

SESSIONS for CATE 2019 (subject to change and editing)

A-01

CeESS Paragraphs: Incorporating Claims, Evidence and Support in Student Writing

Amy Goldman, Teacher/Department Chair, River City High School, West Sacramento

Room: Sequoia A

Appropriate for Grade Level: Pre-K to Grade 3

Strand(s): RWSL-CCSS

After attending CATE a few years ago, I developed a new model for a better body paragraph I call CeESS (Claims, Evidence, Support, Significance). By using terms like “claim” and “evidence,” students construct body paragraphs that require evidence and explication of support. Participants will learn how to implement CeESS in their classrooms, but will also have access to my rubrics, samples and sentence starters developed by myself and my co-workers. This strategy works at all levels and all content areas.

A-02

Ramping Up Revision: Teaching Targeted Peer Review

Troy Hicks, Professor, Central Michigan University, Mt. Pleasant, MI

Room: Sequoia B

Appropriate for Grade Level: 6-12

Strand(s): Multimodal ELA

Attendees will discuss research-based strategies for successful peer review and revision and explore how digital tools can facilitate this process for students. Participants will explore different tools and teaching practices—including Google Docs, Draftback, Voxer, and Writable—that can help provide the ongoing, formative feedback needed for student growth.

A-03

Media and Information Literacy Toolkit at the California Department of Education

Jennifer Howerter, Consultant, California Department of Education, Sacramento

Room: Cypress A

Appropriate for Grade Level: All

Strand(s): Multimodal ELA

It is more important than ever for our students and educators to be media and information literate. Join us and learn about the recent efforts at the California Department of Education (CDE) to support media and information literacy and the newly passed requirements of Senate Bill 830. Come prepared to share your ideas and lessons that integrate the Model School Library Standards and other content areas – your contributions will help the CDE build out a free, online toolkit that will help educators, students, and parents in California and beyond!

A-04

Is Self-Knowledge a Human Right? Let Rumi’s Poems Bring a Revolution to Your Room

John Creger, Teacher Consultant, American High School, Fremont

Room: Cypress B

Appropriate for Grade Level: 9-College

Strand(s): No Strand

Scholar Yong Zhao says the only way we can compete with smart machines is to become more fully human. And yet we continue to let an unfulfilling curriculum abuse our students’ humanity. Certain poems from Rumi in this session invite us to guide our students to deeper, richer humanity. Others inspire us to reconsider our ideas about learning, redesign our courses, and enlist our classrooms in the revolution for fuller humanity in education. Join us!

A-05

Which Comes First, Reading or Writing? Balancing Literacy Instruction in the Secondary ELA Classroom

Tim Dewar, Teacher, University of California, Santa Barbara

Room: Cypress C

Appropriate for Grade Level: 6-12

Strand(s): RWSL-CCSS, New Teacher

In this session a group of new secondary English teachers will share how they've responded to the competing demands of teaching reading and writing. Framing both as meaning-making activities, we will share complementary (and complimentary) classroom activities adaptable to a variety of texts and grade levels.

A-07

Using Podcasts to Empower Students as Storytelling Agents of Change

Tina Ehsanipour, Teacher/Instructional Coach, Eastside College Prep/Stanford University, East Palo Alto

Room: Regency B

Appropriate for Grade Level: 9-12

Strand(s): Multimodal ELA

Research shows us that students are more motivated to write and revise when they share their work with “real world” audiences that go beyond the teacher. This interactive session invites participants to learn how to design a podcasting unit that teaches students writing and revision skills while supporting them in telling valuable stories about themselves and those close to them. We share the basics of podcasting in a Storycorps model, which requires students to develop their own definitions of what's worth telling, as well as skills in interviewing, writing with concrete imagery, recording, editing, and producing. We hope that such units bridge the classroom and the community while empowering students as storytelling agents of change.

A-08

Creating Community through Collaborative Discussions

Jenn Wolfe, Assistant Professor, California State University, Northridge

Room: Regency C

Appropriate for Grade Level: 6-12

Strand(s): Interdisciplinary/Interactive, Oral Performance

“Communication leads to community, that is, to understanding, intimacy, and mutual valuing” (Rollo May). This interactive session will take participants through scaffolding strategies that can be used to support interactive and academic discussions that help to foster community in the classroom while building critical thinking skills and developing both written and oral communication.

A-09

The Role of Rhetoric: What Are The Aims of Argument, And How Do We Use Our Voices To Create Community?

Kara Crawford, Teacher, The Bishop's School, La Jolla

Room: Bayside

Appropriate for Grade Level: 6-12

Strand(s): Oral Performance

Rhetoric, language that evokes and provokes, creates a foundation upon which to establish an effective voice in a community. This session encourages the use of literary texts and reflective essays to examine how we seek truth, agreement, action, and consensus. The unit integrates lesson materials from the Anti-Defamation League about the escalation of hate, and then explores the rhetorical practices we employ to establish humane, just communities. Lessons prompt students not only to recognize their own opinions for the purpose of debate, but to assume attitudes of inquiry and negotiation; they should not only to perceive the elements of hate but see how to create language that lifts up others.

A-10

Claim Comes Last: Using Research as a Process for Writing About Literature

David Clarke, Teacher, Department Chair, Monta Vista High School, Cupertino

Room: Harbor A

Appropriate for Grade Level: 9-College

Strand(s): No Strand

This session will offer an alternative to — in fact, a reversal of — the traditional claim/evidence/reasoning model students are taught as a process for analyzing and writing about literature. Participants will come away with an effective, flexible, classroom-tested strategy — presented through both theory and a variety of actual lessons — that guides students to think and write about literature in a more open, exploratory form, producing a broader and more nuanced understanding of

a text.

A-11

Unlocking Student Motivation for Underrepresented Students through Classroom Culture

Carissa Duran, Teacher on Special Assignment (ELD/Literacy/EdTech/Testing), Del Lago Academy, Campus of Applied Science, Escondido

Room: Harbor B

Appropriate for Grade Level: 9-12

Strand(s): Bridging the Achievement Gap

We've all heard the saying "knowledge is power" and at one point this mantra was used to motivate students. While student motivation remains an intractable puzzle, this mantra may not have been too far off: Psychologist Max Weber argued that society is divided based on power, status, and wealth. In this session we will discuss how his theory can be used to unlock the motivation of historically marginalized student groups by appealing to their low- and high-level needs through small shifts in classroom culture.

A-13

Poetry as Archaeology: Excavating Our Common Humanity

Kathleen Moore, Director of Educational Services/ City of San Ramon Poet Laureate, San Ramon Valley Unified School District, Danville

Room: Sandpebble B

Appropriate for Grade Level: 6-12

Strand(s): Equity Education

This session will focus on deepening students' understanding of our place in the world through poetry. Participants will dive into identity poems as mentor texts, explore new ways to integrate poetry into the curriculum, and craft original poems of their own. Our focus will be on answering the question: "How does the study of identity poetry support equity, social justice and our shared humanity?"

A-14

From Many One: Teaching English in the Culturally Inclusive Classroom

Ami Szerencse, Teacher, Schurr High School, Montebello

Glenda Funk, Teacher, Highland High School, Pocatello, ID

Room: Regency A

Appropriate for Grade Level: 9-12

Strand(s): Equity Education

As our classrooms become more diverse, teachers are tasked with offering space for many voices in the texts and lessons we teach. We are challenged to reflect on the embedded cultural norms in our classrooms and schools. What cultural and ethnic assumptions are ingrained in our pedagogy? How do we respond to the myriad cultures our students represent? How do we empower our students to see and use literature as windows, mirrors, and sliding glass doors? Participants will engage in activities designed for immediate use in their classrooms, including empowering student voice through personal narratives for use in their college applications, and strategies for using more inclusive language among students and teachers.

A-15

Walk it Like I Talk it: Taking a Social Justice Stance as a Novice Educator

Rubén González, Teacher, Florin High School, Sacramento

Room: Sandpebble D

Appropriate for Grade Level: 6-12

Strand(s): New Teacher Advocate for All

Participants will learn key principles and strategies to employ when working toward social justice as a novice educator. Examples will be provided of how to work toward social justice--individually and in solidarity with students; at the classroom, school-site, and district-wide levels—along with potential pitfalls and obstacles to avoid. This interactive session will help participants identify their own teacher disposition, and begin to work toward a social justice paradigm.

A-16

Reading, Writing, Fewer Referrals and Happier Teachers!

Trish Keiller, Educational Consultant, Redondo Beach

Room: Sandpebble E

Appropriate for Grade Level: All

Strand(s): New Teacher

Teachers spend an average of 5-9 hours per week warning, correcting, and referring problem behaviors. Beyond the impact on academics, this loss of teaching and learning time creates stress and frustration that can overwhelm the learning environment. In this session, participants will deepen their understanding of the nervous system in relationship to how they manage their classrooms; and they'll learn two tools proven to improve scores, decrease referrals and increase joy!

B-01

Exploring Mentor Texts to Teach Students How to Create Hideous and Horrible Villains.

Jennifer Woolf, Founder, The Children's Creative Writing Institute, Encino

Room: Sequoia A

Appropriate for Grade Level: All

Strand(s): Elementary

This session will show participants how to use Roald Dahl mentor texts to break down the elements of a truly horrible villain. We will look at how Dahl uses figurative language, descriptive language, and action to create vivid characters. Participants will learn both how to scaffold and differentiate this lesson on character creation.

B-02

Transforming Classroom Reading Culture through Teaming, Self-Pacing and Authentic Reading Experiences

Michael Schooler, Teacher, Carondelet High School, Concord

Room: Sequoia B

Appropriate for Grade Level: 9-12

Strand(s): RWSL-CCSS

This session will provide participants with classroom-tested strategies designed to combat fake-reading in high school English classes. By restructuring the classroom culture to emphasize student agency and interdependence, teachers can help students feel validated and empowered to have their own authentic experiences with texts. And best of all, they read more! Participants will be given tools to increase student engagement, implement learning teams, and differentiate instruction to meet varied skill levels.

B-03

Exploring Multiple Perspectives with American Art

Phoebe Hillemann, Museum Educator, Smithsonian American Art Museum, Washington, DC

Room: Cypress A

Appropriate for Grade Level: 6-12

Strand(s): RWSL-CCSS

As we prepare students to be citizens in an increasingly connected global society, the ability to engage thoughtfully with diverse perspectives is an invaluable skill. In this session, participants will experience concrete strategies for using visual art to bring multiple perspectives into the English classroom, navigating complexity, building empathy, and exercising critical thinking. Participants will preview Smithsonian digital resources available to educators.

B-04

Acquire This: Second Language Acquisition Strategies that are Actually Fun to Teach!

Jennifer Naumann, Teacher, Waite Middle School, Norwalk

Robert DeFrance, Professor of English, Long Beach City College, Long Beach

Room: Cypress B

Appropriate for Grade Level: 6-12

Strand(s): English Learner 2/4-Year College

This session will demonstrate fun strategies to teach second language acquisition. Participants will learn strategies to help all learners be better writers, readers, thinkers, and communicators. This session is great for all those who teach English language learners, but not for those who teach ELLs exclusively. Participants are encouraged to try out some of the strategies during the session.

B-05

Moving to Proficiency: Teacher and Student Rubric and Feedback Use for Higher Levels of Learning

Josh Kunnath, English Teacher and Department Chair, Highland High School, Bakersfield

Mindy Montanio, District ELA Teacher on Special Assignment, Kern High School District, Bakersfield

Room: Cypress C

Appropriate for Grade Level: 6-12

Strand(s): Bridging the Achievement Gap

This session will show participants how to use rubrics and feedback to improve student learning. Emphasis will be made on guiding student peer and self assessment to empower students to play an active role in their learning process.

B-06

Collaborative Essays - Writing in the 21st Century

Monica Craggs, Teacher and Department Chair, Pioneer High School, Woodland

Room: Regency A

Appropriate for Grade Level: 9-12

Strand(s): Interdisciplinary/Interactive Multimodal ELA

This session will present participants with an alternative to the traditional essay assignment. Participants will learn how to structure, monitor, and evaluate a collaboratively written essay, a rigorous assignment where students not only demonstrate the CCSS-based writing skills, but learn 21st century skills of collaboration and communication. While we will focus on the high school English classroom, this approach can be applied in middle school and college as well as in other disciplines.

B-07

A Crash Course in Teaching Media Literacy

Douglas Forster, Associate Professor, Japan Women's University, Tokyo, Japan

Room: Regency B

Appropriate for Grade Level: 9-College

Strand(s): Multimodal ELA

Media is an integral part of our students' lives, but how much do they really understand it? To help students better understand media and its impact on their lives, the presenter will explain effective ways of teaching different aspects of media, such as advertisements, social media, the Internet, news sources, television and movies, books and magazines, freedom of expression, and cybercrime. Student project examples will be shared and explained.

Douglas Forster has been teaching English as a foreign language and media literacy in Japan since 1990. He is an Associate Professor in the Department of English at Japan Women's University in Tokyo where he has taught since 1997.

B-08

Literacy and the Law: Mock Trials to Meet the Common Core

Dr. Fran Chadwick, Associate Professor, California State University San Marcos

Dr. Laurie Stowell, Professor, ELA Methods, Director, San Marcos Writing Project, California State University San Marcos

Room: Regency C

Appropriate for Grade Level: All

Strand(s): Interdisciplinary/Interactive Oral Performance

This session will introduce participants to interdisciplinary, project-based units of study blending skills in reading, speaking and listening, visual and performing arts and civic education. Participants will engage in mock trials and experience the

highly motivating power of authentic scenarios in order to elicit deeper thinking through both oral and written arguments...in court!. Complete units of study that can be modified to meet all grade levels are available to participants: handouts, power points, and primary sources.

B-09

Now You're Talkin': Amplifying Student Voices With an Open Mic Series

Lori Davis, Teacher, Xavier College Preparatory High School, Palm Desert

Room: Bayside

Appropriate for Grade Level: 6-12

Strand(s): Oral Performance

Most school days, how and when students share their opinions is decided for them. This session will provide participants with a practical blueprint for working side-by-side with students to create an open-hearted, vibrant space for self-expression. Presenters will show how to sponsor events featuring poetry, spoken word, and music that can have a lasting influence on the culture of a campus.

B-10

Water Access as a Human Right: A Case Study and Framework for Teaching

Rebecca Mitsuse, Teacher, Thomas Starr King Middle School Environmental STEAM Magnet, Los Angeles

Kimberly Jones, Teacher, sixth-grade science, Thomas Starr King Middle School Environmental STEAM Magnet, Los Angeles

Room: Harbor A

Appropriate for Grade Level: 6-12

Strand(s): Interdisciplinary/Interactive Advocacy for All

This session will present an interdisciplinary unit that focuses on access to clean water as a human right. Participants will learn how to use informational texts to build student knowledge and how to use stories to share different human perspectives, motivating students to take action. The session will also introduce participants to a sustainability framework that can be used to develop a literacy program, incorporating environmental justice and human rights concepts into the core curriculum. Participants will be shown how the framework was used to create a water unit and how they can use the framework to guide their practice.

B-11

Introducing ERWC 3.0 - Exciting Possibilities, Surprising New Directions

Nancy Brynelson, Co-Director, Center for the Advancement of Reading & Writing, California State University, Sacramento

Jennifer Fletcher, Professor, California State University, Monterey Bay

Room: Harbor B

Appropriate for Grade Level: 9-12

Strand(s): ERWC

The third edition of the nationally recognized Expository Reading and Writing Curriculum (ERWC) expands the course to grades 11 and 12 and includes a range of literary and informational texts. More than 70 new modules provide many exciting options for writing, speaking, performing, and multimedia assignments as well as approaches for English language development and Universal Design for Learning. Attend this session to learn about ERWC's record of success and how to bring it to your school for 2019-20.

B-12

Getting Past Chaos: Using Interactive Lit Circles to Energize Reading and Make the Teacher's Job Easier Too

Julia Franks, Author, Founder of Loose Canon, Atlanta

Room: Sandpebble A

Appropriate for Grade Level: 6-12

Strand(s): Interdisciplinary/Interactive

You've seen the research. You also have a gut-belief that the way to save reading in our culture is to incorporate more book choice into class. But the logistics of lit circles and independent reading can be so crazy! The answer? Iteration.

Research on inquiry-based learning and personalized learning emphasizes iteration, and choice-based reading is no exception. Set up your reading workshop to capture other students' enthusiasm (which is gold) and to pump that energy back into the classroom. Offer the best titles again, and use student book reviews to create the momentum for the next round of lit circles or independent reading.

B-13

Visual Literacy: Multimodal Analysis in the Classroom

Al Schleicher, Teacher / University Instructor, San Diego State University, San Diego

Room: Sandpebble B

Appropriate for Grade Level: 6-12

Strand(s): RWSL-CCSS, Multimodal ELA

To increase visual analysis in the classroom, this session will focus on two strategies that are used as warm-ups, stand alone lessons, and jumpstarts into writing. Participants will learn See-Mean-Matter and O.P.T.I.C. strategies, and brainstorm ways to adapt strategies and graphic organizers to their content-area classrooms. These strategies can be differentiated for all content areas and at all grade levels.

B-14

Promoting Visual Literacy Through Audits of Self and School

Jill Dash, Teacher and Assistant Department Chair, Viewpoint School, Calabasas

Room: Sandpebble C

Appropriate for Grade Level: 6-12

Strand(s): Equity Education Multimodal ELA

This workshop will provide teachers with a framework for guiding reflection among students. Participants will practice the process of auditing oneself and one's school, using Meg Medina's short story "Sol, Inc." as an inspiration text. Participants will receive lesson plans and assessment materials for this activity. This session can be used in an ELA classroom, advisory, or anywhere that identity and/or self-reflection work is done.

B-15

Write More, Grade Less: The Pipeline System of Essay Scoring

Jake Stanford, Teacher, Palm Springs High School, Palm Springs

Room: Sandpebble D

Appropriate for Grade Level: 6-12

Strand(s): New Teacher

Are you frustrated that students need more practice writing than you have time to grade? This system will show you how to manage the paper load: teach the students how to properly score one another's essays holistically. It's a management tool, not a writing curriculum. Change your role from red pen "correcter" to score verifier and discussion facilitator. Make this system your own, and be a more effective English teacher for your students. Updated with materials ready to go, and ideas for technology. This is for anyone teaching Advanced Placement upperclassmen on down to middle school beginners. Let's do this!

B-16

Writing the Revolution

Tyson Amir, Author and Educator, Black Literary Collective, Oakland

Room: Sandpebble E

Appropriate for Grade Level: All

Strand(s): Advocacy for All

In this session facilitated by the author of the book *Black Boy Poems* and its accompanying curriculum, participants will analyze the text, its themes, philosophies and methodology of structure and delivery; and how it relates to our more socially and culturally diverse learning environments. The session will present a mixture of authentic hip hop pedagogy formed in a social and political context, that prioritizes community voices and experiences that are too often systematically ignored in "standardized" curricula. *Black Boy Poems* and its curriculum can help participants to develop learning communities informed by social justice principles, critical analysis, and alternative learning modalities.

C-01

Our Kids and Teachers are Stressed Out! Bringing Yoga and Mindfulness to Our Classrooms

Trish Keiller, Educational Consultant, Redondo Beach

Room: Sequoia A

Appropriate for Grade Level: All

Strand(s): No Strand

Too much to do? Too little time? At a moment in education where there is less time to do more, it's no wonder the thought of slowing down feels overwhelming and adding 'one more thing' seems impossible. Yet, the research is clear. Mindfulness and yoga practices equip us with tools to shift the way we do everything else. In this session, participants will learn practices that can be implemented in 3-5 minutes, even in crowded classrooms. They'll experience how slowing down increases learning-ready behavior, calms and focuses students' minds, and decreases everyone's stress.

C-03

Students Creating Comics to Engage in Inquiry and Social Critique

David Low, Professor of Literacy Education, Fresno State University, Fresno

Room: Cypress A

Appropriate for Grade Level: K-8

Strand(s): Equity Education

This session will appeal to members of the education community who critically engage their students in work with new literacies and popular media, and who are interested in further theorizing the roles of culture and identity in multimodal meaning-making. The session will explore the dynamic multimodal reading and writing practices of several 5th grade members of an afterschool comics club. Whether creating comics to critique the criminalization of men or color in their neighborhood or to comment on US border policy, students often used the popular medium to engage in critical inquiry and enact activist identities.

C-04

Discover Your "But": Help Writers of All Levels Develop More Depth and Complexity in Their Writing

Lisa Torina, Teacher, Cabrillo High School, Lompoc

Room: Cypress B

Appropriate for Grade Level: 9-College

Strand(s): RWSL-CCSS

This lively session will introduce participants to a single practical strategy that can bring every student's writing to a higher level. It is a strategy that writers of all levels can apply to any kind of writing to deepen complexity, pique both the writer's and the reader's interest in the subject, and consequently increase the audience appeal (Teachers, clap your hands!) of students' writing.

C-05

Floating on a Sea of Talk

Jacqueline Guy, Coordinator of English Language Arts, Irvine Unified School District, Irvine

Heather Phillips, Director of Literacy, Irvine Unified School District, Irvine

Room: Cypress C

Appropriate for Grade Level: K-5

Strand(s): Oral Performance

Classrooms have evolved from being quiet and compliant environments to collaborative and interactive places of learning. "Reading," as James Britton famously said, "floats on a sea of talk." This session will cover speaking and listening strategies as well as routines to use on a daily basis across all content areas. Research has shown the direct connection between language skills and literacy development, as talk is the foundation of literacy. Empower your students to move beyond compliance and engage in collaborative conversations!

C-06

Writing for Publication: Let Your Voice Be Heard!

Carol Jago, Associate Director, California Reading and Literature Project, UCLA, Oak Park

Room: Regency A

Appropriate for Grade Level: All

Strand(s): No Strand

The editor of *California English* offers a powerful rationale for classroom teachers to write about their practice. Carol Jago will also provide practical advice for finding venues for your writing as well as suggestions for making your writing attractive to editors and publishers. She will also be seeking ideas from participants for ways to improve the CATE journal, *California English*.

C-07

Demystifying the Writing Process by Attending to Purpose

Maria Rankin-Brown, Department Chair/English Professor, Pacific Union College, Angwin

Georgina Hill, Director of Honors/English Professor, Pacific Union College, Angwin

Room: Regency B

Appropriate for Grade Level: 9-College

Strand(s): RWSL-CCSS, 2/4-Year College

Students are often presented with a model of writing that is a final polished draft, sometimes leaving them confused about what takes place between inspiration and a final draft. Empowering students to attend to and value each step of the writing process is important to their understanding of how text is created. This session will show how to effectively focus on the purpose of each step in the process (including one-on-one conferencing and peer editing) to help students to better understand how to improve their writing.

C-08

Graphic Novels: Incorporating Multimodal Reading in the High School Classroom

Amanda Gardner, Doctoral Candidate, Baylor University, Waco, TX

Room: Regency C

Appropriate for Grade Level: 6-12

Strand(s): Interdisciplinary/Interactive

This is a hands-on session that looks at two successful group strategies for teaching analysis of graphic novels to secondary students. Attendees will leave with a core graphic novel lexicon, a list of resources, and a solid argument for graphic novel inclusion across disciplines.

C-09

Extemporaneous Speaking: Informational Text for the Expository Voice

Al Schleicher, Teacher / University Instructor, San Diego State University, San Diego

Room: Bayside

Appropriate for Grade Level: 9-12

Strand(s): Oral Performance

This session will show participants how to teach extemporaneous speaking and writing. As an individual event for the California High School Speech Association, extemporaneous speech participants will use magazine articles and essential questions to frame teaching strategies for speaking in the classroom.

C-11

The Exploration of Mental Schemas and Their Effect on Racial Literacy

Hilary Orr, Teacher, Notre Dame, San Jose

Charlotte Carlson, Teacher, Notre Dame, San Jose

Room: Harbor B

Appropriate for Grade Level: 9-12

Strand(s): Equity Education Interdisciplinary/Interactive

This session will invite participants to examine how their past experiences and resulting reactions affect their current behavior. Through scaffolded materials, from children's stories to Frederick Douglass's slave narratives, participants will

learn how to recognize the subtle and far-reaching effects of their own biases and those of authors. The strategies explored can be used across many content areas and at the high school level.

C-12

Reimagining Literacy with World Class Podcasts: Why and How

Marielle Palombo, Director of Curriculum, Listenwise, Boston

Room: Harbor A

Appropriate for Grade Level: 6-12

Strand(s): Multimodal ELA

There is untapped value in teaching with podcasts in the classroom. This session will show teachers how to use audio storytelling to gain skills and knowledge that align to their curriculum in an engaging and fun way and empower student agency. We will explore how podcasts and public radio are the perfect vehicles to strengthen all students' listening, speaking and writing skills, and build academic language for ELs. Audio is a great medium to support all learners with rigorous content. Teachers will learn how to use NPR public radio stories as digestible lessons for their students.

C-13

Unlocking Student Voice with Integrated Multimedia Projects

Erin Earnshaw, Teacher, Camino Elementary, Camino

Room: Sandpebble B

Appropriate for Grade Level: 6-12

Strand(s): Interdisciplinary/Interactive Multimodal ELA

This session will provide participants with media project ideas that invite student creativity, courage, and passion. When students communicate through media, they get to think in words, pictures, and sounds that engage and welcome even reluctant writers, in ways that provide access to all learners. Media projects can connect students with sharing platforms that writing on its own cannot. The logistics of media production will also be addressed.

C-14

Write to Power: The Craft, Curation, and Communication of Creative Non-Fiction Writing

Michelle Sadrena Pledger, Co-Director, Share Your Learning, San Diego

Room: Sequoia B

Appropriate for Grade Level: 9-12

Strand(s): Oral Performance

Some of the greatest self reflection and life learning occurs when students create and communicate non-fiction writing that stems from their lived experiences. Often times students produce brilliant writing pieces for an audience of one (the teacher) or simply share with their classmates. However, when students have a chance to share their learning with public audiences beyond the classroom, student motivation, engagement, and quality of work increase! Imagine how empowered students would feel (and how much their writing would improve) if they saw themselves as professional authors, with a meaningful message and an authentic audience. In this highly interactive workshop, teachers will learn how to craft, curate, and communicate student writing publicly so that student voices have transformative and lasting value!

D-01

Templates, Templates, Templates: Re-imagining Your Own Template for Teaching Literary Texts

Jennifer Fletcher, Professor of English, California State University, Monterey Bay, Seaside

John Edlund, Professor of Rhetoric and Composition, Cal Poly Pomona, Pomona

Room: Sequoia A

Appropriate for Grade Level: 9-College

Strand(s): ERWC

The standard ERWC assignment template was not designed with literary texts in mind. The presenters will discuss changes and adaptations they have made to the standard template when writing literary modules. Participants will discuss their own practices and begin constructing their own ERWC-inspired templates for teaching literary texts. Everyone will

come away with new ideas about learning goals, previewing texts, framing different kinds of readings, close reading techniques, and culminating projects.

D-02

The Six Academic Writing Assignments: What They Are and How to Design Them

Jim Burke, Teacher, Burlingame High School, Burlingame

Room: Sequoia B

Appropriate for Grade Level: 6-12

Strand(s): RWSL-CCSS, New Teacher

Participants in this session will learn about the six academic writing assignments the presenter identifies as part of an extended investigation into academic writing assignments. The session will focus on the six in general, and how to use the Academic Writing Assignment Framework in particular to improve existing or design new writing assignments. Materials will include representative examples of each type of writing assignment.

D-03

Collaborating to Weave Critical Thinking Into the Curriculum

Margot Kinberg, Associate Professor, National University, Carlsbad

Jyothi Bathina, Associate Professor, National University, Fresno

David Rago, Assistant Professor, National University, Henderson, Nevada

Room: Cypress A

Appropriate for Grade Level: 9-12

Strand(s): Interdisciplinary/Interactive

Critical thinking and literacy skills are essential to empowering students, transforming their learning, and giving them voice. Weaving critical thinking skills throughout a grade level or department, rather than a single class, allows for a comprehensive focus on developing those skills. This session explores the process of collaborating to teach critical thinking and literacy skills throughout a high school's English program. Participants will have the opportunity to share their experiences at critical thinking and literacy curriculum development. Then, strategies for creating a cohesive set of classes that focus on critical thinking will be shared.

D-04

Using Growth Mindset to Combat Stereotype Threats Among 11th Grade English Literacy Students

Cynthia Cohen, English Teacher, Millennium High School, Tracy

Room: Cypress B

Appropriate for Grade Level: 9-College

Strand(s): Bridging the Achievement Gap

This session will review the results of an action research study that applied an intervention to underperforming 11th grade literacy students. These 11th grade literacy students, some of whom were males who internalized stereotypes of being poor at reading and writing skills, were given an intervention to teach them incremental theory of personality and growth mindset principles. The results of this action research study will be discussed.

D-05

Planning with Language in Mind

Christopher Lewis, Teacher on Special Assignment, Mountain View High School, El Monte

Room: Cypress C

Appropriate for Grade Level: 6-12

Strand(s): English Learner

This session will focus on the idea of planning with language in mind. To support all students, but specifically English Learners, teachers can build support through discussion models and scaffolded tasks planned with academic language functions in mind. Strategies for bell work, note-taking, and formative assessment will be shared and can be applied in all content areas and grade levels.

D-06

Keeping and Expanding our Best Books: Literary Analysis Writing as a Tool for Equity

Hunter Reardon, English Teacher, Palo Alto Senior High School, Palo Alto

Room: Regency A

Appropriate for Grade Level: 9-College

Strand(s): Equity Education

Participants will learn a model based in close reading for teaching the structural elements of short literary- and rhetorical-analysis essays. Developed over a decade by experienced teachers at two Silicon Valley high schools, the structure's objective and unambiguous structure renders it conducive to teaching the full spectrum of reading and writing skills. Participants will read and discuss a very short story, then the presenters will use the story to take participants on a journey through their model, which works for both high-flying students and those who have struggled. The presenter will distribute reproducible handouts and provide access to a Google Drive folder of resources for use by all participants.

D-07

Purposeful Questioning & Discussion Strategies to Deepen Student Understandings

Lisa Christensen, Language Arts Specialist, Jane Addams Middle School, Lawndale

Sarah Kemen, English Learner Instructional Resource Teacher, Jane Addams Middle School, Lawndale

Sidney Roles, Teacher, Jane Addams Middle School, Lawndale

Amy Heras, Teacher, Jane Addams Middle School, Lawndale

Ali Mulgrew, Teacher, Jane Addams Middle School, Lawndale

Room: Regency B

Appropriate for Grade Level: 6-8

Strand(s): RWSL-CCSS

Academic discussions help students understand, clarify, and challenge knowledge. Learn how to transform your classroom into a buzzing beehive of student engagement as you participate in an interactive inquiry lesson focused on Depths of Knowledge (DOK). Teachers will leave this session with concrete strategies for creating purposeful questions and developing meaningful academic discussions across all content areas.

Lisa Christensen has been an educator for 15 years. She has taught elementary and middle school, both in California and internationally. She currently serves as the Language Arts Specialist at Jane Addams Middle School in Lawndale. She recently completed her Ed.D. in Educational Leadership at the University of Southern California where her dissertation research focused on teacher evaluation policy.

D-08

Wrangling Data to Elevate Student Voice and Academic Performance

Nicole Pfaff, Teacher, Notre Dame High School San Jose, San Jose

Room: Regency C

Appropriate for Grade Level: 6-12

Strand(s): Multimodal ELA

This session will show participants how to use Google Forms to collect and analyze student data for both the teacher and the student. Participants will learn best practices for writing Google Forms to collect pertinent data, such as student-self assessments, student peer assessments, parent information, and student reflections on their writing. Participants will also learn how to use a Google add-on that sends students their responses to the form, so that students can add this information to their digital portfolios and reflect on the data.

D-09

Student Voice, Choice, and Reflections: Using 'Book Talks' to Develop Meta-Cognitive, Academic Conversations

Tamara Rodriguez-Kam, ELA Department Chair, Teacher/AVID Site Coordinator, Buena Park High School, Buena Park

Room: Bayside

Appropriate for Grade Level: 6-12

Strand(s): Oral Performance, RWSL-CCSS

This session will show participants how to utilize individual "book talks" and group "book clubs" as a form of assessment. Participants will engage in a discussion of the goals and objective of these assessments in relation to CCSS argumentation, critical thinking, and listening and speaking standards. Then participants have the opportunity to examine the variety of ways a teacher can structure the book talks and book clubs, guide discussions, and lead students through

an organic and academic conversation in which they assess their own analysis of the text while reflecting on their reading practice. This strategy may be utilized for most levels and text types.

D-10

Crime Solved: Integrating Forensic Investigation into Your English Classroom

Jill Rossetti, Teacher, Center for Advanced Research and Technology, Clovis

Erin Andrade, Teacher, Center for Advanced Research and Technology, Clovis

Room: Harbor A

Appropriate for Grade Level: 6-12

Strand(s): s Interdisciplinary/Interactive

Engage even the most reluctant students in observational, technical, and creative writing. Tap into their natural curiosity and problem-solving skills through the hook of forensics.

Jill Rossetti has over 20 years of experience as a high school honors English teacher, has taught 9-12th, and has practiced knowledge in the areas of linked-learning/integrated instruction, team-teaching, project-based learning, and career-centered curriculum.

D-11

Teaching *The Great Gatsby* in 2019: How to Love Gatsby

Amy Goldman, Teacher and Department Chair, River City High School, West Sacramento

Room: Harbor B

Appropriate for Grade Level: 9-12

Strand(s): RWSL-CCSS

With the post-9/11 world, Trump America, Black Lives Matter and #metoo, how do we bring *The Great Gatsby* alive for modern, reluctant readers? Most teachers (and their students) hate Fitzgerald's Jazz Age masterpiece. I once hated it too. But now I love Gatsby and so do my students. In this session, I will share my lessons for *Gatsby* that work in either advanced classes and in remedial classes. I will share from my Facebook group, Teaching *The Great Gatsby* and show you how to make *Gatsby* and Fitzgerald great again.

D-12

Using Actively Learn to Bridge the Achievement Gap

Tina Jacobs, Teacher, Atwater High School, Atwater

Room: Sandpebble A

Appropriate for Grade Level: All

Strand(s): Bridging the Achievement Gap

This session will show participants how to use the learning platform, Actively Learn, to differentiate texts for all students. Participants will learn how to add lessons, customize questions and notes, and scaffold for individual students while allowing all students to access complex texts.

D-13

Using Chaucer (Yes, Chaucer!) to Teach Social Justice and Gender Equality

Kim Zarins, Professor and Author, California State University, Sacramento

Room: Sandpebble B

Appropriate for Grade Level: 9-College

Strand(s): No Strand

Don't be fooled by 14th-century Geoffrey Chaucer's quaint spelling--his *Canterbury Tales* is dynamite subject matter for discussing rape culture, misogyny, and many other heavy-hitting themes in the classroom. We will look at the presenter's young adult novel and Chaucer retelling, *Sometimes We Tell the Truth*, so that the modern setting and language can bring these themes to the surface. Participants will learn how to help students bridge some of our oldest literary texts with current events--like pairing "The Wife of Bath's Tale" with the recent Kavanaugh hearing--with a goal of empowering high school and college-age readers to challenge the status quo. Includes sample assignments. Desk copies of the young adult novel will be available for interested participants. Get your Chaucer social justice game on!

D-15

Avoiding the Trap of Fake News!

Laura Quiroz, District Academic Coach, Secondary ELA, Madera Unified School District, Madera

Room: Sandpebble D

Appropriate for Grade Level: 6-12

Strand(s): No Strand

Explore multiple resources that enable students to think critically about information in the world around them, and be responsible consumers of information.

D-16

Project LIT Community: Igniting Readers, Leaders, and Changemakers

Jessica Lingenfelter, Teacher, Park View Middle School, Yucaipa

Genevieve DeBose, Literacy Coach, Edwin Markham Middle School, Watts

Room: Sandpebble E

Appropriate for Grade Level: 6-12

Strand(s): Equity Education

This session will focus on bringing more culturally relevant YA Lit into the secondary classroom. We will discuss the importance of “flipping the canon” and lifting the voices of marginalized groups with Project LIT Book Club. We will highlight the importance of shifting the culture of reading in your classroom and at your school, how you can empower your students to be reader-leaders, and how you can promote and engage students to use their voice to advocate for causes they feel passionately about.

E-01

Rigorous and Authentic Interdisciplinary Novel Units: Effectively Pairing Literature and Informational Text Standards

Elizabeth James, Author/Teacher, Franklin High School/Rowman & Littlefield Education, Stockton

Bill James, Author/Teacher, Franklin High School/Rowman & Littlefield Publishing, Stockton

Room: Sequoia A

Appropriate for Grade Level: 6-12

Strand(s): RWSL-CCSS, 2/4-Year College

This session will demonstrate strategies for creating meaningful and rigorous interdisciplinary lessons and units, using Twain’s *Huckleberry Finn* and Morrison’s *Beloved* as examples. The session will also demonstrate how research and informational reading can be effectively integrated into a literature-based unit (without sacrificing literary study) and how that reading and research can serve as a basis for approaching difficult or problematic works.

E-02

Whatever Happened to Being Creative? Let’s Move on Beyond the Essay!

Kathleen Rowlands, Professor of Secondary Education, California State University, Northridge

Jenn Wolfe, Assistant Professor, California State University, Northridge

Pamela Holguin-Brown, Kindergarten Teacher, Glenwood Elementary, Sun Valley

Room: Sequoia B

Appropriate for Grade Level: All

Strand(s): RWSL-CCSS

Did we lose “creative writing” with the CCCSS? We don’t have to! Text types are not genres. In this interactive session, we will explore how imaginative genres beyond the essay can be used to teach to the argumentative, expository, and narrative standards.

E-03

Resources for Technology-Enhanced ERWC

Lori Campbell, ELA Department Chair Kern Learn, Kern High School District, Bakersfield

Chris Street, Graduate Program Adviser/ Professor of Secondary Education, California State University, Fullerton

Room: Cypress A

Appropriate for Grade Level: 9-College

Strand(s): ERWC

As ERWC prepares for the new 3.0 edition, the presenters will discuss moving the curriculum to a digital format. Participants will see how applying the Quality Matters rubric in the development of a fully online version of ERWC builds fidelity and authentic educational discussions. In addition, participants will receive hints on how to create a hybrid course in their own classrooms using technology thoughtfully and effectively through Google Classroom. They will also receive a link for the 3.0 revision of Racial Profiling available for LMS systems such as Moodle, Blackboard, and Canvas.

E-04

Do They Have to Like It?: Exploring and Evaluating Literary Texts

Anna Roseboro, Mentor/Author/Past President of CATE, Teaching English Language Arts, Grand Rapids, MI

Room: Cypress B

Appropriate for Grade Level: 6-12

Strand(s): No Strand

Learners of all ages sometimes question the value of reading literature about other cultures. More puzzling to these students is why teachers think certain literature is good, when the students do not. Come explore ways can readers measure the value of a variety of culturally responsive literature and articulate their honest responses to texts in ways that are insightful and respectful.

E-05

Write Five: A Unit Structure that Supports Student Writers

Tracy Sprague, Teacher, West High School, Torrance

Room: Cypress C

Appropriate for Grade Level: 6-12

Strand(s): RWSL-CCSS

Do your students panic when they have to write something at the end of a book study? In this session, we will explore a unit structure I call Write Five, in which students generate five mini-drafts during a book study, leaving them with more writing (and inspiration!) than they need to build a cohesive piece for that unit's final writing. After looking at applications of this approach to works by Rebecca Skloot and John Steinbeck, we will discuss how you can use this structure with books that you teach in the secondary classroom.

E-06

Visual Summaries

Elizabeth Harmelin, Teacher, Le Grand High School, Le Grand

Room: Regency A

Appropriate for Grade Level: 6-12

Strand(s): Multimodal ELA

This session will show participants how to use social media, websites, and good ol' pen and paper to help students create more engaging summaries. Without a base understanding of any story, students cannot begin the critical thinking process. Participants will come away from the session with strategies that can be implemented immediately!

E-07

The Benefits of Online Extensive Reading for English Learners

Douglas Forster, Associate Professor, Japan Women's University, Tokyo, Japan

Room: Regency B

Appropriate for Grade Level: 9-College

Strand(s): English Learner Multimodal ELA

The presenter will show how using an extensive reading website provides students with interesting and stimulating stories, from a wide variety of topics, and how they can be used in the classroom to improve all language skills through activities that keep students motivated and on-task.

E-08

Navigating Difficult Dialogue in the English and History Social Science Classroom

Virginia Reischl, Secondary ELA Curriculum Specialist, Capistrano Unified School District, San Juan Capistrano
Nina Glassen, Secondary History and Social Science Curriculum Specialist, Capistrano Unified School District, San Juan Capistrano

Room: Regency C

Appropriate for Grade Level: 6-12

Strand(s): Interdisciplinary/Interactive, RWSL-CCSS

This interactive session will use the World Cafe protocol to show participants how to engage in a cycle of inquiry that promotes social action. Participants will learn how to create an environment that supports cultural differences by using the California History Social Science Framework, FAIR Education Act, and the California Common Core literacy standards. This strategy can be used in all content areas and at all grade levels.

E-09

We Can Be Academic Authors and Still Be Creative: Leveraging Hip-Hop Culture and Debate to Cultivate Literacies of Access and Liberation in English Language Arts

Jennifer Johnson, Assistant Professor, San Jose State University, San Jose

Room: Bayside

Appropriate for Grade Level: 9-College

Strand(s): Oral Performance

This session will guide educators in supporting students to develop powerful Englishes by leveraging multiple literacies and students' linguistic and cultural assets for self-advocacy and social justice through the use of speech, hip-hop culture, and debate.

E-10

Equity and Access: Supporting English Learners in the Content Classes

Janet Ilko, Teacher/Program Manager, Health Sciences High Middle College, San Diego

Room: Harbor A

Appropriate for Grade Level: 6-12

Strand(s): English Learner

This session will provide participants with a blue print on how to create support scaffolds within content coursework for English Learners in middle and high school settings. Participants will learn how to analyze content lessons through the lens of English learners with the goal of supporting their academic language development. Sample lessons and lesson planning tools will be provided.

E-11

Research Skills: Paper Need Not Apply

Katie McNamara, Teacher Librarian, North High School, Bakersfield

Room: Harbor B

Appropriate for Grade Level: 6-12

Strand(s): Elementary Multimodal ELA

This session removes what teachers and students most dread about research: the paper. We will explore ways to utilizing technology to create fun and engaging products that strengthen research skills. This session will include Booksnaps, Infographics, and video via Flipgrid. Attendees should bring a personal device.

Katie McNamara is a Future Ready Teacher Librarian and Goggle Innovator that loves learning and trying new things to engage, empower, and excite other teachers and students. She serves on her local CATE board as well as presents and organizes local and global events.

E-12

Literate Identity: Empowering Student Voice through Personal Narrative

Jyothi Bathina, Lead Faculty Teacher Education Department, National University, Fresno

Room: Sandpebble A

Appropriate for Grade Level: All

Strand(s): Bridging the Achievement Gap

This session will demonstrate effective ways of building engagement, comprehension, and critical thinking among disengaged student populations. Participants will learn how to use personal narratives, choose curriculum and materials relevant to students, and implement a co-learning, problem-posing approach to draw on students' knowledge and in turn empower students' voices and identities.

Dr. Jyothi Bathina is an Associate Professor of Education at National University. She has worked with hundreds of underprivileged students in school districts across California conducting literacy projects and empowering student voice.

E-13

Navigating Difficult Dialogue in the English and History Social Science Classroom

Jamie Marsh, Assistant Professor of Literacy, California State University, Los Angeles

Nikki Christensen, 8th Grade Humanities Teacher & College and Career Readiness Coach, The Studio School, Los Angeles

Room: Sandpebble B

Appropriate for Grade Level: 6-8

Strand(s): Bridging the Achievement Gap Interdisciplinary/Interactive

This session will show participants the ways in which EL students in an urban eighth-grade Humanities class use reading and writing as means for understanding history. As these students read, write, talk, and self-evaluate within a supportive workshop environment, they revise their thinking, deepen their learning, and raise the level of their work. Participants will learn specific teaching methods and tools that enable all learners, especially English learners, to take ownership of their learning and accelerate their progress.

E-14

Building an Effective Independent Reading & Conferring Practice in the Middle Grades

Christina Nosek, Teacher & Author, Lucille Nixon School & Stenhouse Publishers, Palo Alto

Travis Crowder, Teacher, East Alexander Middle School, Hiddenite, NC

Room: Sandpebble C

Appropriate for Grade Level: K-8

Strand(s): No Strand

In today's standards-based, test-dominated school environment, the critical practice of independent reading has often fallen by the wayside, but we know that, consistent, independent reading practice not only raises achievement, it also can be a joyful time for teachers and students to build bonds, create community, and find meaning together. In this session, you'll learn ways to build an independent reading and conferring practice within the confines of time and the requirements of standards.

E-15

Empowering Student Voice and Agency

Jack Weinstein, Program Advisor, Facing History and Ourselves, Former Teacher, Milpitas USD, Facing History and Ourselves, Oakland

Brian Fong, Program Associate, Facing History and Ourselves, Oakland

Room: Sandpebble D

Appropriate for Grade Level: 6-12

Strand(s): No Strand

This session will demonstrate teaching strategies to maximize students' interactions and voices in the study of fiction, memoir, and non-fiction literature. Examples and materials will be drawn from specific works: *To Kill a Mockingbird*, *Night*, and *The 57 Bus*.

E-16

Teaching and Learning in an Inclusive Classroom

Jennifer Escobar, Assistant Professor, English, Moreno Valley College, Moreno Valley

Deanna Hernandez, Assistant Professor, English, Chaffey College, Fontana

Valarie Zapata, Associate Professor of English and Puente Co-Coordinator, Moreno Valley College, Moreno Valley
Room: Sandpebble E
Appropriate for Grade Level: 9-College
Strand(s): Equity Education

Come and learn with three community college instructors who will share culturally sustaining activities and classroom materials that can support students of color and LGBTQ+ students. These practices work in high school as well. The focus will be on building collaborative classroom activities, implementing inclusive curricula, developing equitable grading practices, and writing beyond the classroom walls.

F-01

Teaching Satire using RIPE

Tina Jacobs, Teacher, Atwater High School, Atwater
Room: Sequoia A
Appropriate for Grade Level: 9-12
Strand(s): RWSL-CCSS

This session will show participants how to teach academic vocabulary to students so that they may be able to identify and discuss satire. This strategy will help students be able to understand, analyze, write about and create satire.

F-02

Unpacking the Nuances of the Rhetorical Precis

Frank Mata, Teacher, Eleanor Roosevelt High School, Eastvale
Room: Sequoia B
Appropriate for Grade Level: 9-College
Strand(s): RWSL-CCSS

In this session, the presenter will showcase a compartmentalized approach for students to more accurately organize their analysis. Through the precis template, a tool commonly used to help students analytically respond to a reading, the presenter will outline the differences between authors' rhetorical strategies versus devices and show how students can compose their own interpretations of a rhetorical strategies' achievement and/or effect upon intended audiences. Participants may adopt this approach to help demystify some of the nuances and complexities associated with rhetorical analysis summaries.

F-04

So You Are A Member of CATE...NOW WHAT?

Joan Williams, Retired Teacher, Arcata High School, Arcata
Gina Vattuone, Teacher, Bonita Vista High School, Bonita
Carol Battle, California State University, San Marcos
Julie Paulsen, Teacher, Our Lady of Perpetual Help, Bakersfield
Kim Flachmann, California State University, Bakersfield
Kathy Nichols, Teacher, Pleasanton Middle School, Pleasanton
Carol Surabian, Retired Teacher, Washington Intermediate, Dinuba
Room: Cypress B
Appropriate for Grade Level: All
Strand(s): New Teacher

Come learn what CATE membership can do for you. The CATE Board Membership Committee will share how you can become more involved at the local level. We invite you to participate in an interactive session to discuss how, through CATE membership, we can all work together to serve K-16 educators better.

F-05

Altering Perspectives: Teaching Altered Books in the English Classroom

Ann Miller, Teacher, Grant Union High School, Sacramento
Room: Cypress C

Appropriate for Grade Level: All

Strand(s): No Strand

This session will explore how participants can have students create altered books by integrating art and writing in the English classroom. Participants will learn about materials, skills, and methods for teaching altered books. Participants are highly encouraged to bring a thin hardbound non-shiny page book to practice. Participants will also explore arts integration mixed with poetry writing. This strategy can be used in all content areas and grade levels.

F-06

Cinematic Virtual Reality (CVR) in the High School English Classroom - Lessons Learned from “How Do We Love Thee?”

Amanda Gardner, Doctoral Candidate, Baylor University, Waco, TX

Room: Regency A

Appropriate for Grade Level: 9-College

Strand(s): Multimodal ELA

“How Do We Love Thee?” is a cinematic virtual reality (CVR) short on Elizabeth Barrett Browning created by the presenter, a former high school English teacher, with high school students in mind. Teachers will leave this session with knowledge on the new medium’s potential impact on education, with strategies for its analysis in the classroom, and with suggestions on how to harness its potential for their classroom.

F-07

Empathy Interviews: A Tool for Tapping Into the Experiences of Our Students

Rachel Watson, Teacher and Instructional Coach, McKinleyville High School, McKinleyville

Room: Regency B

Appropriate for Grade Level: 6-12

Strand(s): Interdisciplinary/Interactive

This session will begin by sharing examples of the ways teachers in our local schools have used Empathy Interviews. This is a tool that can be used by teachers, students and administrators to help understand the educational experiences of our students. Empathetic understanding helps build stronger relationships and also provides teachers with meaningful feedback about how they can modify their practices to meet the needs of their students.

F-08

Discovery through Creativity: The Transformative Power of Writing

Matthew Brown, Associate Professor, The Master’s University, Santa Clarita

Room: Regency C

Appropriate for Grade Level: 6-12

Strand(s): RWSL-CCSS

Writing is an act of creation, of making. Used correctly, it is a powerful tool that has the capacity to make learning relevant and meaningful. This interactive session will provide participants with instructional strategies and engaging writing activities that will empower students to share their thinking.

F-10

Digital Worlds Revealed Through Critical Media Studies

Christopher Lewis, Teacher on Special Assignment, Mountain View High School, El Monte

Room: Harbor A

Appropriate for Grade Level: 6-12

Strand(s): ERWC Multimodal ELA

This session will focus on ways that I adapted and added to the the ERWC modules in a unit focused on identity and media studies. By focusing on relevant and interesting texts, I was able to engage students in more complex thinking. Lesson ideas and strategies will be shared regarding the use of social media, music videos, and Disney films as texts for critical analysis.

F-11

Building a Culture of Reading in Your Classroom, Your School, and Your Community

Kate Jackson, Teacher on Assignment, Secondary ELA, Corona-Norco Unified School District, Norco

Kimberly Kemmer, Teacher on Assignment, Literacy Coach, Corona-Norco Unified School District, Norco

Annemarie Cortez, Teacher on Assignment, Literacy Coach, Corona-Norco Unified School District, Norco

Room: Harbor B

Appropriate for Grade Level: All

Strand(s): RWSL-CCSS

Too often classrooms, especially at the secondary level, have minimal to nonexistent classroom libraries. The session will provide ideas to solve the reading crisis by hosting a bookraiser event, as well as ideas that promote passion for reading in your classroom, school, and community. The session will offer research and rationales to share with peers and administrators that speaks to the necessity of building a culture of reading in every classroom. Together, participants will curate a list of relevant and engaging books, and they will be eligible to win books for a classroom library. Teachers of all levels, join us, and reaffirm your passion for reading!

F-12

Ungraded Teaching: Assessment for Learning

Vicki Harrison, English Department Chair, Notre Dame High School, San Jose

Room: Cypress A

Appropriate for Grade Level: 9-12

Strand(s): Bridging the Achievement Gap

I'm piloting an ungraded classroom with my three AP Lit classes this year and achieving great results. Students are more actively engaged and it has relieved grade-stress overall. Students at every skill level have experienced the relief of knowing it is their goal to learn and grow as thinkers, readers, writers (rather than already be masters of the craft). Participants will learn strategies for skills assessment through rubrics, frequent conferencing with students, assessing progress and growth in learning.

F-13

Collaborative Inquiry in the Connected Classroom

Belinda Shillingburg, English/Humanities Department Chair/8th Grade English Teacher, James Denman Middle School, San Francisco

Rachel Roberson, Humanities and News Education Manager, KQED, San Francisco

Room: Sandpebble B

Appropriate for Grade Level: 6-12

Strand(s): Interdisciplinary/Interactive

Students are always asking questions. How can we go beyond the traditional research paper or essay to put student inquiry at the center of learning? In this session, we will analyze the power of student-driven inquiry and take a closer look at inquiry projects, in English classrooms and across the subject areas. We will also examine ways to use multimedia tools to build media literacy skills and make inquiry projects more engaging. Finally, we will explore interdisciplinary online resources designed for inquiry-focused classrooms where students can share their questions and investigations with peers in their schools and throughout the country.

F-14

Poetry Writing as Counter Narrative

Jackie Smith, Teacher, University High School, Fresno

Room: Sandpebble C

Appropriate for Grade Level: 9-12

Strand(s): Equity Education, RWSL-CCSS

This session focuses on using poetry (Hughes' "I, Too" and Alvarez's "I, Too, Sing America") to support students' writing their own counter-narrative in poetic form "to create spaces for the development of resistant and empowered identities" (Morrell, *Critical Literacy and Urban Youth*). Participants, engaging as students, will write their own positive alternative to the traditional story told via 'the canon,' and will leave with materials to implement these activities in their own classrooms.

F-15

Introducing Classic Literature with Manga Classics

John Shableski, Director of Educational Development, Manga Classics, Ontario, Canada

Room: Bayside

Appropriate for Grade Level:

Strand(s): No Strand

How can images and text combine to provide context and enhance the reading experience while fostering a joy of learning? In this session we break down the concepts used for storytelling in the comics medium/graphic novel format. We will also demonstrate how word balloons, thought bubbles, and captions inform the visual design and intent of the story.

G-01

But They Can't Read This Book: Providing Access To Texts for English Learners and Struggling Readers

Jill Hamilton-Bunch, Associate Dean, School of Education, Point Loma Nazarene University, Bakersfield

Room: Cypress A

Appropriate for Grade Level: 6-12

Strand(s): English Learner

This session will focus on strategies to provide vocabulary and literacy scaffolds to all students in order to provide access to complex texts, based on current research regarding literacy and language.

G-02

Five Features of Good Writing Instruction that Never Change

Angus Dunstan, Former Writing Project Co-Director, Retired, California State University, Sacramento

Room: Cypress B

Appropriate for Grade Level: All

Strand(s): RWSL-CCSS, New Teacher

The more it changes, the more it's the same thing. This sounds better in French: *Plus ca change, plus c'est la meme chose*, but in this session we will apply it to the teaching of writing. For some of you this will mean revisiting ideas you may have forgotten to remember; for others, there will be something new. I will not be shy about offering my ideas; please come prepared to talk and write about yours.

G-03

Empowering Student Writers: Moving From Teacher Agent to Student Agency

Tom Alfera, English Teacher, Reseda Senior High School, Reseda

Room: Sandpebble A

Appropriate for Grade Level: 9-12

Strand(s): No Strand

This session highlights common sense strategies to eliminate the "five-paragraph essay" and student overreliance on scaffolding. Leave this session with actionable tools and engaging methods for getting students past the constraints of formulaic writing.

G-04

Becoming Emotionally Literate: Gleanings from Anne Frank's Writings

Bill Younglove, Instructor/Teacher Supervisor, California State University, Long Beach

Room: Sandpebble C

Appropriate for Grade Level: 6-12

Strand(s): Bridging the Achievement Gap

Anne's fables, short stories, essays, an unfinished novel, and, yes, diary contain wisdom beyond her years. Her revised writings (50,000 words in 3 months!) reveal her successful emotional breakthroughs. Tween and teen student readers today will grow empathetically via Anne's own quest.

G-05

Building a Creative Writing Program

Jamie Handling, Teacher, Roseville High School, Roseville

Room: Sandpebble D

Appropriate for Grade Level: 9-12

Strand(s): RWSL-CCSS

This session will guide teachers in building a creative writing program in their schools while meeting the common core standards and a-g requirements. Participants will learn strategies in modeling story telling, poetry writing, and digital portfolio building. Participants will also learn about incorporating research papers into their creative writing program.

G-06

Teaching Research and Public Speaking in the English Classroom

Kate Petty, Consultant, EdTechTeam, Irvine

Room: Cypress C

Appropriate for Grade Level: 6-12

Strand(s): Multimodal ELA Oral Performance

Our students literally have the world at their fingertips. How do we help them organize and curate their information online? We'll dive into inquiry-based instruction and learning where we will explore ways to use Genius Hour to help students ask relevant questions, reach thoughtful conclusions, and speak publicly about their research.