All meeting rooms are located on the second floor of the Westin Hotel except the Opening General Session and the Featured Speaker Sessions which will be on the first floor in the Madera Room.

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

**Opening General Session, Madera Room-1st Floor**

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

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

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

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

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

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

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

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

Learn more about Opal School at [opalschoolblog.typepad.com](http://opalschoolblog.typepad.com)
Friday, July 18: 9:30 a.m. – 10:00 a.m. (2nd Floor of Westin)
Coffee break/light refreshments

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

A.01 What Does the Fox Say? Pop Culture and the Effectiveness of Culturally Relevant Pedagogy and Culturally Responsive Teaching

Participants: Kimberly Stormer; Cory Brown, Murray State University, Kentucky
Format: Panel (75 minutes)
Audience Interest: Middle School, Post Secondary/Teacher Ed
Annotation: Culturally relevant pedagogy and culturally responsive teaching seek to help teachers understand the connection between student culture and the teaching and learning process. In this session, presenters will use popular music to engage participants in learning to teach writing through both culturally relevant pedagogy and culturally responsive teaching.

A.02 Beyond the Literature Circle: Accessing a Familiar Structure to Interrogate the Meaning Making

Participants: Emily Whitecotton; Chris Hass, University of South Carolina, Columbia
Format: Panel (75 minutes)
Audience Interest: Elementary, Post Secondary/Teacher Ed
Annotation: What if we spent time discussing texts in ways that honored our students’ cultural and academic selves while pushing them to consider other viewpoints in critically generative ways? In this session, two teachers share stories, videos, and artifacts while engaging participants to consider possibilities around critical, collaborative meaning-making with students.

Roundtable Session A.03 Teachers Exploring Literacy with Young Readers

Table 1: Learning Together: Literacy Educators and Urban 2nd Grade Teachers Professional Development
Participant: Jenny Tuten, Hunter College-CUNY
Audience Interest: Elementary, Curriculum Specialist
Annotation: This roundtable presentation will share activities, stories and initial insights from a generative professional development collaboration currently being developed and implemented between three literacy faculty in an urban teacher preparation program and 2nd grade teachers in three urban elementary schools.

Table 2: How Preschoolers Enact Their Identities as Learners through Multimodal Writing
Participant: Rebecca Rohloff Barria, Georgia State University, Atlanta
Audience Interest: Early Childhood, Post Secondary/Teacher Ed
Annotation: How do preschoolers enact their identities through multimodal writing? By analyzing classroom data using the tools of mediated discourse analysis, participants will explore how even seemingly small turns of phrases and gestures can influence the greater classroom culture.

Table 3: E-Journaling in Response to Digital Texts
Participant: Sally Brown, Georgia Southern University, Statesboro
Audience Interest: Elementary, Early Childhood, New Teachers, Post Secondary/Teacher Ed
Annotation: This roundtable conversation will focus on the e-journaling experiences of six third grade English learners in response to reading digital texts. Participants will discuss the teaching and learning implications of using digital tools for writing with young English learners.
A.04 Community Literacy Tutoring: Literacy Learning through RMI/RMA

**Participants:** Kelly Allen, Heidi Bacon, University of Arizona, Tucson; Edie Lantz Leppert, Basic Literacy Program Director for Literacy Connects  
**Format:** Panel (75 minutes)  
**Audience Interest:** Post Secondary/Teacher Ed, Other  
**Annotation:** Edie, Heidi, and Kelly explore meaning making and collaboration, as they present their transformative work with miscue analysis in three community settings. In this interactive session, presenters share how volunteer tutors, adult literacy learners, and underprepared women debunked common reading myths, developed "miscue ears," and came to revalue reading.

A.05 "How Do I Write this in Spanish?": Making Meaning Across Languages through Writing

**Participant:** Tasha Tropp Laman, University of South Carolina, Columbia  
**Format:** Panel (75 minutes)  
**Audience Interest:** Elementary  
**Annotation:** In this session, the presenter will share conferring strategies and writing from K-3 multilingual classrooms where monolingual teachers implemented writing workshop with their multilingual students. Findings suggest effective conferences 1) support writers’ identities 2) establish writing significance, 3) extend student writing, 4) build academic agency 5) supports students’ meta-awareness of their writing development.

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

A.06 Making Meaning: Bridging Language Arts and Social

**Participants:** Nancy Galas, Mary Greska, Rebecca D'Angelo, Edison School, Elmhurst District 205, Illinois  
**Format:** Panel (75 minutes)  
**Audience Interest:** Elementary, Middle School  
**Annotation:** Three panelists will engage the audience in inquiry based activities that involve students in reading, writing, listening, and speaking as tools for learning social studies content. The presentation also focuses on the “power of story” to help students make sense of their world and to better understand different perspectives.

A.07 Lessons in Logic - Teaching Struggling Readers to Make Sense of What They Read

**Participant:** Joan Lazar, Teaneck, New Jersey School System  
**Format:** Workshop (75 minutes)  
**Audience Interest:** Middle School, Curriculum Specialist  
**Annotation:** This presentation provides amusing and engaging lessons which show learners how to read closely, and employ logic and evidence more effectively, to comprehend written language. Developing readers see immediately that when they consciously apply logic to the written text, especially informational text, they often understand far more.
B.01 Changing Literacy Practice through Partnership: Response to Intervention Using Miscue Analysis, Units of Study and Classroom Modeling
Participants: Virginia Juettner, Elizabeth Jaeger, University of Arizona, Tucson; Kathy Rieman, Continental Elementary School, Green Valley, Arizona
Format: Panel (75 minutes)
Audience Interest:
Annotation: Continental School has a university partnership to study a new model of RTI including literacy methodology and strategies. The study includes ongoing professional, reading strategy demonstration, assessment and mentoring. The session introduces how the school and researcher are working together to change literacy assessment, instruction and intervention approach.

B.02 Unearthing Rich Family Literacies Through Community Mapping
Participants: Rosario Ordonez-Jasis, California State University, Fullerton; Laura Diaz, Rowland Unified School District; George Herrera, Rowland Unified School District; Carlos Ochoa, Rowland Unified School District
Format: Workshop (75 minutes)
Audience Interest: Administrators, Parents
Annotation: Panelists will discuss an inquiry-based community mapping project carried out by teachers and parents in Rowland Unified School District. The goal of this project was to uncover the depth and diversity of community and home-based language and literacy resources. Presenters will share the process of mapping in the context of their school communities, and will discuss implications for practice as it relates to literacy instruction, parent involvement, and home-school collaborations.

B.03 Changing Ourselves and Our Communities: A Project-Based, Systems Thinking Approach to Teaching and Learning
Participants: Caryl Crowell, Kathy Lohse, Rebecca Cavazos, Borton Elementary Magnet School/Tucson Unified School District, Arizona
Format: Panel (75 minutes)
Audience Interest: Elementary, Curriculum Specialist
Annotation: Elementary students examined notions of Community through a project-based, systems thinking approach. They explored conditions of self-identity, hunger, family stories, cultural awareness, nutrition, and play, arriving at new understandings and effecting changes in themselves and our school community. We'll share process and projects through a gallery walk and discussion.

B.04 Learning Together through Curriculum Design of Literacy Studies
Participants: Maria Perpetua-Liwanag, Towson University, MD; Alexis Rytel, SUNY Geneseo, New York
Format: Panel
Audience Interest: Elementary, Post Secondary/Teacher Ed
Annotation: In this presentation, we share inquiry-centered projects on two curricular studies: (1) how bilingual books were used to support the teaching of Spanish to Grade 6 students and (2) a semester-long study on using eye movement miscue analysis as a pedagogical tool to understand how young readers read picture books and ebooks. Both inquiry-centered projects showcase how teacher educators and teachers can work to design curriculum and be agents of their own learning and teaching with their students.

B.05 Encouraging Language & Literacy Skills Using the Project Approach
Participant: Adrian Weaver, Southern Arizona Writing Project Teacher Consultant/Early Childhood Specialist in the Vail School District
Format: Workshop (75 minutes)
Audience Interest: New Teachers, Curriculum Specialist
Annotation: This workshop defines the Reggio Emilia Project Approach and demonstrates how project work meets the mandates as stated by the Common Core Anchor Standards for the English Language Arts through literacy engagements. Participants begin, develop, and conclude a unit of study and discuss project sustainability.
B.06 Science for Bl(all)ck Children: Language and Discourse
Participant: Theresa Robinson, Elmhurst College, Illinois
Format: Workshop (75 minutes)
Audience Interest: Middle School, New Teachers, High School
Annotation: Conversation around how African-American and Latino culture, language and discourse norms can be used to develop learners who are engaged and motivated to learn science. The Framework for Science Education K-12 (2011) offers a research base and chapter on teaching and learning science devoted to equity and diversity.

B.07 Rethinking Gender Identity Construction in a Creative Writing Practice
Participants: Jeonghee Choi, Arkansas State University; Chinatsu Sazawa, Drake University
Format: Panel (75 minutes)
Audience Interest: Elementary
Annotation: This presentation examines students’ creative writing in order to see whether their stories bring up traditionally defined gender stereotypes and the result shows more complex stories where children construct their gender identities.

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

Poster Sessions

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

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

Using Personal Photography to Engage First Graders in Narrative Writing

Participant: Mary Kubalanza, University of Illinois, Urbana-Champaign
Annotation: A case study of a 7-year-old boy with language impairment during a personal narrative intervention led by a speech-language pathologist explored the process and products of an emergent writer. One core element of that intervention, using student photography, was also integrated into classroom literacy instruction by a first grade teacher.
**Friday, July 18: 1:00 p.m. – 2:15 p.m.**
Luncheon, Madera Room-1st Floor
(tickets are required and cost $35)

**Introduction of Featured Speakers:** Rick Meyer

**Ray Martens**

Ray Martens is best known for his montage drawings and paintings. Among his favorite subjects are children, landscapes, and aviation. His montage paintings have been commissioned for such groups as the Phoenix Suns honoring their 25th Anniversary, American West Airlines, Valparaiso University on their 125th Anniversary, and the Joe Foss Institute. He is also known for his scenic paintings, especially those of the American Southwest and the Grand Canyon.

Martens is a signature member of Oil Painters of America and a former member of the United States Air Force Art Program. He received a Bachelors Degree in Fine Arts from the Minneapolis College of Art and Design, and his Masters and Doctoral degrees from Arizona State University. He is currently an Associate Professor in the Art Education Department at Towson University.

Martens has been honored with his work being shown in the Smithsonian National Air and Space Museum; the Minneapolis Institute of Fine Arts; the Champlin Air Museum; Valparaiso University in Valparaiso, Indiana; the Air Force Museum at Wright-Patterson Air Force Base in Dayton, Ohio; the American Cultural Center of Madrid, Spain; the Valley National Bank Center in Phoenix, Arizona; and the Arizona State Capital.

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

**Prisca Martens**

Prisca Martens is a professor in the Department of Elementary Education at Towson University, Towson, Maryland, where she teaches courses in literacy and children's literature. She taught elementary school for 17 years before pursuing her Ph.D. at the University of Arizona. Her research and interests focus on early literacy, miscue analysis, and children's literature. Her current research investigates how helping young children read the language of art in the illustrations of picture books and integrating that meaning with the meaning in the written text enhances children's understanding and appreciation of story.

Martens is active in professional organizations, including NCTE, the International Reading Association (IRA), the Center for Expansion of Language and Thinking (CELT), and the Literacy Research Association. Martens has written numerous articles and book chapters and is the author of *I Already Know How to Read: A Child’s View of Literacy* and co-editor (with Yetta Goodman) of *Critical Issues in Early Literacy: Research and Pedagogy*. 
Friday, July 18: 2:30 p.m. – 3:45 p.m.

C.01 Learning Together in Online Professional Development Spaces Grounded in Critical Literacy
Participants: Sarah Turnbull, Georgia State University; Tuba Angay-Crowder, Georgia State University; Peggy Albers, Georgia State University; Dennis Odo, Georgia State University
Format: Panel (75 minutes)
Audience Interest: Post Secondary/Teacher Ed
Annotation: This presentation will focus on what literacy issues are raised and how issues are taken up and discussed in open-access, online professional development spaces committed to critical literacy. Such spaces provide teachers with opportunities to share information about strategy and instruction, ideas for practice, and thoughts about aspects of literacy important to their school contexts.

C.02 Let Them Talk: Moving Students beyond the Standards with Dialogic Engagement and Multimodal Compositions
Participants: Thais Council, Georgia State University; Charity Gordon, Georgia State University
Format: Workshop (75 minutes)
Audience Interest: Administrators, Middle School, Parents, New Teachers, High School, Curriculum Specialist, Post Secondary/Teacher Ed
Annotation: This interactive workshop makes the case for a dialogic classroom. Participants will be presented with a dialogic pedagogy framework which outlines how to give a classroom of diverse learners autonomy over their learning, promote collaboration, make meaning and express their ideas through multimodal formats.

C.03 Reclaiming the Agency of Teachers and Learners Under VAM: Teachers' Tales of Insanity and Resistance
Participants: Debra Goodman, Hofstra University; Alan Flurkey, Hofstra University; Elizabeth Lynch, Northeast Teacher
Format: Panel (75 minutes)
Audience Interest: Parents, Post Secondary/Teacher Ed, Other
Annotation: Presenters share teachers’ stories from two year study of New York's Annual Professional Performance Review (APPR), the teacher evaluation system based on student achievement scores and other learning outcomes. APPR provides one example of the national “reforms” changing the face of language arts and literacy teaching in classrooms.

C.04 Traditional Tales: Transactions and Transformations - The Power of Picture Books
Participant: Harriet Li, Queens College/CUNY
Format: Workshop (75 minutes)
Audience Interest: Elementary, New Teachers
Annotation: This interactive session examines how teachers can promote children’s aesthetic, literary, and cultural awareness through the use of picture books. Participants will explore illustrations, text styles, and cultural representations in a variety of traditional Eurocentric tales, multicultural folk literature, and modern transformations of traditional tales, using a unit-based inquiry model.

C.05 Reading the Word and the World: English-Spanish Cognates Across the Primary School Curriculum for Latino ELLs
Participants: Jose Montelongo, New Mexico State University; Anita Hernandez, New Mexico State University; Roberta Herter, California Polytechnic State University
Format: Panel (75 minutes)
Audience Interest: Elementary, Curriculum Specialist, Librarians
Annotation: Presentation discusses the importance of teaching cognates in informational picture books that span the primary school curriculum to help Latino English Learners develop their academic vocabulary lexicon. Cognates are English and Spanish words that are orthographically and semantically identical or nearly identical (ambulance/ambulancia). Handouts and access to cognate databases provided.
C.06 “Down with Dope, Up with Hope: Using the Rhetorical Tropes and Schemes of Jesse, Barbara, and Martin to Enhance Oral and Written Language Proficiency in African American Students”
Participant: Brenda Eatman Aghahowa, Chicago State University
Format: Workshop (75 minutes)
Audience Interest: Post Secondary/Teacher Ed
Annotation: This presentation explores the efficacy of teaching rhetorical tropes and schemes to heighten both interest and proficiency in oral and written language among African-American students. As an exercise, participants will hear and analyze snippets of speeches by famous Black orators Jesse Jackson, Barbara Jordan, and Martin Luther King, Jr.

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

D.01 Use Music to Engage Students and Support Language Development Which Leads to the Teaching of Critical Thinking
Participants: Jessica Martin, Growing Educators; Renee Houser, Growing Educators; Cory Hills, Creator, Percussive Storytelling
Format: Workshop (75 minutes)
Audience Interest: Elementary, New Teachers
Annotation: Learn how music and percussive storytelling in particular can be used as a tool to: create a safe space for student talk and language acquisition, learn more about how our students communicate both verbally and non-verbally, increase student engagement, build vocabulary, and teach critical thinking skills.

Roundtable Session D.02

Literacy Practice and Pedagogy with Diverse Learners

Table 1: Communities of Practice: Implementing Writer's Workshop in an Islamic Private School Setting in the U.S.
Participant: Amy Barnhill, University of Houston-Victoria
Audience Interest: Elementary, Early Childhood
Annotation: The research presented here is an inquiry into how the Islamic culture/religion impacts teaching and learning during Writer's Workshop in a private Islamic school in the U.S. How do these two seemingly different communities of practice, Islamic culture and Writer's Workshop, co-exist? The researcher discovered that the two do not simply co-exist but, in fact, enhance each other.

Table 2: Engaging Students in Personal Expression
Participants: Jeanne Qvarnstrom, Sul Ross State University; Sharon Hileman, Sul Ross State University; Carol Fairlie, Sul Ross State University
Audience Interest: Administrators, Middle School, New Teachers, High School, Curriculum Specialist, Post Secondary/Teacher Ed
Annotation: This conversation describes the whole language experience within integrated domains that community, university, and school district members fashioned for secondary students. Using historical texts as a springboard, students created writing and artwork projects to address the theme, Our World; Our Future. Scoring rubrics and work samples will be shared.
D.03 A Close Look at Readers’ Reading
Participants: Koomi Kim, New Mexico State University; Richard Meyer, University of New Mexico; Joel Brown, University of Arizona; Violet Henderson, New Mexico State University
Format: Workshop (75 minutes)
Audience Interest: Elementary, Early Childhood, Parents, New Teachers, Curriculum Specialist, Post Secondary/Teacher Ed
Annotation: Participants will get a close look at how readers make meaning from text as they read. We’ll present readers’ oral reading and movies that show where their eyes are as they read. By discussing eye movements and miscue analysis (EMMA), we can reflect on a theory of reading that explains the many cues that readers use to make meaning. We will conclude with teaching and learning implications based on their own as well as other EMMA research.

D.04 Story as Identity: What Stories Do Our Reading Conferences Tell About Our Students?
Participants: Charlotte Butler, Aurora Public Schools; Dorothy Barnhouse, Independent Literacy Consultant
Format: Panel (75 minutes)
Audience Interest: Elementary, Middle School, High School
Annotation: This session will look closely at reading conferences and the role they play in helping - or hindering -- students as they build identities as readers and learners. The presenters will unpack traditional conferring moves and offer alternatives - including Retrospective Miscue Analysis -- that allow students to be active meaning makers.

D.05 Kid Watching: An Effective Assessment Tool for Language Classrooms
Participants: Chinatsu Sazawa, Drake University; Jeonghee Choi, Arkansas State University
Format: Panel (75 minutes)
Audience Interest: New Teachers, Post Secondary/Teacher Ed
Annotation: Kid watching is a continuous, systematic observation to observe students’ language development and improve classroom instruction. This session will focus on kid watching practices utilized in a college level world language classroom. The process and impact of kid watching will be discussed in details.

D.06 Multimodal Meaning Making
Participant: Diana Porter, Eastern Kentucky University
Format: Workshop (75 minutes)
Audience Interest: Middle School, Post Secondary/Teacher Ed
Annotation: Centers created by students in LIB 401 – Adolescent Literature and Resources – will be shared and actively experienced. Within these centers, multiple text forms and multimedia technologies provide the foundation for engaging tasks designed to deeply explore various middle grade content area topics, entice multiple intelligences, and build community among learners.

D.07 Conversations with the Editors of Talking Points
Participant: Sally Brown, Georgia Southern University
Format: Panel (75 minutes)
Audience Interest: Elementary, Early Childhood, Administrators, Middle School, Parents, New Teachers, High School, Media Specialist, Curriculum Specialist, Post Secondary/Teacher Ed, Librarians
Annotation: This session will recruit teachers, media specialists, teacher educators, and other support personnel to become actively engaged with WLU by submitting a paper or article for publication in Talking Points. We will offer brainstorming, drafting, and editing support to participants who attend this session. This session provides an opportunity to publically acknowledge the important role of whole language in the teaching of literacy and to celebrate the projects, activities, concepts, and ideas that highlight the successes of a whole language approach.

Friday, July 18: 5:30 p.m. – 7:00 p.m.
Weather Permitting, the refreshments and live entertainment will be held on the patio outside.