing”

Erica Caasi, University of Colorado Boulder, “The Ideological Positioning of Simone Biles and Serena Williams in Nonfiction for Children and Young Adults: Implications for Teaching”

Anthony Celaya, Western Washington University, “Troubling Youth Football Documentaries: Investigating Community Cultural Wealth in *We Are: The Brooklyn Saints*”

Katherine Cramer, Wichita State University, “Movement Is My Therapy: The Healing Power of Sport”

Bryan Ripley Crandall, Fairfield University, “Sport of the Arts: toward Equity, Justice, and Literacy through Pageantry”

Chris Crowe, Brigham Young University, “A Long Look Back: What Some YA Sports Classics Say about Today”

Rebekah Degener, Minnesota State University, “Sports (Counter)stories: Using Sports Picture Books to Create Space for Elementary Students’ Counterstories”

Makenzie Emily, Indiana University Southeast, “Shining a Light on Teammate ‘Sportsmanship’: Examining Bullying in Athletics through *Winger*, *Michigan vs. The Boys*, and Other YA Literature”

Katherin Garland, Santa Fe College, “Using Critical Media Literacy to Shine a Light on Diverse Interpretations of Colin Kaepernick’s Athletic Activism”

William Gerchick, Phoenix College, Paradise Valley Community College, Metro Tech High School, “I-Search LSCS: ELA Research Projects, from Creating Individualized Athlete Offseason Training Plans to Exploring Topics of Literacy, Sport, Culture, and Society”

Wendy Glenn, University of Colorado Boulder, “The Ideological Positioning of Simone Biles and Serena Williams in Nonfiction for Children and Young Adults: Implications for Teaching”

Christian Z. Goering, University of Arkansas, Fayetteville, “Critical Media Literacy, Critical Race Theory, and Scholastic Sport amid the COVID-19 Pandemic”

Jason Griffith, Penn State University, “Troubling Youth Football Documentaries: Investigating Community Cultural Wealth in *We Are: The Brooklyn Saints*”

Alice Hays, California State University, Bakersfield, “Sport of the Arts: toward Equity, Justice, and Literacy through Pageantry”

Mark A. Lewis, James Madison University, “Sociopolitical Themes in Sports-Related Graphic YA Memoirs and Biographies”

Steffany Comfort Maher, Indiana University Southeast, “Shining Light on Athletes as Activists: The Role of Activism in *Why We Fly* and Other YA Sports Novels”

Alex Maher, Indiana University Southeast, “Shining Light on Athletes as Activists: The Role of Activism in *Why We Fly* and Other YA Sports Novels”

Ewa McGrail, Georgia State University, “Disability and Sports in the *Friday Night Lights* TV Series”

J. Patrick McGrail, Jacksonville State University, “Disability and Sports in the *Friday Night Lights* TV Series”

Joan Mitchell, Wake Forest University, “What Do We Want for Our Children? Considering the Trials and Tribulations of Youth Sports through Letter Writing”

Tamara N. Moten, The University of Georgia, “Using Critical Media Literacy to (Re)Present Black Women in Gymnastics”

David Pegram, Paradise Valley Community College, “Great Moments in Sports History: An Effective Approach to Teaching Research in the ELA Classroom”

Alicja Rieger, Valdosta State University, “Disability and Sports in the *Friday Night Lights* TV Series”

Luke Rodesiler, Purdue University Fort Wayne, “Sociopolitical Themes in Sports Related Graphic YA Memoirs and Biographies”

Shelly Shaffer, Eastern Washington University, “Shining Light on Athletes as Activists: The Role of Activism in *Why We Fly* and Other YA Sports Novels”

Paul Thomas, Furman University, “Critical Media Literacy, Critical Race Theory, and Scholastic Sport amid the COVID-19 Pandemic”

Benjamin K. Woodcock, Okemos High School, “What It Takes to Be the ‘Fittest’ and ‘Survive’ in Literature, School, Sports, and Medicine”

H.37 The Light Is On in Our Souls for the Power of Story: Telling, Sharing, and Amplifying Why Story Matters in Today’s World



ROOM 204-B

Sharing a new dawn of empathetic justice work within reading and writing instruction, this team of literacy leaders and authors—Allyn, Beers, Charles, Laminack, Manzano, Morrell, and Muhammad—will demonstrate story-power strategies and a path toward celebrating our shared humanity, and storytelling in our students’ languages, voices, and perspectives.

Session Chair: Kylene Beers, Beers.Probst Consulting

Presenters: Pam Allyn, Independent

Lester Laminack, Author

Ernest Morrell, University of Notre Dame

Gholnecsar (Gholdy) Muhammad, University of Illinois Chicago

Tradebook Authors/Illustrators: Tami Charles, Scholastic

Bryan Collier, Scholastic

H.38 The Living Legacy of the Black Panther Party: A BPP Alumni and Cub Multimedia Curriculum Collaboration



Rainbow

ROOM 210-A

This panel screens a short film and showcases curriculum documenting Black Panther Party Alumni and Cubs—young adult children and grandchildren of original members of the Black Panthers (many of whom are now English and Social Studies teachers)—contemporary organizing around critical education, food insecurity, housing, and medical needs in school communities across three Northern California cities.

Presenters: Dale Allender, California State University, Sacramento

Melissa Charles, Neighbor Program

Jordan McGowan, Neighbor Program

Billy X, Black Panther Party Alumni Association

Amir Whitaker, ACLU Southern California

H.39 They’re Not Too Young! Guiding Early Elementary Students through Difficult Conversations



ROOM 206-B

When firmly established, a culture of student voice is putting students in charge of how they learn. This session will focus on using multimodal methods such as art, read-alouds, and movement to establish routines and protocols around class discussions. When regularly implemented, young learners can cultivate their own and each other’s sueños through classroom talk.

Presenters: Nelída Pagan, New York City Department of Education

Aramis Soler, New York City Department of Education

H.40 Toward a Social Class-Visible ELA



ROOM 210-B

Social class remains one of the most invisible—yet one of the most salient—facets of schooling and ELA learning. To address this gap, this panel will feature examples of a financial literacy unit culminating in student-produced ‘zines; treatments of social class and place in YAL; and cultural approaches to social class.

Session Chair: Sophia Sarigianides

Presenters: Antonia Moore, Agawam Junior High School

Chea Parton, The University of Texas at Austin

Sophia Sarigianides

Respondent: Amanda Haertling-Thein, University of Iowa

H.41 Translanguaging in and across Global Contexts with Elementary Students and Texts



ROOM 213-B

Paper one presents translanguaging as a transformative and sustaining approach to teaching and learning with newcomer and emergent plurilingual students. Paper two discusses K–5 (kindergarten) students in Colombia, exploring the students’ English usage without teacher prompting and the role of translanguaging in supporting communication and engagement during the implementation of a play-based learning unit. Paper three considers how students connect global issues across texts in translation.

Presenters: Carolina Torrejon Capurro, Arizona State University, Tempe, “Supporting Language and Literacy Development of Bilingual Learners through Play-Based Learning”

Alison Dover, California State University Fullerton, “Using Translanguaging to Transform Teaching and Sustain the Sueños of Plurilingual Students”

Paula Garcés, The Columbus School, “Supporting Language and Literacy Development of Bilingual Learners through Play-Based Learning”

Lindsey Moses, Arizona State University, Tempe, “Supporting Language and Literacy Development of Bilingual Learners through Play-Based Learning”

Fernando Rodriguez-Valls, California State University Fullerton, “Using Translanguaging to Transform Teaching and Sustain the Sueños of Plurilingual Students”

H.42 Translanguaging Pedagogy, Independent Reading, and Conferring: Supporting Students in Pursuing Their Sueños



ROOM 207-A

We introduce a framework for conferring during Independent Reading that, in concert with a translanguaging pedagogy, centers emergent bilingual students and humanizes reading instruction. We illustrate how these practices set the stage for students to “fall so in love with [their] own language and [their] own literacy practices so that no one can tell [them] who [they] are.”—Gholdy Muhammad

Session Chair: Carl Anderson, Teachers College Reading and Writing Project, Columbia University

Presenters: Pia Persampieri, City School District of New Rochelle/Hunter College

Hannah Schneewind, Trusting Readers, LLC

Jennifer Scoggin, Trusting Readers LLC

H.43 Using Our Light to See Our Way through Extraordinary Circumstances: Voice, Equity, and Creativity



ROOM 202-A

Teachers from a small New York City school, upon returning to live teaching after more than a year of remote teaching, share practices that help students navigate issues around identity, mental health, and creativity. Special attention is given to encouraging and promoting voice for often underrepresented and marginalized voices.

Session Chair: Chantal Francois, Towson University

Presenters: Jennifer McLaughlin Cahill, East Side Community High School, “Naming and Reframing Our Obstacles to Bring Light to Ourselves and Others”

Kim Kelly, East Side Community High School, “Creative Exploration of Voice”

Nailah Moonsammy, New York City Department of Education, “Naming and Reframing Our Obstacles to Bring Light to Ourselves and Others”

H.44 Using Visual Re-Presentations to Interrogate Social Justice Issues

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ROOM 252-B

This panel examines how visual and visualization methods can facilitate understanding bias and issues of social justice.

Presenters: Geraldine Balzer, University of Saskatchewan, “(Re)Envisioning Picture Books for Equity and Social Justice in Teacher Education: Pursuing the Light through a Pedagogy of Discomfort”
Eleni Louloudi, Bielefeld University, “(Re)Envisioning Picture Books for Equity and Social Justice in Teacher Education: Pursuing the Light through a Pedagogy of Discomfort”

H.45 “Visit Our City!”: From Document-Based Questions to Multimodal Culturally Relevant Social Studies and Literacy Integration

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Rainbow

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ROOM 251-A

This presentation centers a culturally relevant approach to SS and ELA curricula within and beyond the fourth grade. The presenters examine how to move curricula from document-based questions toward more literacy-focused and culturally relevant aims before offering unit plans, essential questions, teaching activities, and paired resources for participants to adapt to their own curricular context.

Presenters: Rachel Kenney, Doña Ana Elementary
Mary Neville, New Mexico State University
Rhianna Thomas, New Mexico State University

H.46 We Are America: Narratives, History, & Identity

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Rainbow

ROOM 205-B

How do you define “American”? Through the We Are America Project, we explore and expand definitions while shining a light into the darker spaces of history and identity. We ponder the cycle of socialization and how it impacts our “windows and mirrors.” By reading, listening, and writing, we are empowered to write authentic narratives about our American Identity.

Presenters: Jessica Lander, Lowell High School, “We Are America: Narratives, History, and Identity”
Florence Scott, Hawaii Technology Academy, “We Are America: Narratives, History, and Identity”

H.47 When I Get My Superpowers: How Black Stories Can Spark Joy, Healing, and Center Black Students

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Rainbow

ROOM 208-A

This session features origin stories to harness the joy and trauma of students’ lived experiences as well as the Counter Fairy Tales model to use with Black female students to center Black Hair stories.

Presenters: Melissa Hughes, Michele Clark High School, “‘When I Get My Superpowers...’ How a Multimodal Origin Story Unit Can Spark Joy, Healing, and Center Black Students’ Stories”
Kelli Rushek, Miami University, “‘When I Get My Superpowers...’ How a Multimodal Origin Story Unit Can Spark Joy, Healing, and Center Black Students’ Stories”
Jemimah Young, Texas A&M University, “Centering our (Hair)Stories: Utilizing the Counter Fairy Tales (CFT) Model and Black Hair to Drive Critical Literacy in English Classrooms for Black Girls”

H.48 #Why Middle Matters—Illuminating the Middle: Speculative Fiction as Healing, Joy, and Justice

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ROOM 205-A

Sponsored by the NCTE Middle Level Section

In this interactive session, you are invited to learn about how to teach speculative fiction (i.e., fantasy, science fiction, and horror) as a tool for healing, joy, and justice. Featuring Ebony Elizabeth Thomas and Stephanie Toliver, session attendees will have the opportunity to work with mentors to brainstorm their own activities for the classroom.

Presenters: Alex Corbitt, Boston College
Sonam Shahani, NCTE Middle Level Steering Committee
Ebony Elizabeth Thomas, University of Michigan
Stephanie Toliver, University of Colorado Boulder

H. 49 Poster Sessions

ACC NORTH, PRE-FUNCTION AREA, SECOND FLOOR

Poster 1—“Orange Shirt Day” College and Community Event

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On September 30, 2021, educators from two Massachusetts community colleges hosted an “Orange Shirt Day” virtual event to honor survivors of the Indian Residential Schools, where the motto was to “Kill the Indian, Save the Man.” Speakers included Navajo Nation Poet Laureate Laura Tohe and Wampanoag instructor Durwood Vanderhoop. The event furthers our mission to decolonize the curriculum.

Presenter: Stacie Charbonneau Hess, Bristol Community College

Poster 2—Adult Fandoms and the Pursuit of Authentic Engagements with Texts on Social Media

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In a time when the dark areas of social media are at their apex, it is refreshing to pursue well-lit spaces infused with the complexities of adult readers participating in adult digital affinity groups. The behaviors of these adult readers may inform K-12 teachers about authentic engagements with texts.

Presenter: Marva Solomon, Angelo State University

Poster 3—An Autoethnographic Inquiry of International Students’ Participation Experience in College Class Discussions: A Classroom Participation Freedom Perspective

C
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The qualitative study is to explore international students’ (3 Chinese graduate students pursuing a PhD degree) own perceptions of participating experience in academic class discussions when English was not their mother tongue in a Midwestern university with a theoretical framework of “freedom of classroom participation.”

Presenters: Yuan Cao, Saint Louis University
Ning Guo, Saint Louis University
Zibin Wang, Northwest Minzu University

Poster 4—Humanizing the College Writing Classroom Experience with Mindful Reading

C

Humanize first-year composition curricula and instruction by adding nonfiction book projects. Mindful reading of diverse nonfiction books in the college writing classroom teaches students to read texts rhetorically, reflect on their reading, and transfer their learning. This poster will present data collected during a semester-long reading and writing project.

Presenter: Kristina Bybee, Arizona State University

Poster 5—Preparing Preservice Teachers to Be Literacy Lighthouse Keepers with Empathy and Joy: How We Developed a Literacy After-School Club during a Pandemic

G **TE** **ELATE** **R**
 Learn how our faculty/practitioner partnership designed and supported future teachers and children in poverty. A nerdy professor and passionate reading specialist team teach newbies how to illuminate literacy with love, light, belonging, creativity and fun, thus increasing reading motivation, connection and parental involvement.

Presenters: Jennifer Botello, Missouri Western State University
 Lillian Muller, Missouri Western State University
 Taylor Nigh, Missouri Western State University
 Susan Wilson, St Joseph School District, St. Joseph, MO

Poster 6—Pursuing the Light in Classroom Texts through Teachers’ Perceptions of Self-Determination: Presentation of Research Poster Presentation

M **S** **R**
 This poster presentation will present the findings of my dissertation study, conducted from May 2021 through November 2021, which sought to understand the influences of teaching experience on perceptions of self-determination (autonomy, competence, and relatedness) on 7th- through 12th-grade English language arts teachers’ text selection decisions.

Presenter: Julianna Lux, Dorman Freshman Campus

Poster 7—“Do Your Homework”: A Collective Case Study of Educators’ Experiences with Book Challenges

G **TE** **R**
 Research suggests the fear of a challenge prompts some educators to preemptively censor books, and censorship undermines students’ right to read. However, studies about educators who have been involved with book challenges are limited. What is a book challenge really like? This collective case study tells the stories of six educators who have been confronted with censorship.

Presenters: Sebastian Cherres, University of North Georgia
 Danielle Hartsfield, University of North Georgia
 Sue Kimmel, Old Dominion University

H.50 “I Have So Much More to Say”: Alternative Assessment with English Learners in Secondary Classrooms

ROOM 261-A

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 This roundtable will share experiences using authentic assessment strategies with English Learners (ELs) in secondary ELA classrooms. Participants will have an opportunity to practice the strategy (a Brown Bag Exam), receive examples, materials, discuss ideas and receive feedback for their own classrooms and contexts.

Presenters: Denise Ousley-Exum, University of North Carolina, Wilmington
 Eleni Pappamihel, University of North Carolina, Wilmington

HI.01 High School Matters—Learning Liberated: Reading, Writing, and Discussion Grounded in Multimodal Pedagogies

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ROOM 253-A

Sponsored by the NCTE Secondary Section

The Secondary Section Steering Committee is delighted to announce this year’s HSM session: Learning Liberated: Reading, Writing, and Discussion Grounded in Multimodal Pedagogies. Join us for a hands-on session where we dive into supporting student success and joy through multimodal teaching and assessment. Participants will engage in meaningful learning and conversations about centering critical pedagogy and culturally responsive teaching into their classrooms. Speakers include Melissa Smith (#teachlivingpoets), Susan Barber (#muchadoaboutteaching), Scott Bayer (#thebookchat), Joel Garza (#thebookchat), Matthew Kay (author of *Not Light, But Fire*), and Phiona Lloyd-Henry (Education Chair, Jamaican Canadian Association). The keynote speaker is Angeline Boulley, author of *Firekeeper’s Daughter*.

Session Chair: Lisa Scherff, Community School of Naples

Keynote Speaker: Angeline Boulley, Macmillan Children’s Publishing Group

Presenters: Susan Barber, Midtown High School, Atlanta, GA

Scott Bayer, Richard Montgomery High School

Joel Garza, Greenhill School, Addison, TX

Carol Jago, University of California, Los Angeles

Matthew Kay, Stenhouse Publishers

Phiona Lloyd-Henry, Education Chair, Jamaican Canadian Association

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

Secondary Section Steering Committee Members:

Layla Aldousany, North Carolina School of Science and Mathematics, Durham

Susan Barber, Grady High School, Atlanta, GA

Angela Moore, Richmond, VA

Josh Thompson, Blacksburg, VA



ANGELINE BOULLEY

FRIDAY

I.01 A Call to Reform and Sustain: Highlighting the Voices of Young Climate Activists “Getting Real”



ROOM 253-BC

Sponsored by the ELATE Commission on Climate Change and the Environment in English Education (E3C3)

Have you ever wondered what your students wish they could learn about climate justice? Meet youth members of the Climate Reality Project to listen to the voices and stories of young people who use reading and writing to disperse light and promote change. Attendees will also find out how to create standards-based integrated science/literacy units that engage students in eco-activism.

Presenters: Kathryn Allen, University of Wisconsin, Oshkosh
Caitlin Cooper, Climate Reality Project
Margo Finlayson, Climate Reality Project
Ariane Jong, Climate Reality Project
Pam Jones Kamp, Climate Reality Project
Sky Keyoung, Climate Reality Project OC
Linda Kraemer, Climate Reality Project
Catherine Lammert, Texas Tech University
Tula Larsen, Climate Reality Project
Tristin Miller, Climate Reality Project
David Marrett, Climate Reality Project

I.02 A Critical Analysis of Whiteness in *To Kill a Mockingbird*: Exploring Rural-Serving Inservice ELA Teachers’ Engagement with Culturally Sustaining Pedagogy



ROOM 251-C

This presentation explores rural-serving teachers’ engagement with *To Kill a Mockingbird*. Following a unit on culturally sustaining pedagogy, teachers created learning activities premised in abolitionist pedagogy. Presenters share artifacts that will assist teachers and teacher educators in facilitating a critique of the novel’s perpetuation of White supremacy.

Presenters: Ashley Benoit, University of North Carolina at Pembroke
Joe Sweet, University of North Carolina at Pembroke

I.03 Accessing Light: Preparing Content Area Teachers for Socially Just/ Social Justice Teaching through Disciplinary Literacy in Linguistically Diverse Classrooms



ROOM 251-B

All teachers must create linguistically inclusive classrooms that give students access to content and language needed to achieve their dreams. Content area literacy faculty and social studies and science teachers will engage participants in demonstrations and discussion while sharing resources that can be adapted for teacher education, secondary content areas, ESOL, and professional development.

Session Chair: Cheryl North, University of Maryland, Baltimore County

Presenters: Amy Axline, Seneca Valley High School
Kimberly Feldman, University of Maryland, Baltimore County
Sayre Posey, Northwest Middle School

I.04 Advocating for Young Adult Literature in Politically Divided Times: Creating Alliances to Face the Challenges



ROOM 264-BC

How might teachers strategically defend the use of YA literature in schools? In this session teachers and YA authors will share stories, identify shared experiences and values, and identify strategies to change the popular narrative about why YA literature matters.

Presenters: Jennifer Buehler, Saint Louis University
Cathy Fleischer, Eastern Michigan University
Tradebook Authors/Illustrators: Jerry Craft, HarperCollins
George M. Johnson, Macmillan
Malinda Lo, Penguin
Meg Medina, Candlewick Press
Nic Stone, Author

I.05 Agents of Light: Reaching Adolescents in Crisis through the Toe Tag Monologues and Young Adult Literature



ROOM 209-A

Focusing on diverse youth, the Toe Tag Monologues address youth trauma that often results in deaths of marginalized students. This roundtable session provides strategies for using monologues and drama with young adult literature to develop ELA skills, social justice, and equity, empowering students to confront bullying, violence, marginalization, and neglect.

Presenters: Morgan Jackson
Steffany Comfort Maher, Indiana University Southeast
Gretchen Rumohr, Aquinas College
Shelly Shaffer, Eastern Washington University
R. Byron Stringer, Vision Theatrical Foundation Inc.
Tradebook Authors/Illustrators: e. E Charlton-Trujillo, Candlewick
Chris Crutcher, HarperCollins
Matt de la Peña, Penguin
Ellen Hopkins, Penguin Publishing Group
William Konigsberg, Arizona State University
Padma Venkatraman

I.06 Changing the Narrative, Reimagining the Curriculum: Light for Marginalized Voices



ROOM 212-B

Rainbow *Sponsored by the NCTE Asian American Caucus*

This presentation illuminates how texts representing marginalized perspectives can push back on dominant narratives in classrooms. Participants will leave with a greater awareness of potential pitfalls when “diversifying” curriculum and reflect on their practices to consider how they can mindfully broaden the spectrum of light to center diverse voices.

Session Chair: Betina Hsieh, California State University, Long Beach
Presenters: Grace Choi, Fairfax County Public Schools
Diana Liu, Teachers College, Columbia University
Tien Pham, Northwestern Pennsylvania Collegiate Academy
Norman Sales, Farrington High School

I.07 Choice as a Beacon to Authentic Reading



ROOM 201-B

Teachers know the value of choice in our classroom, and we also know that engaging students in authentic choice reading can be challenging. Attendees will engage with a variety of tools for implementing choice in creating a reading community with their students and walk away with resources to successfully incorporate choice reading in their classrooms.

Session Chair: Kelly Herrera, Buena High School
Presenters: Jori Krulder, Paradise High School
Kristin Runyon, Charleston High School

I.08 Creating Equitable Classrooms: Inclusivity, Trauma-Informed Pedagogy, and Labor-Based Grading



ROOM 210-A

Students from traditionally marginalized groups face many pressures. David Ornelas, Eirein Gaile Harn, and Gabriel Garcia will discuss three strategies—cultural inclusivity, trauma-informed teaching, and labor-based grading—and how we’ve implemented them in our first-year writing classrooms to combat some of the pressure on students.

Presenters: Eirein Gaile Florendo, San Diego State University
Gabriel Garcia, University of New Mexico
David Ornelas Jr., San Diego State University

I.09 Critical and Culturally Responsive Literacy Instruction across Local and Global Classroom Contexts



ROOM 252-A

This session highlights innovative approaches to student' critical literacy development. Paper one offers a guided approach to Culturally Responsive Reading. Paper two shares activities that can deepen PST's knowledge and comfort in teaching critical literacy in a field placement. Paper three explores how teachers in a rural primary school on the Eastern Cape of South Africa engage in community mapping to honor and build upon their students' and community's assets.

Presenters: Helen Bentely, Purdue University, "The Action Part Is Really Important': Learning to 'Do' Critical Literacy and Antiracism in K-5 Classrooms through Interactive Read-Alouds"

Fay Mentzer, Purdue University, "The Action Part Is Really Important': Learning to 'Do' Critical Literacy and Antiracism in K-5 Classrooms through Interactive Read-Alouds"

Christy Wessel Powell, Purdue University, "The Action Part Is Really Important': Learning to 'Do' Critical Literacy and Antiracism in K-5 Classrooms through Interactive Read-Alouds"

Durthy Washington, US Air Force Academy (Retired), "Culturally Responsive Reading: What It Is and Why It Matters"

I.10 Dreaming in Protest: Rooting Discourse in Civic Literacy to Disrupt Mono-Modal Methods in Secondary ELA Classroom



ROOM 201-C

More so than ever before, we live in a multi-modal world; it simply just makes sense that we base our curriculum in the lived experiences of our students. This panel is about transforming the boundaries of literacies by writing through civic discourse in different modes to increase authenticity and high road transfer. Students' inner lights guide their pens and keystrokes in beautiful permanence.

Presenters: Dianna Bellian, Arizona School for the Arts
Teresa Layden, Arizona School for the Arts
Ginette Rossi, Arizona State University

I.11 Early Career ELA Teachers Subverting "Back to Basics" Instruction to Include Innovative, Equitable, Antiracist ELA Instruction during the Global Pandemic



ROOM 201-A

ELA teaching during the global pandemic has been spurred by the notion of "back to basics"—Eurocentric literature, rote learning, and uninnovative instruction. This panel illuminates how four early career ELA teachers subverted the "back to basics" push to decenter Whiteness to offer critical, relevant, and innovative antiracist instruction.

Presenters: Kedibona Ochs, Gateway High School, Aurora Public Schools

Elizabeth Petersen, Clear Creek Amana Community School District

Tiphany Phan, Cedar Rapids Community School District

Kelli Rushek, Miami University

Abigail Suiter, Cedar Rapids Community School District

I.12 ELATE Membership Meeting and Social Hour



ROOM 258-B

Sponsored by English Language Arts Teacher Educators (ELATE)

All those interested in shaping English language arts teacher education are invited to attend this membership meeting and social to mingle with representatives from English education programs nationwide and prospective English education graduate students and PhD candidates.

Session Chair: Latrise Johnson, University of Alabama

Presenters: Nadia Behizadeh, Georgia State University

Tamara Butler, College of Charleston

Cati V. de los Ríos

Antero Garcia, Stanford University

Maria Hernandez Goff, Renton School District

Lindy Johnson, William & Mary, Williamsburg, VA

Jung Kim, Lewis University

Keisha McIntosh Allen, University of Maryland, Baltimore County

Nicole Mirra, Rutgers University

Respondents: T. Philip Nichols, Baylor University

Darius Phelps, Teachers College, Columbia University

Stephanie Robillard, Stanford University

Luke Rodesiler, Purdue University, Fort Wayne

Melanie Shoffner, James Madison University

Nicole Sieben, SUNY Old Westbury

I.13 Finding Light in the Never-Ending Shade—Writing Practices for Joy and Rejuvenation



ROOM 204-C

Sponsored by the National Writing Project

In this session, National Writing Project teacher leaders, directors, and scholars share innovative, equitable, and culturally/historically responsive writing instruction created for diverse student populations during the pandemic. Tables offer powerful lessons on writing to support emotional well-being and community.

Session Chairs: Bryan Ripley Crandall, Fairfield University

Jessica Early, Arizona State University

Presenters: Elyse Eidman-Aadah, National Writing Project

Kimberly Herzog

Kristin Lessard, Weir Farm NHP - National Park Service

Barbara Robbins, Staples High School

Mary Sawyer, SUNY at New Paltz

Fola Sumpter, Harding High School

Roundtable Leaders: Tanya Baker, National Writing Project

Amber Curlee, Arizona State University

Elyse Eidman-Aadah, National Writing Project

Michelle Glerum, Arizona State University

Susan James, University of West Florida

Rich Novack, Fairfield Warde High School

Tonya Perry, University of Alabama at Birmingham

Kelly Sassi, Northern Michigan University

Carla Truttman, Northern California Writing Project

I.14 Fire and Words: Igniting Equitable Writing Instruction



ROOM 202-A

Equitable writing instruction sparks students' best work. Drawing on scholarship that centers agency, process, and community, this panel explores pedagogical approaches that support all students in achieving their goals while igniting their passion for writing. Presenters share practical strategies for embedding choice, dialogue, and feedback in the writing classroom.

Presenters: Jennifer Fletcher, California State University, Monterey Bay

Matthew Johnson, Ann Arbor Public Schools

Matthew Kay, Stenhouse Publishers

Sarah Zerwin, Fairview High School

I.15 From Will to Skill and Back Again: Re-Energizing Kids for Their Journey Forward



ROOM 204-B

Join us as we share our excitement at all that might come next. Focusing on the critical importance of empowering students, celebrating their strengths, and helping them develop needed reading and writing skills, we'll show you how we encourage kids to rethink their reading, revise their writing, and return to talk as they read responsively and responsibly and write persuasively.

Session Chairs: Kylene Beers, Beers.Probst Consulting
Penny Kittle, Plymouth State University

Presenter: Bob Probst, Georgia State University

Respondent: Linda Rief, University of New Hampshire

I.16 Goals vs. Vision: Choosing a Framework to Make the Dream of All Students Writing a Reality



ROOM 205-A

In this lively debate, the presenters will argue the role of goal setting versus vision creation in writing instruction. They will explore ways that having clear, delineating goals can be inspiring for some, as well as how developing a meaning-based vision can be how others thrive. They will then share practical strategies that teachers can implement, regardless of framework chosen.

Presenters: Maria Cruz, Teachers College Reading and Writing Project, Columbia University
Jennifer Serravallo, Heinemann

I.17 Helping Students Find Light by Reading and Writing Poetry**ROOM 203-A**

Kids listen to music all the time, so why do they believe poetry is scary or dull? In this workshop, we will explore ways to build classroom community, unlock imagination, and understand craft. Participants will renew their excitement for finding light in poetry and take home four lesson plans for analyzing and writing poetry.

Presenters: Joanna Fox, Booker Middle School
Donna Heath, Booker Middle School
Carolyn “Carrie” Perry, Florida Council of Teachers of English
Shirley Rutter, Weeki Wachee High School/FCTE Past-President

I.18 History’s Heartache and Hope: What’s Known, Unknown, and Why It Matters**ROOM 208-B**

This panel shines light on history’s complexities, known and unknown, to explore power, confront injustice, and ignite response and advocacy. Three authors will discuss how their acclaimed nonfiction narratives tell stories of heartache and hope, and two middle school teachers will share strategies to invite, complicate, and extend how students find meaning and relevance in historical nonfiction.

Session Chair: Nancy Johnson, Western Washington University
Presenters: Scott Riley, Singapore American School
James Toney, Singapore American School
Tradebook Authors/Illustrators: Candace Fleming, Scholastic
Kekla Magoon, Bloomsbury/Candlewick
Steve Sheinkin, Macmillan Children’s Publishing Group

I.19 Inseparable Links: Igniting a Whole Teacher Approach to Curriculum Design**ROOM 262-C**

With a whole teacher approach in mind, participants explore the symbiotic connection between English and other disciplines as the basis for creating a curricular approach that results in transference and mastery of knowledge and skills. Using a variety of protocols, participants establish common ground and conceptualize content from new perspectives in a synergistic meeting of the minds.

Presenters: Kristine Cooney, Iconic Teaching Learning, LLC
Susan Sobehrad, Iconic Teaching and Learning LLC

I.20 Lights! Camera! Magic! Critical Theory in the Secondary Classroom through *Encanto* and Other Magical Texts**ROOM 202-B**

This hands-on panel brings together high school educator Lakisha Odlum and high school educator Sarah Richard to examine the ways in which the magic of the film *Encanto* can be used in the high school English classroom to provide a joyful, engaging, and fun entry point to critical theory for secondary students.

Presenters: Lakisha Odlum, New York City Department of Education
Sarah Richard, New York City Department of Education

I.21 Literacy Teaching in the State of Surveillance and the Implications on Literacy Teaching and Learning**ROOM 213-B**

Literacy educators and researchers discuss policy frameworks and the impact on literacy teaching and learning in elementary classrooms.

Presenters: Roberta Price Gardner, Kennesaw State University
Brian Kissel, Vanderbilt University
Sanjuana Rodriguez, Kennesaw State University
Michael Young, University of Minnesota, Duluth

I.22 Literature as a Lighthouse: Illuminating the Path beyond a Single Story



ROOM 207-A

We'll examine the importance of exploring a topic from multiple perspectives. Literature can serve as a beacon of light to expand students' worldviews, disrupt stereotypes, examine biases, and seek truth and justice when we carefully curate multiperspective text sets and teach students to read with a critical lens. We will demonstrate practical teaching strategies and share multiperspective text.

Presenters: Katie Kelly, Furman University
Lester Laminack, Author
Vivian Vasquez, American University

I.24 Mentor Texts as Lighthouses: Using Real-World Texts to Guide and Inspire Young Writers



ROOM 208-A

Mentor texts serve as beacons of light for writers who need guidance and inspiration. A mentor text can teach everything from punctuating a sentence to identifying which genre is best for communicating ideas to navigating a writing problem. Most important, mentor texts inspire writers to find their own voices by shining the light on mentor writers' diverse backgrounds and perspectives.

Session Chair: Carl Anderson, Teachers College Reading and Writing Project
Presenters: Xochitl Bentley, Grover Cleveland Charter High School
Allison Marchetti, Heinemann
Rebekah O'Dell, St. Michael's School

I.25 Multimodal Text Sets of the Untold and Silenced Stories in Our Communities



ROOM 213-CD

K-12 classroom teachers share their work in researching multimodal text sets to shine light on the untold and silenced stories in their communities. Through the lens of migration as a constant in history and a source of rich cultural and linguistic resources, teachers created text sets and engaged students in interactions and humanities research through the text sets.

Session Chair: Kathy G. Short, University of Arizona
Presenters: Carol Brochin, University of Arizona,

- "Shining Light on the Untold and Silenced Stories in Our Communities"
- Lauren Clough, University of Arizona, "Strategies for Developing Multimodal Text Sets"
- Leah Durán, University of Arizona, "Shining Light on the Untold and Silenced Stories in Our Communities"
- Loren Reyes, University of Arizona, "Strategies for Developing Multimodal Text Sets"
- Kathy G. Short, University of Arizona, "Shining Light on the Untold and Silenced Stories in Our Communities"
- Deonna Tourtellot, University of Arizona, "Strategies for Developing Multimodal Text Sets"
- Roundtable Leaders:** Zorayda Agus, San Carlos Unified School District, Arizona, "Asian Immigrants in Arizona and the US"
- Kevin Anderson, Stanford University, "Exploring Afro-Latinidad Culture, History, and Identity"
- Christina Bustos, Mesa School District, AZ, "Creating Space for Multimodal Text Sets"
- Carissa Delgado, Cumberland County Schools, NC, "Food Voices: Connecting Cultures"
- Rick Froehbrodt, Franklin Elementary STEAM Magnet School, San Diego, "Contributions of Indigenous Peoples of Southern California"
- Rebecca Guerrero, Young Women's STEAM Research and Preparatory Academy, "Perilous Crossings: Immigrants at the US/Mexico Border"
- Madison Loya, Borton Magnet School, Tucson, "History and Culture of the Southwest"
- Patricia Vazquez, Columbus Spanish Immersion Academy, Ohio, "Voices in Transition: Arrival Stories Then and Now"
- Richard Zamorano, Sunnyside School District, Tucson, "The Tohono O'odham"

I.26 Navigating Trauma in the English Classroom**ROOM 201-D**

Trauma disrupts, disorients, and displaces; it makes a mess. When trauma occupies the literature we teach, the bodies of our students, and the writing that we share, teachers of English must find a way to see the lint in the light, to open the windows, to ventilate and mask, to read the room. This panel intimately braids theory, praxis, and healing through presentation and demonstration.

Presenters: Kristen Park Wedlock, Georgian Court University
Adam Wolfsdorf, Bay Ridge Preparatory High School/
New York University

I.27 Power of Persistence**ROOM 207-B**

Our author panel helps educators learn how to use children's literature to integrate social and emotional learning into the classroom through exercises including how to create a character who demonstrates persistence. This panel offers ideas on how we, much like the characters in stories we love, can support each other as we persist through moments of darkness and grow toward light.

Presenters: Reese Eschmann, Simon & Schuster
Nancy Tandon, SCBWI
Sonja Thomas, Aladdin/Simon & Schuster
Jenna Yoon, Simon & Schuster

I.28 Practically Teaching: Master Teachers Pass the Torch and Light the Way**ROOM 251-A**

Dismayed by declining numbers of teacher candidates at a local university, several master teachers discuss how they create professional mini-conferences and symposia to recruit potential teacher candidates and to illuminate the strategies and techniques of expert educators. These teachers explain how they shine a light that inspires potential teachers to explore the field and find joy.

Presenters: Tamara Empson, University Laboratory School
Matthew Lavergne, University Laboratory School
Candence Robillard

I.29 Pursuing the Light with Place-Based Writing: Finding Meaning and Authenticity in the World Outside the Classroom**ROOM 211-A**

Focused on place-based writing strategies, this session explores ways of getting students out of the classroom and writing about the world beyond school. Participants will learn about the benefits of place-based writing and approaches for facilitating it. They will also have the chance to consider opportunities in their own school communities.

Presenters: Amanda Montgomery, Park Street Elementary School
Robert Montgomery, Kennesaw State University

I.30 Rethinking Collaboration: Youth Participatory Action Research and the Enactment of Educational Solidarity**ROOM 263-A**

This panel presentation features youth participants and adult allies from two community-based programs grounded in Youth Participatory Action Research (YPAR). Dedicated to eradicating educational injustice through youth-led social change, these programs engage critical, multimodal, and participatory literacies to facilitate healing and build collective power between young people and adults.

Session Chair: Karen Zaino, CUNY Graduate Center
Presenters: Limarys Caraballo, Teachers College,
Columbia University

Marissa Desir
La'Chelle Gaillard
Madeline Lopez Rosario
Tamar Shoshan
Ari Sussman, Students and Educators for Equity
Wena Teng
Mijin Yeom

Respondent: Danny Martinez, University of California, Davis

I.31 Shining a Light in the Dark: Addressing Missing African and Puerto Rican Representations in the ELA Classroom through Critical Multiculturalism

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ROOM 209-B

This panel provides attendees with context, text recommendations, and strategies for choosing and teaching authentic multicultural texts for children from Africa and Puerto Rico. We examine authentic stories of communities and their contributions in all their multiplicities to counter misrepresentations and disrupt misunderstandings that have the potential of becoming master narratives.

Session Chair: Jocelyn Amevuvor, Pennsylvania State University

Presenters: Phoebe Quaynor, Pennsylvania State College

René M. Rodríguez-Astacio, California State University, Fresno

Yamil Sárraga-López, California State University, Fresno

Respondent: Jason Griffith, Pennsylvania State University

I.32 Shining a Light on Teachers' Voices through Digital Storytelling

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ROOM 211-B

This interactive panel engages participants in a digital storytelling workshop exploring stories of teachers who creatively envision and practice new pedagogies, especially in light of challenges to teaching and learning. Attendees will begin the process of authoring their own digital stories of being an “invested stayer” during our current educational era.

Presenters: Deborah Bertlesman, Olmsted at Kensington

Kristen Pastore Capuana, Buffalo State College

Katharine Covino-Poutasse, Fitchburg State University

Lauren Ergen, Apollo High School

Heidi Hallman, University of Kansas

Martin Odima Jr., University of St. Thomas

Terri Rodriguez, College of St. Benedict/St. John's University

Leah Shepard-Carey, Drake University

Allison Spenader, College of St. Benedict/St. John's University

Elizabeth Yomantas, Pepperdine University

Garrett Zecker, Fitchburg High School

I.33 Spark: Igniting the Synergy of Literacy, Innovation, and Arts Integration in Multicultural Classrooms

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NATIONAL INNOVATION PROJECT

ROOM 206-A

This session will examine and demonstrate how literacy and arts integration interconnect to advance innovation and equitable classroom learning for K-8 students.

Presenters: Merryl Goldberg, California State University, San Marcos

Laurie Stowell, California State University, San Marcos

Christiane Wood, California State University, San Marcos

I.35 Supporting Inservice and Preservice Teachers through Critical Self-Reflection and Antiracist Pedagogies

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ROOM 262-A

This session shares research on approaches to supporting classroom teachers as they develop antiracist and culturally responsive practices. Paper one analyzes how district leaders and inservice teachers responded to the vilification of talking about race ushered in by anti-Critical Race Theory law in Texas. Paper two discusses how reflective moments can surface teachers' ecologies of influence. Paper three uses the concept of "wobble" to examine how novice teachers engage in dialogue.

Presenters: Annie Daly, The University of Texas at Arlington, "Staying the Course toward Equitable Schooling: Texas Teachers' Enactment of Antiracist Pedagogy amidst Critical Race Theory Hostility"
 Kelby Gibson, George Mason University, "Tell Me the Story: Reflecting Together to Uncover Teachers' Ecologies of Influence"
 Maria Miranda, George Mason University, "Tell Me the Story: Reflecting Together to Uncover Teachers' Ecologies of Influence"
 Daniel Norwood, The University of Texas at Arlington, "Staying the Course toward Equitable Schooling: Texas Teachers' Enactment of Antiracist Pedagogy amidst Critical Race Theory Hostility"
 Ericka Roland, The University of Texas at Arlington, "Staying the Course toward Equitable Schooling: Texas Teachers' Enactment of Antiracist Pedagogy amidst Critical Race Theory Hostility"
 Wideline Seraphin, University of Texas at Arlington, "Staying the Course toward Equitable Schooling: Texas Teachers' Enactment of Antiracist Pedagogy amidst Critical Race Theory Hostility"
 Emily Staudt, George Mason University, "Tell Me the Story: Reflecting Together to Uncover Teachers' Ecologies of Influence"

I.36 Supporting New ELA Teachers by Learning to Play

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ROOM 252-C

A team of teachers and teacher educators collaborate to support a new English teacher in learning to "play" in ELA curriculum and pedagogy, which results in teacher well-being and development.

Presenters: Shelby Boehm, University of Florida
 Michelle Commeret, University of Florida
 Lindsey Franklin, P.K. Yonge Developmental Research School at the University of Florida
 Jillian Miley, P.K. Yonge Developmental Research School at the University of Florida
 Jon Mundorf, P.K. Yonge Developmental Research School at the University of Florida

I.37 Teaching Queer and Trans Curricula in K-12 English and Literacy Classrooms

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Rainbow

ROOM 212-A

One presentation will illustrate how a Queer educator used Queer voices in a middle school classroom in Southwestern Virginia, pushing past visual displays of Queer "safe spaces" and centered love in the curriculum. The other presentation uses critical multicultural analysis informed by Queer theory to examine the elements of Jessica Love's *Julián Is a Mermaid* (2019) and *Julián at the Wedding* (2021).

Presenters: Kris Bell, San Diego State University, "Mermaids, Abuelas, and Fairy Wings: Jessica Love's Julián and the Making of a Queertopia"
 Katherine Sciorba, San Diego State University, "Mermaids, Abuelas, and Fairy Wings: Jessica Love's Julián and the Making of a Queertopia"
 Clint Whitten, Virginia Tech, "Beyond the PRIDE Flag: Using Queer Voices to Disrupt Heteronormative Spaces"

I.38 The Category Is Queer Lit and the Future Is Bright: Exploring Lessons from a Fiercely Magical LGBTQIA+ Book Club

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LGBTQIA+
Rainbow

252-B

This interactive presentation will explore the collaborative construction and facilitation of an online literacy community with LGBTQIA+youth during the pandemic that centered critical engagement with LGBTQIA+ YA texts, helped youth make connections and develop literacy skills, and prioritized care and dreaming toward a brighter and more liberatory futures.

Presenters: shea martin, The Ohio State University
Henry Cody Miller, SUNY Brockport

I.39 This Little Light of Mine: Culturally Relevant and Sustaining Practices in Elementary and Early Childhood Education

E
C
Rainbow

ROOM 256-A

Sponsored by the NCTE Elementary Section

Five dyads from PDCRT Cohort V examine the need for a literacy curriculum that reflects the histories and lives of subjugated peoples. This session includes explicit examples of co-created literacy curriculum to expand pedagogies that build young children’s academic proficiency through teaching grounded the dignity and brilliance of students’ rich communal heritages and linguistic repertoires.

Session Chair: Valente’ Gibson, Jackson Creek Elementary School

Presenters: Paty Abril-Gonzalez, The University of Texas at Austin
Maggie Beneke, University of Washington
Eliza Braden, University of South Carolina
Bridgette Dainty, Milwaukee Public Schools/Grant
Brittany Frieson, University of North Texas
Rosalba Garcia-Rodriguez
Maria Leija, The University of Texas at San Antonio
Alanna Malloy
Karisma Morton
José Luis Perales, Sánchez Elementary School, Austin Independent School District, TX
Nicole Sorensen, Seattle Public Schools/Emerson Elementary
Marin Woodard, Denton ISD, TX

I.40 Toward Transformative and Humanizing Critical Writing Pedagogy

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ROOM 207-D

The purpose of this session is to engage in iterative and action-focused inquiry to center critical writing pedagogy. A tool highlighting three theories of writing (cognitive, sociocultural, and critical) will be described to raise theoretical awareness and situate current practices. The framework is designed to promote critical writing pedagogy that is transformative, humanizing, and antiracist.

Presenters: Grace Kang, Illinois State University
Sonia Kline, Illinois State University

I.41 “We Are the Ones We Have Been Waiting For”: Roundtable on Teacher Voice in Post-Pandemic Education

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LGBTQIA+
LLA
NWP

ROOM 203-B

In these roundtable discussions, teachers will gather to share their ideas and opinions on a variety of the challenges we face as a result of the pandemic and the attempts to return to school. Politicians and pundits have much to say on these issues, but professional teachers are the experts; we will brainstorm strategies to help us do what’s best for our students.

Presenter: Maria Clinton, Denver Writing Project

I.42 What It Means to Teach with Love: From Theory to Practice

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Rainbow

ROOM 261-A

We believe that to show light, we must be practicing love in action. The problem at hand is that what love looks like in the classroom has many interpretations and many problematic embodiments. In this panel, we seek to disrupt the lack of genuine and healthy love experienced in schools across America that lead to racial and curricular violence. We rest on the work of bell hooks and other scholars.

Presenters: Taina Benitez, Teach With Love™
Lorena Germán, Multicultural Classroom
Patrick Harris, Good Trouble Media, Detroit, MI

I.43 What Teachers Need to Know about the History of English Teaching

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ELATE

ROOM 210-B

How can understanding key episodes in the history of English teaching help us respond to present challenges? Three English educators explore the New Criticism, grammar instruction in the 1960s, and the influence of Paulo Freire on American teachers.

Presenters: Judith Franzak, Salisbury University, “How the New Criticism Transformed the Teaching of English”
Annmarie Sheahan, “How Paulo Freire Shaped American ELA Instruction”
Don Zancanella, University of New Mexico, “Grammar in the Sixties: A Failed Revolution”

I.44 What We’ve Learned: Two Decades of Hanging Out, Messing Around, and Geeking Out

G

ROOM 213-A

Though more learners have technology in their hands than ever before, we ask: what has changed in the last twenty years? In this session, participants will have the opportunity to do some “hanging out and messing around” with researchers, instructional technologists, and one another as we collaboratively develop and explore inquiry questions about the role of technology in literacy and learning.

Session Chair: Kristen Turner, Drew University
Roundtable Leaders: Bill Bass, Parkway School District
Troy Hicks, Central Michigan University
Bud Hunt, State Educational Technology Directors Association
Sara Kajder, University of Georgia
Ian O’Byrne, College of Charleston

I.45 #Why Middle Matters—Illuminating the Middle: Ethnic Studies and the Middle School Context

M

Rainbow

ROOM 210-CD

Sponsored by the NCTE Middle Level Section and the NCTE Latinx Caucus

Have you been eager to learn more about ethnic studies and how it can fit into the complex terrain of middle school, but aren’t sure where to begin? This exciting #whymiddlematters session supports educators to examine and explore concrete examples of lessons and praxis that bring ethnic studies into the middle grades classroom.

Presenters: Michael Domínguez, San Diego State University
Carla España, Rye Country Day School
Roundtable Leaders: Luz Herrera, California State University, Channel Islands
Ricardo Medina, San Diego Unified School District
Joaquin Munoz, University of British Columbia
Arturo Nevarez, California State University, Stanislaus
Respondent: Curtis Acosta, University of Arizona/
Acosta Educational Partnership

I.46 Writing as the Binding Light of Community



ROOM 262-B

This session explores the instructional practices of an exemplary fourth-grade writing teacher. Special focus is placed on the teacher’s language and actions and how these intersected to support the development of students’ identities as writers and the creation of a community bound through writing. A variety of artifacts and collaborative processes will be used to reveal the themes.

Presenters: Mary Ann Cahill, Bellarmine University
Amy Gaynor, Goshen Elementary School

I.47 Writing That Matters



ROOM 256-B

Sponsored by the NCTE Elementary Section



Rainbow

Established in 2001, the Donald H. Graves Award recognizes exemplary teachers of young writers. This session is a love letter to writing teachers who build writing communities where young writers bravely compose to restore themselves and their communities, to resist against marginalization, and to sustain their cultures, voices, and identities.

Session Chair: Tracey Flores, The University of Texas at Austin

Presenters: Nora Cisneros, California State University, Los Angeles, “Poetxs de Pandemia”
Tracey Flores, The University of Texas at Austin
Jungmin Kwon, Michigan State University, “Physically Distanced, Transnationally Connected: Learning from Immigrant Children’s Transnational Writing Practices”
Emily Machado, University of Wisconsin, Madison

I.48 Writing the Light: Black Girls’ Literacies and Writing Identity



ROOM 205-B

Writing can be such an empowering experience. This session will demonstrate how to find the passion in writing to build a writing identity. The session will also share the work of the Black Girls’ Literacies Project.

Presenters: Barrett Rosser, The University Pennsylvania Graduate School of Education, “The Black Girls’ Literacies Project”
Lyschel Shipp, Gwinnett County Public Schools, “Writing the Light: Writing from a Place of Realness, Rawness, and Authenticity”

FRIDAY EVENING EVENTS

5:00–6:30 P.M.

Annual Business Meeting for the Board of Directors and Other Members of the Council

BALLROOM D

NCTE, ELATE, TYCA, and NCTE section nominating committees will be on hand to accept nominations for candidates for the 2022 elections. The agenda for the meeting will be available at the door. The rules of conduct for the meeting are listed on pages 244–245.

Presiding: Valerie Kinloch, NCTE President, University of Pittsburgh, PA

Parliamentarian: Victor Del Hierro, University of Florida

Presentation of Resolutions: Katrina Bartow Jacobs (Resolutions Committee Chair), University of Pittsburgh, PA

ELATE Graduate Student Business Meeting

ROOM 261-A

Sponsored by ELATE-GS

All current and prospective members of the ELATE Graduate Strand (ELATE-GS) are invited to attend the business meeting. We will provide a brief overview of events planned for the upcoming year and vote on new officers for 2022–2023.

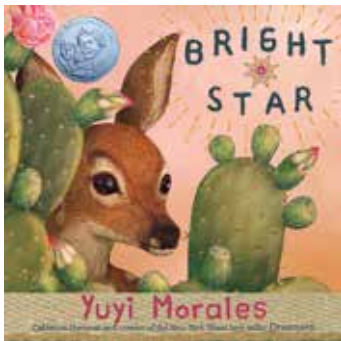
Session Cochairs: Darius Phelps, Teachers College, Columbia University, New York, NY

Stephanie Robillard, Stanford University, CA

6:45–8:30 P.M.



YUYI MORALES



All-Attendee Event

BALLROOM A/B

Join us for an uplifting evening led by author and artist **YUYI MORALES**. In her most recent children's picture book, *Bright Star* in English and *Lucero* in Spanish, one beautiful line reads: "No matter where you are, you are a bright star inside our hearts." / "Dondequiera que estés, eres un lucero en nuestros corazones." Let us gather under the theme's lighthouse imagery to share in the joy and love of sharing our light with each other—teacher to teacher, NCTE member to NCTE member. Every attendee is invited to this event. NCTE provides food and beverages alongside programming that's sure to be treasured for years to come. This is an excellent opportunity to meet new colleagues and to enjoy an evening with those treasured people already within your professional community.

Born in Xalapa, Mexico, where she currently resides, *New York Times* bestselling author and illustrator Yuyi Morales lived for many years in the San Francisco Bay area, where she still maintains close relations with booksellers and librarians. Professional storyteller, dancer, choreographer, puppeteer, and artist, she has won the prestigious Pura Belpré Award for Illustration six times: for *Dreamers* (2019), *Just a Minute: A Trickster Tale and Counting Book* (2003), *Los Gatos Black on Halloween* (2006), *Just in Case: A Trickster Tale and Spanish Alphabet Book* (2008), *Niño Wrestles the World* (2013), and *Viva Frida* (2014), also a Caldecott Honor Book. Her book *Bright Star* garnered a 2022 Pura Belpré Honor.

A book signing will follow the session.

FRIDAY

8:00–9:30 P.M.

Cultural Celebration

BALLROOM E

The celebration, cosponsored by the Black Caucus and the Latinx Caucus, opens with a welcome and introductions to the history of the celebration by Caucus leadership. Three Anaheim area groups will perform, engaging the audience in the history and tradition of the local community through various creative endeavors. The celebration will conclude with a mix and mingle networking event for all in attendance who wish to continue the conversation.

The Cultural Celebration is open to all those in attendance at the NCTE Annual Convention.