



CATE 2018 • #CATE18

**60th Annual Statewide Convention
San Diego, CA • Town & Country Resort**

with **Literacy** **& Justice** *for* **ALL**



**Thursday, March 8, 2018
California Writing Project Pre-Convention**

**Friday, March 9-Sunday, March 11, 2018
The Convention**

CATE **California Association
of Teachers of English**

NEW from Stenhouse Publishers

Literacy Essentials

Engagement, Excellence, and
Equity for *All* Learners
Regie Routman
Grades K–12 | Now available

Fair Isn't Always Equal, Second Edition

Assessment and Grading in the Differentiated Classroom
Rick Wormeli
Grades 4–12 | Now available

Teach Writing Well

How to Assess Writing, Invigorate Instruction, and
Rethink Revision
Ruth Culham
Grades 2–6 | April 2018

Beat Boredom

Engaging Tuned-Out Teenagers
Martha Rush
Grades 9–12 | Now available

Activate

Deeper Learning Through Movement, Talk, and
Flexible Classrooms
Katherine Hernandez; Foreword by John Mayher
Grades 5–9 | April 2018



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Teaching Literature Rhetorically

Transferable Literacy Skills for 21st Century Students
Jennifer Fletcher
Grades 9–12 | June 2018

To Know and Nurture a Reader

Conferring with Confidence and Joy
Kari Yates and Christina Nosek
Foreword by Jan Burkins and Kim Yaris
Grades K–5 | May 2018

Practicing Presence

Simple Self-Care Strategies for Teachers
Lisa J. Lucas
Grades Pre-K–12 | Now available

**Stenhouse authors
presenting:**

Kelly Gallagher — KEYNOTE SPEAKER
*(Readicide, In the Best Interest
of Students)*

Jennifer Fletcher (*Teaching Literature Rhetorically*)
Christina Nosek (*To Know and Nurture a Reader*)
Jen Roberts (*Power Up*)



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SCHEDULE

Thursday, March 8, 2018

9:00 am-4:00 pm Pre-Convention (registration opens at 8:00 am) Pacific Ballroom Foyer
8:30 am-4:30 pm CATE Board of Directors Quarterly Meeting Pacific Salon 4

Friday, March 9, 2018

7:00 am-5:00 pm CATE 2018 Registration Golden Ballroom
7:30 am-5:00 pm Exhibit Hall Open Golden Ballroom
8:00 am-9:15 am Super Session with **Ernest Morrell** Pacific Ballroom
9:30 am-10:45 am Workshops Session A (see pages 8-11)
11:00 am-12:15 pm Workshops Session B (see pages 12-14)
12:30 am-2:30 pm Friday Luncheon with **Martha Barnette** Pacific Ballroom
2:30 pm-3:30 pm Exhibit Hall Dedicated Visitation Time Golden Ballroom
3:30 pm-4:45 pm Workshops Session C (see pages 16-18)
5:00 pm-6:00 pm Meet Up Time for Local Councils see page 19
5:00 pm-6:00 pm ERWC Information Session Pacific Salon 7 (page 19)
5:00 pm-6:00 pm Friends of Bill W. Pacific Salon 4
6:30 pm-9:00 pm Friday Night Dinner with **Viet Mai** Pacific Ballroom

Saturday, March 10, 2018

7:00 am-5:00 pm CATE 2018 Registration Golden Ballroom
7:30 am-3:15 pm Exhibit Hall Open Golden Ballroom
8:00 am-9:15 am Super Session with **Kelly Gallagher** Pacific Ballroom
9:30 am-10:45 am Workshops Session D (see pages 23-25)
11:00 am-12:15 pm Workshops Session E (see pages 26-28)
12:30 am-2:30 pm Saturday Luncheon with **Meg Medina** Pacific Ballroom
2:30 pm-3:30 pm Final Chance to Visit the Exhibit Hall Golden Ballroom
3:30 pm-4:45 pm Workshops Session F (see pages 31-34)
5:00 pm-6:00 pm Friends of Bill W Pacific Salon 4
6:30 pm-9:00 pm Saturday Night Banquet with **Matt de la Peña** Pacific Ballroom

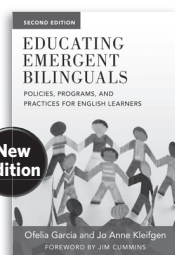


Don't forget Daylight Savings Time;
Spring back one hour at 2 AM.

Sunday, March 11, 2018

7:30 am-8:30 am CATE Annual Business Meeting Pacific Salon 3
8:45 am-10:00 am Workshops Session G (see pages 38-39)
10:15 am-noon Sunday Brunch with **Melissa de la Cruz** Pacific Ballroom

New & Noteworthy from TC Press



EDUCATING EMERGENT BILINGUALS

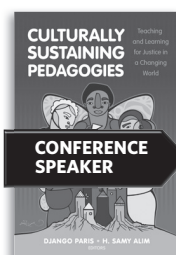
Policies, Programs, and Practices for English Learners

Second Edition

Ofelia García and Jo Anne Kleifgen
Foreword by Jim Cummins

What makes this book a perennial favorite are the succinct descriptions of alternative practices for transforming our schools and students' futures, such as building on students' home languages and literacy practices, incorporating curricular and pedagogical innovations, using proven-effective approaches to parent engagement, and employing alternative assessment tools.

Apr 2018/256 pp./PB, \$32.95, 978-0-8077-5885-4
Ebook, 978-0-8077-7676-6



CULTURALLY SUSTAINING PEDAGOGIES

Teaching and Learning for Justice in a Changing World

Django Paris and H. Samy Alim, Editors

Prominent educators and researchers propose that schooling should be a site for sustaining cultural

practices rather than eradicating them. Chapters present theoretically grounded examples of how schools can support Black, Indigenous, Latinx, Asian/Pacific Islander, South African, and immigrant students as part of a collective movement toward educational justice in a changing world.

2017/304 pp./PB, \$38.95, 978-0-8077-5833-5
Ebook, 978-0-8077-7570-7



THINKING TOOLS FOR YOUNG READERS AND WRITERS

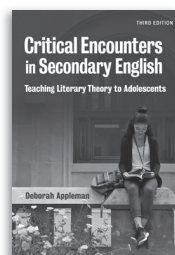
Strategies to Promote Higher Literacy in Grades 2-8

Carol Booth Olson, Angie Bales, Emily McCourtney, and Mary Widtmann
Foreword by Judith Langer

In her new book, bestselling author and professional

developer Carol Booth Olson and colleagues show teachers how to help young readers and writers construct meaning from and with texts. Web links throughout the text connect readers to student samples, color versions of resources, anchor charts, videos, extended lesson plans, and more!

Apr 2018/208 pp./PB, \$32.95, 978-0-8077-5894-6
Ebook, 978-0-8077-7683-4 large format



CRITICAL ENCOUNTERS IN SECONDARY ENGLISH

Teaching Literary Theory to Adolescents, Third Edition

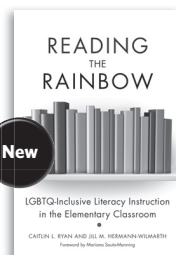
Deborah Appleman

"What a smart and useful book! It provides teachers with a wealth of knowledge and material to help their students develop critical perspective and suppleness of thought." —Mike Rose,

University of California, Los Angeles

Provides an integrated approach to incorporating nonfiction and informational texts into the literature classroom.

2015/272 pp./PB, \$31.95, 978-0-8077-5623-2
Ebook, 978-0-8077-7355-0 illustrations



READING THE RAINBOW

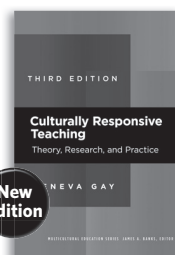
LGBTQ-Inclusive Literacy Instruction in the Elementary Classroom

Caitlin L. Ryan and Jill M. Hermann-Wilmarth
Foreword by Mariana Souto-Manning

Drawing on examples from K-5 classrooms, the authors make clear what LGBTQ-inclusive literacy

teaching can look like in practice, including what teachers might say and how students might respond.

2018/160 pp. tent./PB, \$29.95, 978-0-8077-5933-2
Ebook, 978-0-8077-7711-4 Copublished with GLSEN (Gay, Lesbian and Straight Education Network)



CULTURALLY RESPONSIVE TEACHING

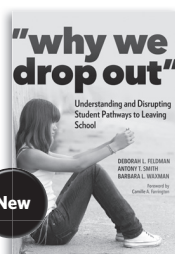
Theory, Research, and Practice

Third Edition

Geneva Gay

For this new edition, Gay has made many important revisions to keep her foundational, award-winning text relevant for today's diverse student population, including: new research on culturally responsive teaching, a focus on a broader range of racial and ethnic groups, and consideration of additional issues related to early childhood education.

2018/384 pp./PB, \$36.95, 978-0-8077-5876-2
Ebook, 978-0-8077-7670-4



"WHY WE DROP OUT"

Understanding and Disrupting Student Pathways to Leaving School

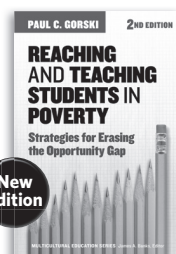
Deborah L. Feldman, Antony T. Smith, and Barbara L. Waxman
Foreword by Camille A. Farrington

"A must-read for any teacher, principal, or superintendent

interested in changing the lives of our students most at risk." —Greg Baker, superintendent, Bellingham Public Schools

These engaging narratives and unique insights will help readers to better understand the interplay of school-related and personal factors that lead students to drop out of school.

2017/160 pp./PB, \$33.95, 978-0-8077-5862-5
Ebook, 978-0-8077-7616-2



REACHING AND TEACHING STUDENTS IN POVERTY

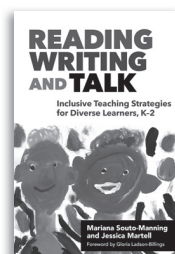
Strategies for Erasing the Opportunity Gap

Second Edition

Paul C. Gorski

This influential book describes the knowledge and skills educators need to recognize and combat the bias and inequity that undermine educational engagement for students experiencing poverty. This edition features revisions based on new research, including the dangers of "grit" and deficit perspectives.

Jan 2018/256 pp./PB, \$29.95, 978-0-8077-5879-3
Ebook, 978-0-8077-7672-8



2016 AESA CRITICS' CHOICE AWARD READING, WRITING, AND TALK

Inclusive Teaching Strategies for Diverse Learners, K-2

Mariana Souto-Manning and Jessica Martell
Foreword by Gloria Ladson-Billings

Unique in its focus on inclusive and culturally relevant language and literacy teaching, this book will help K-2 teachers (re)think and (re)conceptualize their practices. Hands-on examples and strategies will help educators expand their thinking and repertoires regarding what is possible—and needed—in the language and literacy education curriculum for young children.

2016/176 pp./PB, \$33.95, 978-0-8077-5757-4

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Roll of Honor Presidents of CATE

The California Association of Teachers of English is an organization started by teachers for teachers, or as Jan Stallones (CATE 2016 Convention Chair) described our organization to many county offices of education: we are the boots-on-the-ground of professional development. We all owe a debt of gratitude to those teachers who have given so unselfishly of their time and their philosophies to keep CATE alive and well.

1960-1961	Barbara Hartsig
1961-1962	Francis Christensen
1962-1963	Edmund J. Farrell
1963-1964	Gerhard Friedrich
1964-1965	Alice Scofield
1965-1966	Hazel Jones
1966-1967	William Stryker
1967-1968	William Wise
1968-1972	Robert Palazzi
1972-1974	James E. Day
1974-1976	Robert Beck
1976-1978 ..	Kermeen (Punky) Fristrom
1978-1980	Nancy McHugh
1980-1982	Faye Louise Grindstaff
1982-1984	Rose Sallberg Kam
1984-1986 ..	Mary Lee Glass Templeton
1986-1988	Marilyn Kahl
1988-1990	Dani Barton
1990-1992	Patricia Cipriano
1992-1994	Dianne Lucas
1994-1996	Bob Infantino
1996-1998	Vincent Piro
1998-2000	Robin Luby
2000-2002	Aaron Spain
2002-2004	Anna J. Roseboro
2004-2006	Maureen Rippee
2006-2008	Michelle Berry
2008-2010	Robert Chapman
2010-2012	Charleen Silva Delfino
2012-2014	Elizabeth McAninch
2014-2018	Denise Mikkonen

Welcome from the CATE President

"Alone we can do so little; together we can do so much."

-Helen Keller

Welcome to CATE 2018! We gather together in San Diego to celebrate, to ponder, to question, to refine, to reaffirm, to rekindle, to lift each other up. Behind the scenes there are many CATE members working tirelessly to prepare the very best experience for you. Thank you to our Convention Co-Chairs, Carole LeCren and Jeannine Ugalde, along with the GSDCTE local committee for their vision and their commitment to **With Literacy and Justice for All**.

Michelle Berry, our Convention Coordinator, puts her heart and soul into all things convention—for which we are all grateful. As we share these magical days together, we hope you are inspired, you are encouraged, you experience laughter with colleagues, and you leave knowing that you are greatly appreciated for the work that you do. I look forward to seeing you at our Annual Business Meeting on Sunday.

Sincerely, *Denise Mikkonen*, CATE President



Welcome from the Convention Chairs

We are living in interesting times. As English Language Arts teachers and professionals in education, our job is to provide students with the literacy skills to make meaning from and to communicate with our world. This weekend we are reminded of our role in empowering students to be the changemakers for tomorrow. We hope that everything you experience over the next days will help you reflect on how our classrooms and schools create environments "with literacy and justice for all."

For our major speakers, we are excited to bring you Ernest Morrell, an educator from Columbia and Notre Dame, in our kickoff Super Session on Friday; Martha Barnette, the co-host of public radio's "A Way with Words" as our luncheon speaker; and local spoken word poet Viet Mai hosting a student showcase for the evening event. On Saturday, Kelly Gallagher both starts and finishes the day, as our Super Session presenter in the morning, and the recipient of CATE's Distinguished Service Award in the evening. We also have three wonderful young adult authors as speakers, Meg Medina at lunch, Matt de la Peña at dinner, and our Sunday brunch speaker, Melissa de la Cruz.

There are seven rounds of workshop sessions to explore and attend. We are especially excited to welcome our new ERWC strand, with an introductory reception on Friday. Take some time to enjoy the exhibit hall which includes an onsite bookstore.

Don't forget on Saturday night to set your clocks one hour ahead ("spring forward") so you won't be late to attend the CATE Annual Business Meeting at 7:30 AM.

On Sunday, we hope you will have time to reflect on how you will carry forward what you have learned, perhaps by using your voice in spoken word poetry or improvisation in order to tell the world how we teach "with literacy and justice for all."

We sincerely hope you will enjoy your experience at **#CATE18**.

Sincerely, *Jeannine Ugalde and Carole LeCren*, CATE 2018 Co-Chairs



INFORMATION *from* A-Z

Annual Meeting	As a member of CATE, you are invited and encouraged to attend the annual business meeting on Sunday morning in Pacific Salon 3 (see page 37 for details.)
Badges	Wear your badge at all times to ensure your admittance to convention functions. Replacement badges cost \$5 and are available at the registration area.
CATE Membership	Regular dues are \$50 a year, \$90 for two years, or \$135 for three years. Retired teacher dues are \$40 a year or \$300 for a lifetime membership. Student teacher dues are \$25 a year. This includes membership in CATE and in your local council, and a subscription to <i>California English</i> . Members receive reduced registration rates at conventions and conferences. Members are contacted directly about various activities and events. For more information, inquire at the CATE Membership Booth in the Exhibit Hall.
College Credit	Participants can sign up for 1, 2, or 3 units of semester graduate credit through CSU Bakersfield, for \$150 per unit. Credits are earned by attending one day per unit of credit, and by writing a reflection describing what you learned from each session, as well as how it applies to your own teaching practice. Look for the College Credit table in the registration/ ballroom foyer area.
Courtesy	Please end your conversations and set aside your cell phones when presenters, major speakers, and award winners are speaking.
Evaluation Forms	Please evaluate your experience at goo.gl/33rrBo , or pick up a paper evaluation and turn it in as you leave.
Food & Drink	(see side bar on page 4)
Exhibit Hall	Exhibits are located in the Golden Ballroom, open from 7:30 AM to 5:00 PM on Friday, and from 7:30 AM to 3:15 PM on Saturday.

FOOD & DRINK

Meal Events: If you purchased a meal ticket as part of your convention package, then simply show your ticket at the door of the banquet room.

Additional meal tickets **may** be available for purchase. Ask at the registration desk if interested. At 20 minutes after the meal begins, meal tickets may also be available at the banquet. Auditors who wish to hear the speaker but not eat the meal will be invited in at 30 minutes after the meal begins to sit in auditors' seating, space available.

Alternate Meal Locations:

The Town & Country has several places to eat on site, including:

- Charlie's (sports bar and barbecue)
- The Market (breakfast and snacks to go)

At the Fashion Valley Mall directly east of the hotel, there is a food court on the top level near the movie theater, as well as these restaurants:

- The Cheese Cake Factory
- P. F. Chang's (and more)

The Trolley Line (westbound) goes to Old Town, where many restaurants are located. Google "Old Town San Diego Restaurants"

Exhibit Hall Raffle The CATE QR Code Raffle is your way to win great prizes donated by various CATE exhibitors. Prizes are on display at participating exhibitors' booths in the Exhibit Hall.

Here's how to participate and win:

1. Take advantage of our Exhibits Only time on both full days of our conference, or whenever you have some free time to drop in and visit our participating exhibitors. You will have the opportunity to learn about how each exhibitor can best support you in your specialized area of education, as well as check out the prizes!
2. Look for the large QR Codes displayed somewhere on their booth so you know which booths are participating in the raffle.
3. Scan the exhibitor's QR code displayed on their booth, which will direct you to that exhibitor's website. The exhibitor will be available to offer their support and answer any questions you may have.
4. Lastly, the exhibitor will enter you in the raffle by writing your name on a ticket that will serve as your entry for one prize.
5. The drawing for all prizes will be held in the Exhibit Hall on Saturday afternoon at 3:15 pm. All entries must be turned in by 3:00 pm to be eligible. Winners' names will be drawn at random and announced over the loudspeaker. Only one prize will be awarded per attendee. **YOU MUST BE PRESENT TO WIN.**

Parking Paid parking onsite is \$18 per day.

Session Strands Workshop sessions are listed in this program. Some are categorized into strands which are indicated at the right.

Social Media CATE has a website: www.CATEweb.org, a Facebook page: www.facebook.com/CATEweb, and a Twitter account: twitter.com/cali_cate.

If you would like to communicate your experiences via social media, we would love to have you use our hashtag for the convention: **#CATE18**

Sponsors CATE is especially indebted to the California Writing Project for planning and hosting each year the wonderful Pre-Convention. Thanks also to California Teachers Association (CTA) for providing the continental breakfast on Friday, Teacher's Discovery for providing the bags, and the University of San Diego's Online Master of Education Degree Program for providing the lanyards.

SESSION STRANDS

Here are the strands for CATE 2018 San Diego. If you'd like to follow a strand throughout the convention, the session #s are listed here.

Addressing the Achievement Gap: A-01, A-07, B-01, C-01, C-02, D-01, F-01, G-01

Advocates for All: A-02, B-02, C-03, E-01, G-02

Alternative Instruction Ideas: A-03, B-03, B-15, D-02, E-02, F-02, G-05, G-06

Argument and Evidence: A-04, B-04, C-04, D-03, D-15

Classroom Culture: A-05, B-05, C-05, D-04, E-03, F-03

Diversity: A-06, B-06, C-06, E-04

Elementary: C-07, D-05, E-05, E-06, F-04

English Learners: A-08, B-08, D-06, F-05, G-03

Equity Education: D-07, E-07, F-06, F-15

ERWC: A-10, B-10, C-08, E-08, F-07, G-04

Interdisciplinary/Cross Curricular Ideas: A-11, B-11, C-09, D-08, E-09, F-08, F-09

Making Good Use of Technology: A-12, D-09, F-10

Reading/Poetry: A-13, C-10, D-10, E-10, E-11, F-11

Grammar: A-14, B-12, C-11, C-12, D-11, E-12, E-13, F-12

Vertical Alignment: A-15, B-13, D-12

With Literacy and Social Justice for All: A-16, B-14, C-13, D-13, E-14, F-13, F-14

Writing: A-09, A-17, B-07, B-09, C-14, C-15, D-14

Injustice
anywhere
is a threat
to justice
everywhere.

–Martin Luther King, Jr.

Justice
will not
be served
until those
who are
unaffected
are as
outraged as
those who
are.

–Benjamin Franklin

When you're fighting for economic and social justice, you're always fighting for the minority.

—Bob Kerrey

Justice is
what love
looks like in
public.

-Cornell West

with **Literacy** **ALL**
& Justice *for*

Friday, Day 1: Getting into the Theme

[illegible]

FRIDAY MORNING SUPER SESSION

8:00-9:15 AM
Pacific Ballroom



*Ernest
Morrell*

Ernest Morrell is the Coyle Professor of Literacy Education and Director of the Center for Literacy Education at the University of Notre Dame. He was formerly the Macy Professor of English Education and Director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. He is also a past-president of the National Council of Teachers of English. His areas of interest include: The Teaching of English, the African Diaspora, Postcolonial Studies, Media and Popular Culture, and Literature for Children. Ernest received the 2017 Divergent Award for Excellence in 21st Century Literacies, and has written more than 80 articles and book chapters. He earned his BA from UC Santa Barbara, and his MA and PhD from UC Berkeley.

excerpted from <http://english.nd.edu/people/faculty/morrell>

Welcome to the Convention and Announcements

by Jeannine Ugalde and Carole LeCren,
Co-Chairs of the CATE 2018 Convention

Welcome to the Convention and Annual Teacher Countdown

Denise Mikkonen, CATE President

**TAKE
NOTE**

Speaker Introduction

Carole LeCren, La Jolla High School, La Jolla

Super Session with Ernest Morrell

This morning's workshop session is being held in the largest room available, and is the only session given during this time. There is no need to worry about getting a seat in the session. Come in, sit down, and enjoy.

Exhibit Hall
Open
7:30 AM-
5:00 PM
Golden
Ballroom

Upload
comments and
photos to your
social media and
hashtag them:
#CATE18

SESSION A • FRIDAY MORNING • 9:30-10:45 AM

A-01 Let Students do the Talking: Creating and Maintaining Writing Centers in Secondary Education

Kelly Crespo, Teacher/Writing Center Director, Downey High School, Downey; Rachel Godfrey, Teacher/Writing Center Supervisor, Downey High School, Downey

Room: Crescent

Appropriate for Grade Level(s): 9-12

Strand: Addressing the Achievement Gap

This session will present an overview of a working secondary writing center—from how it started to how it has grown to serve over 2,000 students in a single school year. Presenters will provide practical information on how English departments can integrate writing centers and writing center ideologies into their intervention plans in order to help English teachers provide more support for a variety of student populations and increase the amount of writing all students produce.

About the Main Presenter: Kelly Crespo has been an English teacher at Downey High School for the past ten years; she has also served as the director of the DHS Writing Center for the past five years.

A-02 Promoting Student Agency: Advocacy for All Students (Commercial Presentation)

Stacy Courtright, Digital and Language Solutions Specialist, EMC School, Minneapolis, MN

Room: Exhibit Hall

Appropriate for Grade Level(s): 6-12

Strand: Advocates for All

This session will demonstrate how to use technology to foster student agency and community in the classroom. Participants will learn how to use video discussion tools to create an interactive environment that allows students to develop their own voice and promotes effective dialogue among students. These techniques are applicable to all ages and types of learners and have their place all content areas.

About the Main Presenter: Stacy Courtright is a certified ESL teacher who has taught ESL students K-8 for 15 years. She also develops ESL curriculum and works with teachers to integrate digital technology in the classroom. She has her Masters in Education, is a Fulbright recipient and is passionate about giving all students a voice.

A-03 Character Based Literacy provides Literacy and Justice for All

Thomas Kostic, Senior Fellow: Character Education, Santa Clara University, Santa Clara

Room: Royal Palm Salon 4

Appropriate for Grade Level(s): 6-12

Strand: Alternative Instruction Ideas

Character-Based Literacy of Santa Clara University's Markkula Center for Applied Ethics uses ELA curriculum aligned to Common Core standards. CBL is designed for students with marginal success in school, at risk for school failure and antisocial behavior. It has been used in schools across California for over 20 years. Participants will be introduced to CBL's six

character themed units and how to infuse them across the curriculum.

About the Main Presenter: Tom Kostic is the Senior Fellow: Character Education: Public Schools for the Markkula Center for Applied Ethics at Santa Clara University. He is also a teacher for the Orange County Department of Education using Character Based Literacy (CBL) on a daily basis. He was the pilot teacher for the CBL implementation and has used CBL in day school, institution and independent study settings.

A-04 Civil Discourse: Let's Learn How to Have a Civil Argument!

Fran Chadwick, Associate Professor/Division of Community Engagement, California State University San Marcos, San Marcos; Laurie Stowell, Professor of Language Arts Methodology, CSUSM, Director of Writing Project, CSUSM, California State University San Marcos, San Marcos

Room: Royal Palm Salon 5

Appropriate for Grade Level(s): All

Strand: Argument and Evidence

This session will focus on specific methods for practicing civil ways to state opinions and formulate arguments. Using an actual courtroom case, participants will have the opportunity use their speaking and listening skills. This strategy, when used in a developmentally appropriate manner is effective for all grade levels and connects multiple disciplines.

About the Main Presenter: Dr. Fran Chadwick has been a professor at CSUSM for fifteen years, teaching social studies methods through the visual and performing arts. She is now affiliated with the Division of Community Engagement at CSUSM where she writes interdisciplinary units of study involving language arts, social studies and visual and performing arts.

A-05 Write More, Grade Less: How to Give Students More Opportunities to Write

Jack A. Stanford Jr, Teacher, Palm Springs High School, Palm Springs

Room: Royal Palm Salon 6

Appropriate for Grade Level(s): 6-12

Strand: Classroom Culture

This session will show how to give students more opportunities to write, without giving up your weekends grading mountains of papers! This is not a new writing curriculum—use your existing curriculum. Mr. Stanford requires his students to draft over 20 times per school year, with at least 6 process papers, and he continues to enjoy a life outside of work. This system is meant for any course at the secondary level, not just English.

About the Main Presenter: Jack "Jake" Stanford has been teaching English since 2000; at Palm Springs High School teaching English since 2005. He is the author of Write More, Grade Less: The Pipeline System of Essay Scoring, and his experience includes working at the secondary level with students of all backgrounds and abilities.

SESSION A • FRIDAY MORNING • 9:30-10:45 AM

A-06 A Classroom of One's Own: Gender Studies as an English Elective

Rana Backhaus, Teacher, Windsor High School, Windsor

Room: Ascot

Appropriate for Grade Level(s): 9-12

Strand: Diversity

This session will explore the intent, process, and outcomes of a gender studies course for high school students. The course is built around the idea that 21st century learners should be equipped with social lenses that allow them to empathize with others and analyze their own complex identities. The course builds sociological lenses by explicitly teaching gender and intersectionality in relation to incomplete historical narratives, social privilege, and contemporary/evolving understandings of gender. The course is one of twelve similar English electives in California, and the presenter hopes to encourage and assist educators in expanding this elective to their secondary schools.

About the Main Presenter: Rana Backhaus began her career in education teaching ESL in Turkey and Costa Rica, then returned to the US to earn her credential and switch her focus to Language Arts. In 2016, as part of her MA English thesis project, she wrote and implemented a high school gender studies course as an English elective.

A-07 Scaffolding Complex Text to Create Equity in the Classroom

Julie Rodriguez, District Academic Literacy Coach, Madera Unified School District, Madera

Room: Eaton

Appropriate for Grade Level(s): 6-12

Strand: Addressing the Achievement Gap

This session will focus on practices teachers are able to incorporate into their classrooms so all students have regular practice with grade level text. Rather than leveling texts, teachers will practice strategies to scaffold complex text through layers of text, choral reading, and more. Creating an equitable classroom and ensuring that all students have access to grade level text is the focus of this session.

About the Main Presenter: Julie Rodriguez served as Vice President of Literacy Services for Reading Is Fundamental, was a state trainer of the Common Core State Standards for the Louisiana Department of Education, and served as a professor teaching literacy coursework for Missouri Baptist University. Her passion is creating equitable practices where all students are able to achieve.

A-08 Access and Use CDE's Collection of Resources for Educators Who Support English Learners

Alejandro Hernandez, Education Programs Consultant, California Department of Education, Sacramento

Room: Pacific Salon 4

Appropriate for Grade Level(s): All

Strand: English Learners

In this interactive session, participants will access a rigorously-curated collection of resources with an

English learner focus. Learn how to mine the wealth of resources for examples, concrete ideas, and timely guidance aligned with the ELA/ELD Framework to inform professional development and instructional decisions at all schools and districts.

About the Main Presenter: Mr. Alejandro Hernández has been supporting the implementation of the ELA/ELD Framework at CDE and leads the revision of the World Language standards. He has been a Spanish, ELA and ELD high school teacher, an instructional coach at K-12 schools throughout California and in Georgia, Washington State, and Washington, D.C.

A-09 Developing and Implementing a Site Literacy and Writing Plan

Leann Washington, Instructional Coach, Palmdale High School, Palmdale

Room: Royal Palm Salon 1

Appropriate for Grade Level(s): 6-12

Strand: Writing

This session will show how Palmdale High School created a three-year Literacy Plan and three-year Writing Plan. Participants will learn how the plan started, developed, and was implemented. Areas of what makes a plan successful will be included. Time will be given to participants to reflect on needs of their school and ways creating a literacy plan will be beneficial to student success in all content areas.

About the Main Presenter: Leann Washington taught for Logan City School District for two years at Logan High School and is currently teaching for Antelope Valley Unified School District at Palmdale High School for the last 10 years. She is the Literacy Instructional Coach as well as an English teacher for the school.

A-10 ERWC & the 21st Century Teacher

Wendy Connelly, English & Media Arts Teacher (& ERWC Trainer), Amador Valley High School, Pleasanton

Room: Pacific Salon 5

Appropriate for Grade Level(s): 9-12

Strand: ERWC

This session will explain the origins of ERWC and explain how ERWC prepares our students to compete and exist in the 21st century. We will explore where ERWC started and all the changes and evolutions the program has made. Participants will learn about the main concepts of ERWC and learn why this rhetoric-based, language arts program is one of the best ways to prepare students for college and the workplace. Participants will also learn how to use some of the ERWC lessons and assignments to recreate their current lessons in "ERWC-style".

About the Main Presenter: Wendy Connelly has been teaching at Amador Valley High School for 15 years, teaching English and most recently developing a 21st century Media Arts Program. She has also been a trainer for the CSU ERWC program working with CSU and the Alameda County Office of Education for over 10 years where she works to share her passion for technology and literacy with others teachers.

SESSION A • FRIDAY MORNING • 9:30-10:45 AM

A-11 Role Play Simulation Games for High School Literary Texts

Ollie Savage, Teacher, Oakwood School, North Hollywood

Room: Pacific Salon 6

Appropriate for Grade Level(s): 9-12

Strand: Interdisciplinary/Cross Curricular Ideas

This session will give examples and practices of constructing Role Play simulation games for common high school English texts, including *The Odyssey*, *Macbeth* and *1984*. General best practices will be discussed, followed by specific formats and objectives, then time for questions and suggestions. These activities are useful both to introduce the worlds and values of new texts, or to gauge students' summative understandings of characters and events.

About the Main Presenter: Ollie Savage has taught at Los Angeles schools for 11 years, after training experience in his native London, England. His primary teaching interests are gamification, film studies and encouraging independent reading.

A-12 Technology Isn't Always Evil or Complicated! How to Use Online Resources for the Engagement of Diverse Populations

Kari Climer, English Teacher, Notre Dame High School, San Jose; Nicole Pfaff, English Teacher, Notre Dame High School, San Jose

Room: Pacific Salon 7

Appropriate for Grade Level(s): 6-12

Strand: Making Good Use of Tech

This session will provide participants with the know-how and confidence to use a variety of easily-accessible technology resources to support culturally-relevant curriculum for the diverse student population of California. We will select and present materials that we have found to be both engaging and a valuable learning experience for our students, such as using Skype to connect with a survivor of the Rwandan genocide during a Holocaust unit, or using the Library of Congress database to listen to the powerful personal stories of former slaves during a Frederick Douglass unit. We plan to show how technology can be used not only to deepen student engagement and literacy, but also to inspire social justice and advocacy in the classroom.

About the Presenter(s): Kari Climer taught high school English and adult ESL in public high schools in Virginia and North Carolina, and held a fellowship at North Carolina's assessment department studying teacher attitudes toward statewide testing. Nicole Pfaff has volunteered with 826 Valencia, and is a current KQED Teacher Ambassador. Nicole loves to create summer travel and service opportunities for her students, such as taking 31 students to Tanzania.

A-13 Want to Turn Your Book Desert into a Book Oasis?...Throw a Bookraiser!

Kate Jackson, Teacher on Assignment, Curriculum and Instruction, Corona Norco Unified School District, Norco; Kim Kemmer, Instructional Coach, Corona

Norco Unified School District, Norco; Annemarie Cortez, Ivy Ewell Eldridge, & Darin Jones, Corona Norco USD Literacy Team

Room: Garden Salon 2

Appropriate for Grade Level(s): All

Strand: Reading/Poetry

Too often classrooms, especially at the secondary level, have minimal to nonexistent classroom libraries. We will share ideas and strategies for collecting an appealing and diverse collection of books for your classroom, school, or district. Through this process, the team has given away four classroom libraries to teachers in their district. Attendees will leave with ideas for hosting their own bookraiser event as well as ideas that promote the passion for reading. In the last part of our session, attendees are invited to share out the books that students love to read...especially for our reluctant readers! Teachers of all levels us, join us and reaffirm your passion for reading!

About the Main Presenter: Kate Jackson is a Teacher on Assignment in Curriculum and Instruction for the Corona Norco Unified School District. She has taught language arts for 13 years and is a co-host/co-producer of CNUSEdChat, a podcast for educators and families.

A-14 Fake at First Site

Ami Szerencse, English Teacher, Schurr High School, Montebello; Glenda Funk, English and Speech Teacher, Highland High School, Chubbuck, ID

Room: Brittany

Appropriate for Grade Level(s): 6-12

Strand: Text Analysis, Vocabulary and/or Grammar

This presentation will share the strategies and activities to help students both identify and analyze fake news and satire. Participants will engage in activities that they can immediately implement in their classrooms. Activities and strategies will explore how to evaluate sources, how to identify literary and rhetorical devices in expository writing, how to distinguish between fact and opinion, and how analyze texts to determine if they are satire, fake news, or serious news. Explore the fake, the fact, and the fun in satire and news.

About the Main Presenter: Ami Szerencse has been teaching for 20 years. Currently, she is an AVID and English teacher at Schurr High School in the Montebello Unified School District.

A-15 Bridging the Gap Between High School and College-Level Writing

Margot Kinberg, Associate Professor, National University, Carlsbad; Robyn Hill, Associate Professor, National University, Carlsbad

Room: Clarendon

Appropriate for Grade Level(s): 9-College

Strand: Vertical Alignment

This session will explore possible solutions to the writing difficulties that many first-year college students experience, especially when they are first-generation college students, or English language learners. The session links high school teachers with university

SESSION A • FRIDAY MORNING • 9:30-10:45 AM

professors in a discussion of the challenges both groups face in teaching writing. Then, strategies for bridging the gap between high school and college/university writing will be shared.

About the Main Presenter: Margot Kinberg is a novelist and Associate Professor who has been working at the high school and the higher education level for more than thirty years. For the last fifteen years, she has been teaching at National University, where her courses focus on literacy, language, culture, and their relationship to education.

A-16 Writing and Resistance: Critical Literacy in Complicated Times

Alison Dover, Assistant Professor, California State University, Fullerton, Fullerton

Room: Royal Palm Salon 3

Appropriate for Grade Level(s): 6-12

Strand: With Literacy and Social Justice for All

In this hands-on session, we'll examine strategies for engaging students in literacy-rich analyses of contemporary, controversial, and complicated issues of equity and social justice. Participants will explore an array of approaches to teaching for social justice, evaluate social justice-oriented literacy lessons for grades 6-12, and work collaboratively to design locally-relevant curriculum to engage students in academically rigorous and standards-aligned investigations of issues of social justice.

About the Main Presenter: Alison G. Dover is an Assistant Professor in the Department of Secondary Education at California State University, Fullerton. A former urban secondary English Language Arts teacher, Dr. Dover's research examines approaches to teaching for social justice within and despite accountability-driven P-12 and teacher preparatory contexts. Dr. Dover's recent publications include Preparing to Teach Social Studies for Social Justice: Becoming a Renegade (2016, Teachers College Press).

A-17 Implementing a Student-Run Writing Center in the Secondary Ed Schedule

Mark Vermillion, Teacher and Technology Curriculum Coach, Buena Park HS and Santa Ana College, Buena Park and Santa Ana

Room: Fairfield

Appropriate for Grade Level(s): 9-12

Strand: Writing

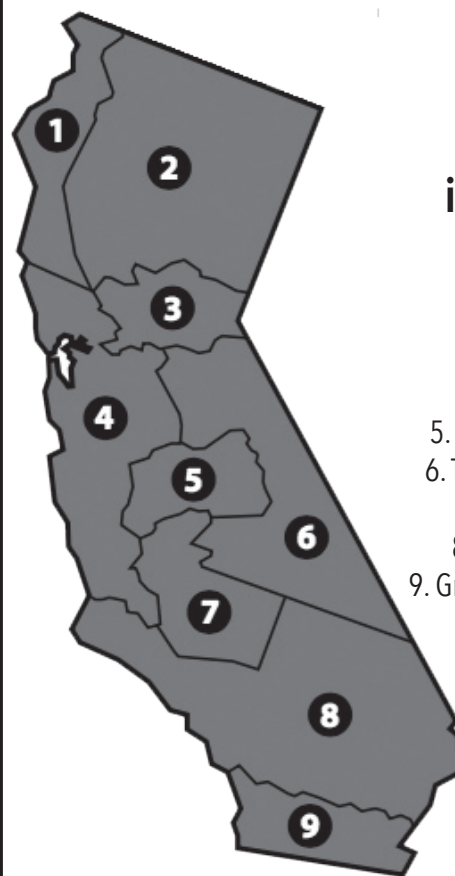
This session will explain how Buena Park HS created a student-run writing center with the help of the CSUF Writing Center, and it will cover how the students organize and maintain a composition tutorial that helps hundreds of students from all subjects and skill levels. Participants will learn about the best practices for secondary school writing centers, and there will be an opportunity to brainstorm how campuses can implement a writing center or writing center practices within the school day.

About the Main Presenter: Mark Vermillion teaches composition at Buena Park High School and Santa Ana College. Mark is a North Orange County native and is in his 14th year of teaching.

What is **CATE**?

The California Association of Teachers of English is a nonprofit professional organization dedicated to excellence in the teaching of English Language Arts in pre-school through college. CATE is also one of the largest affiliates of the National Council of Teachers of English.

As a member of CATE, you are also a member of your local council, determined by your county of residence.



Which local council is yours?

1. Redwood
2. Upper
3. Capitol
4. Central
5. FACET (Fresno)
6. TUCATE (Tulare)
7. Kern
8. Southland
9. Greater San Diego

- | | |
|----------------------|---|
| 1. REDWOOD | • Counties: Humboldt, Del Norte, Siskiyou, Mendocino, and Trinity |
| 2. UPPER | • Counties: Modoc, Shasta, Sierra, Lassen, Tehama, Plumas, Glenn, Butte, Lake, Colusa, Sutter, Yuba |
| 3. CAPITOL | • Counties: Placer, El Dorado, Yolo, Amador, Sacramento, Nevada, Calaveras, Alpine, Tuolumne, Mono |
| 4. CENTRAL | • Counties: Sonoma, Napa, Solano, Marin, Alameda, San Francisco, Contra Costa, San Joaquin, Stanislaus, Monterey, San Luis Obispo, San Mateo, Santa Clara, Santa Cruz, Merced, and San Benito |
| 5. FACET | • Counties: Fresno, Mariposa, and Madera |
| 6. TUCATE | • Counties: Tulare and Kings |
| 7. KERN | • Counties: Kern and Inyo |
| 8. SOUTHLAND | • Counties: Orange, Los Angeles, Ventura, Santa Barbara, Riverside, and San Bernardino |
| 9. Greater SAN DIEGO | • Counties: San Diego, Imperial |

SESSION B • FRIDAY MORNING • 11:00 AM-12:15 PM

B-01 Access: A Literacy Approach for Struggling Secondary Readers

Crystal Hoffmann, Literacy/Kernalytics Programs Coordinator, Kern High School District, Bakersfield

Room: Crescent

Appropriate for Grade Level(s): 6-12

Strand: Addressing the Achievement Gap

Access serves students with an Instructional Reading Level between the 4th and 6th grade. The primary focus is to teach students to become independent readers by teaching them how to struggle with a text, how to develop the patience and stamina to persevere with a text, and how to determine, on their own, where the meaning breaks down and what they should do to fix it. Some of the dependent reading behaviors that Access addresses are student difficulty comprehending and retaining what they read, lack of evaluative skills when reading, and student deficiencies in expressing and organizing their thoughts about reading.

About the Main Presenter: Crystal Hoffmann, Ed.D. was a high school classroom ELA/ELD teacher for 10 years in the Kern High School District. She spent 3 years as the district's ELD Program Coordinator before moving into her current position as the district's Literacy/ELA Coordinator.

B-02 Recognizing Students' Humanities, Identities & Literacies through Visual Narratives

Betina Hsieh, Assistant Professor, Teacher Education, California State University, Long Beach, Long Beach

Room: Royal Palm Salon 3

Appropriate for Grade Level(s): All

Strand: Advocates for All

This session will demonstrate the power of visual narratives to connect preservice teacher candidates (and students at all levels) to images related to life experiences, literacy and society. Participants will view a model of a visual narrative assignment based on individual literacy experiences, perceptions of literacy in the lives of students and the roles of literacy in society; and learn how to use google slides & narrative prompts to promote more powerful multi-modal literacy experiences for their students. This strategy can be adapted for all content areas and all grade levels.

About the Main Presenter: Dr. Betina Hsieh's work is informed by 10 years of urban middle school classroom experience, literacy coaching and work as co-director of the Bay Area Writing Project. Current research interests include the emergence and development of a teacher professional identity, the development of cross-content literacy practices, and the development and uses of innovative 21st century literacy and technology practices in schools and universities.

B-03 Participatory Action Research (PAR) EntreMundos: A Culturally Sustaining Approach to Literacy Instruction

Rubén González, Teacher, Florin High School, Sacramento

Room: Royal Palm Salon 4

Appropriate for Grade Level(s): 9-12

Strand: Alternative Instruction Ideas

This session will focus on how to create and/or integrate youth-led Participatory Action Research (PAR) projects into classrooms settings. Participants will learn about the PAR process (e.g., problem identification, data collection, data analysis, and action) and how to develop projects and curriculum that are rooted in critical pedagogy and social justice. This session will include curricular resources, student work samples, model small group and whole-class projects, and examples of institutional change as a result of PAR projects.

About the Main Presenter: Rubén González teaches English and AVID at Florin High School in Sacramento, California. He is also a member of the Association of Raza Educators (ARE) and Ethnic Studies Now (ESN)-Sacramento.

B-04 Layering: Piling on the Argumentative Thinking

Joe Ferro, Teacher/Teacher Consultant, Lewis Middle School / San Diego Area Writing Project, San Diego

Room: Royal Palm Salon 5

Appropriate for Grade Level(s): 6-12

Strand: Argument and Evidence

This session will demonstrate how to use high-interest text sets to engage readers in argumentative thinking and observation. Participants will use the technique of layering to build knowledge, collect information, and make notes independently, arriving at a claim that is easily supported. This strategy can be used in all content areas, and assures a variety of student-generated, nuanced claims that can be used for a host of argumentative products.

About the Main Presenter: Joe Ferro has been teaching in the San Diego Unified School District for 11 years, the last eight of which have been at Lewis Middle School, where he also serves as Associated Student Body advisor. He is on the Leadership Team and is a Teacher Consultant for the San Diego Area Writing Project.

B-05 Take Back Your Teaching Time! (Commercial Presentation)

Wendy Ross, Consultant, Time to Teach, Riverside

Room: Exhibit Hall

Appropriate for Grade Level(s): K-12

Strand: Classroom Culture

Participants will learn how to dramatically increase the amount of time they spend on instruction and decrease the amount of time they spend giving multiple warnings and repeated requests for misbehavior. One of the greatest misconceptions in education is that students come to school knowing how to behave. Learn how investing extra time in your students in the beginning of the year will increase the amount of time you have for instruction throughout the year.

About the Main Presenter: Wendy Ross has spent the last 20 years working as a trainer, clinician, and social worker. As a former teacher, she understands the challenges of managing a classroom and wants to help today's educators with proven practical strategies that can effectively be used in classrooms.

SESSION B • FRIDAY MORNING • 11:00 AM-12:15 PM

B-06 Diversity in America: Using Literature to Engage Students in Current Issues

Shayna Arhanian, Teacher, Granada Hills Charter High School, Granada Hills

Room: Clarendon

Appropriate for Grade Level(s): 9-College

Strand: Diversity

This session offers insight into an innovative course curriculum focusing on issues of race, ethnicity, religion, sexuality, and class. Entitled "Diversity in America," the course encourages critical thinking, discussion, and writing about currently pressing matters in American society by exploring relevant fiction, poetry, non-fiction, scholarly articles, and film. Participants will walk away with concrete ideas for building curriculum that reflects contemporary issues, stimulates academic discourse, and engages students in real-world/community matters. The end goal is a curriculum that encourages students to learn about social issues in their community and invites them to use their knowledge to become more compassionate members of society.

About the Main Presenter: Shayna Arhanian has been teaching at Granada Hills Charter High School for 10 years. She teaches 11th and 12th grade English, AP Literature, and is the senior English teacher for the Global Business and Finance academic program.

B-07

The Road To Nowhere

Matt Patrick, Teacher, High Tech High, San Diego

Room: Royal Palm Salon 6

Appropriate for Grade Level(s): 9-12

Strand: Writing

This session will show participants how to inspire students to write creatively and publish their work. Participants will learn how to make the connection between academic research and creative writing. Storyboarding, revising and editing will be stressed as participants are exposed to the power of student choice and voice when designing projects.

About the Main Presenter: The British English Teacher in America, Matt Patrick, is four years into his latest adventure. He draws from his experience as a marketing manager to create badass projects for high schoolers in the progressive environment of High Tech High.

B-08 Bringing All Students to the Table

Janet Ilko, Teacher, EL Program Manager and SDAWP Fellow, Health Sciences Middle School, San Diego;

Jeff Bonine, Science Teacher, Health Sciences Middle School, San Diego

Room: Pacific Salon 5

Appropriate for Grade Level(s): 6-12

Strand: English Learners

Supporting our English language learners in content area instruction is challenging, but it is a matter of equity. In order for our students to reach their potential, they must learn to navigate rigorous core content. In this session, participants will learn how to effectively incorporate academic language supports that English

Language Learners need to communicate effectively in core content classes. These supports can be used across content areas, with specific examples provided in both science and history.

About the Main Presenter: Janet Ilko has been an educator for 30 years, most recently joining the staff at Health Sciences Middle School. She is currently completing her doctoral program in Educational Leadership at San Diego State University with a focus on supporting the academic success of Long Term English Language Learners in the content areas.

B-09 "Something Feels Write" - Holding Space for Community and the Written Word

Darren Samakosky, English Teacher, Point Loma High School, San Diego

Room: Brittany

Appropriate for Grade Level(s): 9-12

Strand: Writing

This session will demonstrate what a writing community can look like in a typical Creative Writing Class.

Participants will see the value of contemporary mentor text, bringing in a variety of real world writers, and noting how Spoken Word and Poetry can heal and bring us together. These strategies can be altered in any way that brings authenticity to your class and your students.

About the Main Presenter: Darren Samakosky is an English teacher and a Creative Writing Instructor. He has taught at Point Loma High for 13 years. He is a fellow with the San Diego Area Writing Project.

B-10 Genre Analysis and the Rhetorical Situation

Jennifer Fletcher, Professor of English, CSU Monterey Bay, Seaside

Room: Gardon Salon 2

Appropriate for Grade Level(s): 6-12

Strand: ERWC

For the newcomer to a conversation who's unsure of how to act or where to begin, the ability to analyze genre conventions is an essential skill. Genres are loaded with information about audience, purpose, and context; they offer critical insights into how and why people in particular settings communicate with each other in the ways that they do. This session offers practical, engaging strategies for teaching the skill of genre analysis rhetorically.

About the Main Presenter: Jennifer Fletcher is a Professor of English at CSU Monterey Bay where she prepares undergraduates for careers as secondary school English teachers. She is the author of _Teaching Arguments: Rhetorical Comprehension, Critique, and Response_ (Stenhouse 2015) and serves on the CSU Expository Reading and Writing Curriculum (ERWC) Steering Committee.

B-11 Cross Curricular Collaboration and CCSS Performance Tasks

Tamara Rodriguez-Kam, ELA Department Chair, Teacher, Site Coach, Buena Park High School, Buena Park

Room: Pacific Salon 7

Appropriate for Grade Level(s): 9-12

Strand: Interdisciplinary/Cross Curricular Ideas

SESSION B • FRIDAY MORNING • 11:00 AM-12:15 PM

B-11 Cross Curricular Collaboration and CCSS Performance Tasks

(continued from page 13)

This session will show participants how to develop joint performance tasks to be articulated, structured and completed in the ELA and Social Science classroom. Participants will determine essential questions around which to develop joint performance tasks to be completed within both disciplines. Participants will develop curriculum relative to both content areas, incorporating both secondary and primary source texts. Participants will create assignments incorporating reading, writing, listening and speaking skills as well as address academic writing and project-based learning.

About the Main Presenter: Tamara Rodriguez-Kam has been a teacher in the Fullerton Joint Union High School District, specifically Buena Park High School for 23 years, where she also serves as ELA Department Chair as well as ELA Site Coach.

B-12

Nitty-Gritty Grammar: A Not-So-Serious Look at the Basics

Edith Hope Fine, Author, Former Teacher (K-8, Gifted, and Adult), Encinitas; Judith Pinkerton Josephson, Author, Former Teacher (K-8, Gifted, and Adult), Encinitas

Room: Pacific Salon 6

Appropriate for Grade Level(s): 6-12

Strand: Text Analysis, Vocabulary and/or Grammar

Join the Grammar Patrol for a lively session on ways to help your students learn and remember grammar basics. Use humor to explore common bloopers, pesky pronouns, and punctuation puzzlers with mnemonics, tips, and cartoons. Presenters are teachers-turned-writers with more than forty books, including their two "Nitty-Gritty Grammar" guides.

About the Main Presenter: Edith Hope Fine is a former teacher (K-8 and gifted; master teacher), now an author of eighteen books. She is active in the San Diego Chapter of the Society of Children's Book Writers and Illustrators and chairs the published members' group.

B-13 Offering Impactful Professional Development with High School and College English Faculty: Lessons Learned from the K12/MVC English Collaborative

Jennifer Escobar, Assistant Professor of English, Moreno Valley College, Moreno Valley; Ashley Rodriguez, Instructional Coach, Rancho Verde High School, Moreno Valley; Kenneth Miralles, Ed. D., Professional Development Specialist, Moreno Valley High School, Moreno Valley; Sherrine Nikniai, ERWC Teacher, Moreno Valley High School, Moreno Valley

Room: Eaton

Appropriate for Grade Level(s): 9-College

Strand: Vertical Alignment

What makes an ongoing collaboration between secondary and postsecondary English instructors

work? This session will share lessons learned from the K12/MVC English Collaborative, an equity- and research-driven effort that focuses on supporting students' secondary to postsecondary transition and success. Attendees will learn about principles of what makes this faculty-to-faculty collaboration work, find out results of this collaboration, and participate in activities used in past collaborative meetings. Time for questions and answers will also be included.

About the Main Presenter: Jennifer Escobar has been teaching at the community college level for four years; previously, she taught high school for ten years. In addition to teaching, she currently serves as a liaison between English instructors in two K12 districts and Moreno Valley College.

B-14 "To Teach in Such a Way that People Stop Killing Each Other": Becoming a Teacher for Today and Tomorrow

Tim Dewar, Professor, UCSB, Santa Barbara English Teacher Candidates from TEP at UCSB

Room: Pacific Salon 4

Appropriate for Grade Level(s): 6-12

Strand: With Literacy and Social Justice for All

Thirty-five years ago, Mary Rose O'Reilly wondered whether it was "possible to teach literature in such a way that people stop killing each other?" In this session a group of new secondary English teachers will share how they've responded to this challenge in today's classrooms. Classroom activities and student work samples will be shared as a way to keep seeking answers to this timeless question.

About the Main Presenter: Tim Dewar is the Director of the South Coast Writing Project at the University of California, Santa Barbara, where he teaches undergraduates, credential candidates, and graduate students, drawing upon his experience as a secondary English language arts teacher, research, and, most importantly, the expertise of writing project teachers.

B-15 Kick-start Your Creativity with Improv!

Martha Barnette, host of A Way With Words on National Public Radio/KPBS, (and keynote speaker for Friday's luncheon)

Room: Royal Palm Salon 1

Appropriate for Grade Level(s): All

Strand: Alternative Instruction Ideas

Want to find a way around writer's block, silence your inner critic, or become more comfortable in front of audiences? Improv techniques can help. In this lively, interactive workshop, you'll experience how educators can benefit from the same exercises used by professional improvisers and actors to unlock their creativity. We'll cover some classic improv concepts, all in the form of playful exercises designed to boost self confidence, improve listening and observational skills, and help you shut off that pesky internal editor and let your ideas flow.

About the Main Presenter: Martha Barnette is the co-host of public radio's A Way with Words, and actively involved in the improv scene in the San Diego Area.

FRIDAY LUNCHEON

12:30-2:30 PM
Pacific Ballroom



*Martha
Barnette*

Martha Barnette is co-host of the public-radio show *A Way with Words*, heard each week by listeners in 300 cities across North America, and worldwide by podcast. The show is about words and how we use them—word and phrase origins, slang, regional dialects, writing well, books and reading, and that weird thing Grandma used to say. Martha holds an undergraduate degree in English from Vassar College, and did graduate work in classical languages at the University of Kentucky. Before her work in radio, Martha was a reporter for the *Washington Post* and an editorial writer for the *Louisville Courier-Journal*. A Kentucky native, she lives in San Diego, where she can be found hiking mountain trails and performing improv comedy in her spare time.

excerpted from <http://marthabarnette.com/about/>

**TAKE
NOTE**

Announcements

Jeannine Ugalde and Carole LeCren,
Co-Chairs of the CATE 2018 Convention

Exhibit Hall
Open
7:30 AM-
5:00 PM
Golden
Ballroom

Meet Up
Time with
Local Councils:
5:00-6:00 PM
see page 19

ERWC
Info Session:
5:00-6:00 PM
see page 19

Upload
comments and
photos to your
social media and
hashtag them:
#CATE18



California Young Reader Medal Award Announcement

Carole LeCren, CATE 2018 Co-Chair

CYRM 2017 Young Adult Category Winner Red Queen

Written by Victoria Aveyard
Published by HarperCollins, 2015



CATE Awards

presented by Denise Mikkonen, CATE President

CATE Award of Classroom Excellence, Elementary

Julie Paulsen, Our Lady of Perpetual Hope School, Bakersfield
Nominated by Kim Flachmann, President of Kern Council

CATE Award of Merit

Vickie Spanos, Kern High School District, Bakersfield
Nominated by Kim Flachmann, President of Kern Council

Speaker Introduction

Jeannine Ugalde, Rancho Bernardo High School, San Diego

SESSION C • FRIDAY AFTERNOON • 3:30-4:45 PM

C-01 Happier Classrooms Close the Achievement Gap (Commercial Presentation)

Alasha Woods, Retired Administrator, Teacher, Clark County School District, Las Vegas, NV

Room: Exhibit Hall

Appropriate for Grade Level(s): All

Strand: Addressing the Achievement Gap

In this session, you'll learn how consistent, predictable classroom management leads to a calmer, happier environment for student learning and how that can translate into better scores, especially for lower-achieving students. It doesn't happen by chance! Learn the strategies and techniques that eliminate 80% or more of the low-level misbehaviors that keep you from teaching and your students from learning. The environment you create can close the achievement gap.

About the Main Presenter: Alasha Woods was an administrator and teacher in CCSD for 30 years. She taught special education in the Resource Room and in the Inclusive Practices Model in grades 4-12.

C-02 Contemporary Short Fiction: the Key to Unlocking Potential and Leveling the Playing Field for Students of All Ability Levels

Bill James, Teacher/Author, Franklin High School, Stockton; Elizabeth James, Teacher/Author, Franklin High School, Stockton

Room: Eaton

Appropriate for Grade Level(s): 9-12

Strand: Addressing the Achievement Gap

By the time students reach high school, they are often relegated to classes that reflect—implicitly or explicitly—what the school expects of them. Using contemporary short fiction allows access to great literature for all students, even those who struggle with issues of attendance, ability, or language. This session will use strategies from our book, Method to the Madness: A Common Core Guide to Creating Critical Thinkers through the Study of Literature, designed to help students—from below-basic to advanced—interact with and analyze writers such as Junot Diaz, Tim O'Brien, George Saunders, and Lorrie Moore, thereby leveling the playing field without lowering expectations.

About the Main Presenter: Bill James is the author of Parnucklian for Chocolate, a finalist for the 2014 PEN Center USA Literary Award in Fiction, and co-author of Method to the Madness: A Common Core Guide to Creating Critical Thinkers through the Study of Literature. He teaches English and coordinates the AVID program at Franklin High School in Stockton, CA.

C-03

Advocacy Speaking: Using Socratic Seminars to Investigate the Status Quo

Al Schleicher, English Teacher, San Diego State University, San Diego

Room: Royal Palm Salon 5

Appropriate for Grade Level(s): 6-12

Strand: Advocates for All

Using our knowledge of the Socratic method, participants will explore informational texts to teach students how to investigate the status quo and advocate for change. This hands-on session will have participants collaborating to create a new advocacy framework for Socratic seminars in the classroom.

About the Main Presenter: Al has been an English teacher at a social justice charter school in Los Angeles. A speech and debate coach, Al frequently used debate strategies in his English 10 class. He is currently a doctoral student at San Diego State University.

C-04 Bridging Fiction and Non-Fiction with Historical Depth

Mary Hendra, Program Director, Facing History and Ourselves, Los Angeles

Room: Brittany

Appropriate for Grade Level(s): 9-12

Strand: Argument and Evidence

Literature can humanize history while the right non-fiction texts can deepen and extend understanding and relevancy to today. This session will feature the pairing of fiction and non-fiction to explore questions such as: "How is our identity shaped and reshaped by the circumstances we encounter?" "How do tragedy and trauma influence an individual's identity and choices?" Pairings include All American Boys and Facing Ferguson, The Absolutely True Diary of a Part Time Indian and Stolen Lives, Like Water on Stone and the Armenian genocide.

About the Main Presenter: After ten years teaching history and English in Southern CA classrooms, Mary Hendra joined the staff of Facing History, where she now facilitates professional development for teachers. She leads interdisciplinary teams and workshops, as well as creating programs for teachers across the state.

C-05

Reading, Writing, Fewer Referrals and Happier Teachers!

Trish Keiller, Consultant, Marina Del Rey

Room: Royal Palm Salon 1

Appropriate for Grade Level(s): All

Strand: Classroom Culture

Did you know that teachers spend an average of 5-9 hours per week warning, correcting, and eventually referring low-level problem behaviors in the classroom? At this time in education when we have less time to do more, you need as many effective strategies to maintain a healthy, productive learning environment as possible. This jam-packed session does not include gimmicks or tricks, just powerful, research-based strategies that are proven to increase student scores, reduce disciplinary challenges and bullying, and allow teachers to focus on what they love.

About the Main Presenter: Trish Keiller has been teaching and supporting teachers for over 20 years. Her experiences in the classroom and as a children's yoga instructor have informed her unique approach to classroom management. The results—an integrated approach that facilitates deeper learning, connection and joy for both teachers and students.

SESSION C • FRIDAY AFTERNOON • 3:30-4:45 PM

C-06 Other Voices, Other Rooms: LGBTQ Literature in the Classroom

Gabriel Stein-Bodenheimer, Teacher, Department Chair, Mercy High School, San Francisco

Room: Garden Salon 2

Appropriate for Grade Level(s): 9-12

Strand: Diversity

This session is an invitation to LGBTQ teachers and allies—those with experience teaching lesbian, gay, bisexual, and queer (LGBTQ) literature and those with both an open heart and desire to better serve our students. Find queer content in texts you already teach and fill your pockets with new techniques for teaching close reading and LGBTQ visibility. Looking to the dialogic relationship between student, subject, and teacher, we will also clarify contemporary queer identities, share strategies to affirm your LGBTQ students, explore intersectionality of authors' and students' identities, discuss how to navigate teaching literature that is both academic and personal in nature, and name the benefits straight, cisgender students receive from a study of LGBTQ literature.

About the Main Presenter: Gabriel Stein-Bodenheimer has been teaching at Mercy High School for 6 years, where he is the English department chair and GSA advisor. This is his 4th time presenting a workshop at CATE on LGBTQ curriculum.

C-07 Multi-sensory Strategies for Struggling Readers

Sarah Lewis, Licensed Dyslexia Therapist, Teacher, Certified Academic Language Therapist, Sarah Tenielle Companies, Dallas, TX

Room: Ascot

Appropriate for Grade Level(s): K-5

Strand: Elementary

In this session participants will learn some quick multi-sensory activities to support students in learning and applying basic reading skills. Participants will get a basic understanding of specific skills that can be a challenge for many readers. Using common, everyday materials, participants will create "make and take" activities to implement with their students immediately.

About the Main Presenter: Sarah Lewis M.A., LDT, CALT-QI has eighteen years of classroom experience in addition to specialized training as a literacy specialist. She is a dyslexia intervention teacher at Dallas Academy, in Dallas, Texas. She is a reading consultant and has assisted schools with setting up academic intervention programs. Her company Sarah Tenielle Companies provides school and parent consulting as well as private student intervention and therapy.

C-08 The Journey to College, Career, and Beyond: Building a Culture and Community of ERWC Teacher Collaboration

Kim Kemmer, Secondary Literacy Instructional Coach, Corona Norco Unified School District, Norco ; Kate Jackson, Teacher on Assignment Secondary ELA and Literacy, Corona Norco USD, Norco

Room: Pacific Salon 4

Appropriate for Grade Level(s): 9-College

Strand: ERWC

How can you create a culture of collaboration among ERWC teachers? Session will cover how ERWC teachers in CNUSD created a diagnostic to assess students' mastery of ERWC skills. In addition, the session will highlight how the literacy team created opportunities for teachers to collaborate and share best practices in the classroom. Finally, presenters will share how they hosted a conference that allowed local universities and ERWC teachers to connect and discuss how to best prepare students for college and career. Participants will leave with ideas and supports to begin establishing a collaborative community at their site or district.

About the Main Presenter: Kim Kemmer has been with the Corona-Norco Unified School District for the past 10 years. She has taught language arts in grades 7-12 and presently works with all secondary teachers to enhance literacy instruction in the classroom.

C-09 American Art as a Vehicle for Understanding in the ELA Classroom

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

Room: Pacific Salon 5

Appropriate for Grade Level(s): 6-12

Strand: Interdisciplinary/Cross Curricular Ideas

How can visual art be a bridge to interdisciplinary learning in your classroom? In this interactive session, experience how educators at the Smithsonian American Art Museum use inquiry-based approaches to engage students as critical thinkers, readers, and writers, while supporting content across the humanities. Discover two new online resources for thoughtfully integrating American art into your curriculum.

About the Main Presenter: Phoebe Hillemann has been an educator at the Smithsonian American Art Museum (SAAM) since 2011, where she leads a variety of programming for students and teachers. She manages SAAM's annual week-long summer institutes for a national audience of social studies and English teachers, which has served over 450 teachers from 47 states since 2009. She has a B.A. in Art History from Kenyon College and an M.S.Ed. in Leadership in Museum Education from Bank Street Graduate School of Education.

C-10 Canon Explosion: Modern Techniques for Classic Literature

Dr. Terri Leon, Director- Instructional Support Services, Oxnard Union High School District, Oxnard

Room: Pacific Salon 6

Appropriate for Grade Level(s): 6-12

Strand: Reading/Poetry

Classic literature is "classic" for a reason! But how do we get today's "modern" student engaged and enthralled? Come learn how to marry classic curriculum with innovative pedagogy, as we cover a variety of educational technology tools.

About the Main Presenter: Dr. Terri Leon taught middle and high school ELA and ELD before moving into administration. She is currently the Director of Instructional Support Services for Oxnard Union High School District.

SESSION C • FRIDAY AFTERNOON • 3:30-4:45 PM

C-11 We Are The Makers of Music, We Are The Dreamers of Dreams: Using Literary Theory to Inspire Your Students To Go Beyond Comprehension

Cody Bema, Teacher, Ridgeview High School, Bakersfield

Room: Pacific Salon 7

Appropriate for Grade Level(s): 9-12

Strand: Text Analysis, Vocabulary and/or Grammar

Students often complain that their English class is boring because what they are supposed to read does not interest them. However, by incorporating different critical lenses, you can help your students realize that even though they might not have sway over what they are given to read, they can control how they perceive those texts. This session will explore different critical lenses you can present to your students to apply and, thus, empower them to live, as Northrop Frye argues, a “conscious life,” as they look at literature with an “ethical and participating aim.”

About the Main Presenter: Cody Bema has been teaching for 11 years at the Kern High School District, where he was the GATE/AP/Honors Coordinator as well as the AVID Coordinator. He also hosts an education podcast called “Pedagogues and Monsters” and has had essays published in a variety of online magazines.

C-12 The “Big 10” Strategies of Vocabulary Instruction for Comprehending Complex Texts

Ellen Edmonds, Executive Director, Professional Development, W.H. Sadlier, New York

Room: Royal Palm Salon 3

Appropriate for Grade Level(s): 6-12

Strand: Text Analysis, Vocabulary and/or Grammar

Comprehending complex text is essential to school achievement, higher scores on the SAT and ACT exams, and successfully completing college coursework. In this interactive session, you will become familiar with how vocabulary acquisition is critical for meeting the level of text complexity required by standards and for college and career readiness. Learn the “Big 10” strategies for increasing vocabulary and improving comprehension of complex texts.

About the Main Presenter: Ellen Edmonds is Executive Director of Professional Development for Sadlier and has extensive experience supporting professional learning in ELA. Prior roles include: Director of Professional Services, Senior Manager for Instructional Solutions, Senior Educational Consultant, Adjunct Instructor – UNC-C; Director, Program Coordinator, school administrator, intervention specialist, teacher, and program director – Charlotte-Mecklenburg Schools.

C-13 Using Investigative Journalism to Engage Students and Communities

Ari Dolid, Instructional Coach, San Leandro Unified School District, San Leandro

Room: Royal Palm Salon 4

Appropriate for Grade Level(s): 6-12

Strand: With Literacy and Social Justice for All

Typically our students’ writing is seen by one audience: the teacher. In order to engage writers in ELA or

History, they need to be driven by authentic audiences and purposes for writing. In this interactive workshop, participants will explore the genre of investigative journalism, examine a framework for a project based unit that will allow students to write about issues and questions that are relevant to them, and utilize the ERWC “chunking” strategy as a pre-writing approach to guide planning. Participants will walk away from the workshop knowing how to help use writing to investigate and advocate in their communities.

About the Main Presenter: Ari Dolid is an Instructional Coach in the San Leandro Unified School District, focusing on English Language Arts and strategic integration of technology in grades 6-12. He is the co-founder of The Social Justice Academy at San Leandro High School, a small school program dedicated to empowering youth to become agents of change in their communities on personal, cultural and institutional levels. Twitter: @aridolid

C-14 Writing Our Voices into the World

Teresa Bunner, HS Literacy Coordinating Teacher, Wake County Public School System, Cary, NC

Room: Royal Palm Salon 6

Appropriate for Grade Level(s): All

Strand: Writing

For five summers, high school students of color have gathered to learn from professional writers and fine tune their voices as agents of change. This presentation will share the structure of that summer program and the lessons learned that can be applied in our English Language Arts classrooms on a daily basis. Student voices will be “heard” through their writings and reflections; they can impact and challenge us to create space for all of our students’ voices.

About the Main Presenter: Teresa Bunner is a veteran educator who has been a classroom teacher and instructional coach at the elementary, middle and high school levels. She has worked with diverse student and teacher populations in both California and North Carolina.

C-15

Writing as an Engine of Learning

Kelly Williams, Professional Development, Poudre School District, Fort Collins, CO

Room: Crescent

Appropriate for Grade Level(s): 6-12

Strand: Writing

This session will deconstruct how to use writing to engage in deeper learning. Participants will learn the power of quickwrites to build classroom culture, strategies to share writing in a variety of ways, methods to use critique as an engine of dialogue, and techniques to use writing as a means of reflection. The strategies presented can be used across grade levels and content areas.

About the Main Presenter: Kelly Williams earned her B.A. in English, Language, and Literature as well as her Masters in Teaching from the University of Virginia. She taught English classes at comprehensive high schools in Jacksonville, FL and Poway, CA. Then she found her way to High Tech High for eight years before moving to Poudre School District in CO to work in professional development.



THE NEW CHAUCER SOCIETY

21st Biennial International Congress

July 11-15, 2018

University of Toronto, Canada

PRE-CONFERENCE DAY

Teacher's Workshop

July 10, 2018

WORKSHOP

The Fisher Rare Book Library: *Using Medieval Manuscripts in the Secondary School Classroom*

with Michael Kuczynski, Tulane U, Archives and Outreach Program

DISCUSSION

Effective lesson planning with contemporary connections to Chaucer

Discounted registration for K-12 teachers

newchaucersociety.org

#NCS18

GENERAL CONFERENCE

Selected Topics

- *Chaucer in a New York City Public High School*
 - *Close Reading in the Age of Screens: Teaching the Canterbury Tales alongside Graphic Narratives*
 - *Thinking With and Beyond Chaucer: Adaptations for the Inclusive Classroom*
 - *The Canterbury Tales in the AP Literature Curriculum*
 - *Misuses of the Middle Ages: An overview of classroom resources for countering white-supremacist misrepresentations of the Middle Ages*
- and more!

WHAT TO DO ON FRIDAY FROM 5:00-6:00 PM?

ERWC Info session

Information Session on the Forthcoming 3rd Edition of the CSU Expository Reading and Writing Course

ERWC 3.0 will offer teachers and students more choices, more literature, a greater diversity of authors and text types, more means of expression (using Universal Design for Learning), more support for English Language Learners, and more opportunities for analyzing visual rhetoric and new media. The third edition also will include mini-modules on key rhetorical concepts such as the rhetorical situation, genre, and *kairos*. Come learn how the curriculum's innovative—and updated—rhetorical approach will continue to prepare ALL students for the literacy demands of a changing world. Light refreshments will be served.

Room: Pacific Salon 7

Appropriate for All Teachers Interested in ERWC
Strand: ERWC

MEET UP TIME for local councils

Meet Up Time for Local Councils

There are 9 local councils of CATE in California. Aren't sure which one is yours? See page 11. Want to meet up with fellow teachers from your local area? Locate them below. There will be a no host bar in the lobby/foyer area outside of the Golden Ballroom.

1. Redwood Golden Ballroom Lobby/Foyer
2. Upper..... Golden Ballroom Lobby/Foyer
3. Capitol Golden Ballroom Lobby/Foyer
4. Central..... Room 1209
5. FACET (Fresno) Golden Ballroom Lobby/Foyer
6. TUCATE (Tulare) Golden Ballroom Lobby/Foyer
7. Kern.....Room 1125
8. Southland Room 1212
9. Greater San Diego..... Golden Ballroom Lobby/Foyer

FRIDAY EVENING DINNER & EVENT

6:30-9:00 PM
Pacific Ballroom



*Viet
Mai*

Viet Mai was born in San Diego and completed his BA in Math-Computer Science at the University of California, San Diego. While a student at UCSD, Viet started working as a tutor and mentor for the Early Academic Outreach Program, where he found his passion working with young people. He found his own voice through spoken word poetry, and has since been presenting his craft to vast audiences of students, educators, and communities at large. Viet currently serves as a Program Facilitator with the Village of Promise Collective Mentoring Program, and continues to “edutain” his audience as a public speaker, host, and spoken word artist. He is currently pursuing his Master’s in Social Innovation at the University of San Diego, Kroc School of Peace Studies.

excerpted from <https://vietmai.com/about>

Announcements

Jeannine Ugalde and Carole LeCren,
Co-Chairs of the CATE 2018 Convention

Awards

presented by Denise Mikkonen, CATE President

CATE Award of Classroom Excellence, College

Georgina Guzman, CSU Channel Islands, Camarillo
Nominated by Jennifer Silver,
President of Southland Council of Teachers of English

CATE Award of Classroom Excellence, Middle

Willow Reed, Baird Middle School, Fresno
Nominated by Janina Schulz and David Wisar, Co-Presidents
of FACET (Fresno Area Council of English Teachers)

Speaker Introduction

Carol Battle, Oak Valley Middle School, Poway

**TAKE
NOTE**

Tomorrow will be
the final day that
the Exhibit Hall
will be open:
7:30 AM-
3:15 PM
Golden
Ballroom

Upload
comments and
photos to your
social media and
hashtag them:
#CATE18

**–Nelson
Mandela**

—Marian Wright
Edelman

-Albert Einstein

Saturday, Day 2: Reflecting on the Theme

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color.

SATURDAY MORNING SUPER SESSION

8:00-9:15 AM
Pacific Ballroom



*Kelly
Gallagher*

Kelly Gallagher started in 1985 as a high school ELA teacher in Anaheim, California, and now is considered one of the leading voices in literacy education. Kelly has written six books for teachers, many of which have been used in education schools around the world. Kelly honed his craft by taking on leadership positions in several key literacy programs, including the California Reading and Literature Project, the South Basin Writing Project, and the Puente Project, an outreach program that prepares under-represented high school students for transition into universities. At least twice a month during the school year and throughout the summer months, Kelly travels to school districts and conferences around the world to share his thoughts and insights on literacy education and guide his colleagues toward more effective instruction.

excerpted from <http://www.kellygallagher.org/about/>

**TAKE
NOTE**

Exhibit Hall
Open
(Final Day!)
7:30 AM-
3:15 PM
Golden
Ballroom

Upload
comments and
photos to your
social media and
hashtag them:
#CATE18

Daylight Savings
Time: Don't
forget to spring
forward tonight!

Announcements

Jeannine Ugalde and Carole LeCren,
Co-Chairs of the CATE 2018 Convention

Introduction of CATE Scholarship Winners

by Denise Mikkonen, CATE President

The Fristrom Scholarship

Desirae Long, Hidden Valley Middle School, Escondido

The Henke Scholarship

Katie Olson, Mater Dei Catholic High School, Chula Vista

The Virginia Reid Scholarship

Hannah Cook, Sacred Heart School, Coronado

Speaker Introduction

Michelle Clark, Center for Research on Equity and Innovation at High Tech High's Graduate School of Education, Project Co-Director, Deeper Learning Hub Co-Director, Share Your Learning Campaign

Super Session with Kelly Gallagher

This morning's workshop session is being held in the largest room available, and is the only session given during this time. There is no need to worry about getting a seat in the session. Come in, sit down, and enjoy.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SATURDAY MORNING SESSIONS



About the Movie:

Genre: Documentary

Rated: PG

SESSION D • SATURDAY MORNING • 9:30-10:45 AM

D-01 Tried and True, Yet Ultimately New: Developing Student Thinking in Writing Commentary

Jan Gabay, English Teacher, Chair, Staff Developer, The Preuss School UCSD, La Jolla; Natasha Ippolito, AP English-11th grade; Drama-grades 9-12; University Prep- grade 9, The Preuss School UCSD, La Jolla; Stephanie Garcia, Teacher, Journalism, Senior Research, & AP English 11th grade, The Preuss School UCSD, La Jolla

Room: Crescent

Appropriate for Grade Level(s): 9-12

Strand: Addressing the Achievement Gap

How do we translate research to actual practice in the ELA classroom with a diverse mixed group of struggling to advanced students to help them generate writing by thinking? This session presents practical and specific strategies to help students develop their critical lenses, expand their perspective on the reading, and sharpen thinking skills beyond superficial responses though an authentic writing voice. Your take-away are templates and strategies with proven success adaptable to your particular student.

About the Main Presenter: Jan Gabay teaches Writers Workshop, AP English and Service Learning at The Preuss School UCSD. She is the English Dept Chair and site Staff Developer. She was named National Teacher of the Year in 1990 and served as a consultant and "teacher of teachers" in the U.S. and abroad from elementary to college levels.

D-02 Using Improvisation in the Classroom

James Thomas Bailey, Artistic Director, Past President of CETA, Los Angeles, Los Angeles

Room: Pacific Salon 7

Appropriate for Grade Level(s): All

Strand: Alternative Instruction Ideas

Improvisation is a very specific system for listening, reacting and responding in a way that moves a situation forward in a positive direction. Essential skills include awareness, teamwork, adaptation and innovation, all of which can be applied to both social interaction and classwork. Learn how the largest teen improv program in the US has flourished for almost thirty years, and how it has enhanced classroom creativity.

About the Main Presenter: James Thomas Bailey is the Artistic Director of CSz Los Angeles, producer of ComedySportz and the largest teen improvisation program in the US. He is a Cultural Specialist for the US State Department, Past President of the CA Educational Theatre Association, and proud secondary educator. James is also a corporate trainer, with such clients at Google, Disney, Yahoo, SONY Pictures, Nestle, Hulu, Coca-Cola and more.

D-03 Cultivating Global and Civic Competence for 21st Century Readiness

Jennifer Howerter, Education Programs Assistant, California Department of Education, Sacramento; Janet Mann, Education Programs Consultant, California Department of Education, Sacramento

Room: Royal Palm Salon 4

Appropriate for Grade Level(s): 6-12

Strand: Argument and Evidence

How do we prepare students to be college and career ready and to thrive in an increasingly connected 21st century global environment? What role does global and civic competence play in this process? Join us to consider how to foster autonomous, conscientious, globally-minded, and literate citizens in your classroom – a sure path to Literacy and Justice for All! This session will be grounded in the content of Chapters 9 and 10 in the English Language Arts/English Language Development Framework, Educating for Global Competency: Findings and Recommendation from the 2016 California Global Education Summit, and Revitalizing K-12 Civic Learning in California: A Blueprint For Action.

About the Main Presenter: Jennifer Howerter, with seven years of teaching experience, is currently a literacy consultant at the California Department of Education, focusing on information and secondary literacy, social emotional learning, and supporting efforts in global education.

D-04 Grading Is Not Teaching: Implementing a Standards-Based Gradebook and Student-Led Conferences

Glenn Morgan, Teacher, La Jolla High School, San Diego

Room: Garden Salon 2

Appropriate for Grade Level(s): 6-12

Strand: Classroom Culture

This session will show teachers how to introduce, create and sustain a standards-based grading practice at the secondary ELA level, as well as provide methods and experience on how to brand this practice to students, parents and peers. A model syntax for five-minute, student-led conferences will be provided.

About the Main Presenter: Glenn Morgan has been teaching English Language Arts in the San Diego Unified School District for 16 years, and the last six at La Jolla High School. He is College Board ELA National Faculty member and a National Board Certified Teacher in Adolescent/Young Adult ELA.

D-05 Guided Reading: Know Your Students, Get Organized and Change Lives

Lacie Harris, Academic Coach, Bakersfield City School District, Bakersfield

Room: Ascot

Appropriate for Grade Level(s): K-5

Strand: Elementary

This session will stress the importance of guided reading in the K-5 classroom. Participants will learn best practices for guided reading instruction as well as progress monitoring through the use of running records. Participants will also walk away with practical examples and tips for keeping it all organized.

About the Main Presenter: Lacie Harris has been a passionate educator dedicated to fostering early literacy in the inner-cities of Kern County for over 10 years.

SESSION D • SATURDAY MORNING • 9:30-10:45 AM

D-06 Seven High-leverage Moves to Foster Students' Academic Language Development in Multilingual Classrooms

Carrie Holmberg, Pre-service Teacher Educator, San Jose State University, San Jose

Room: Eaton

Appropriate for Grade Level(s): All

Strand: English Learners

This session will introduce seven research-supported “moves”—priming, posing, pausing, probing, bouncing, tagging, and binning—that can be used with intention and care to uncover student thinking, foster students’ academic language development, and help improve teachers’ instructional decision making on the fly. Participants will learn how these high-leverage moves can be used to support literacy, improve feedback, and orchestrate more equitable and evidence-based formative assessment practices in their classrooms, no matter the grade level or content.

About the Main Presenter: Carrie Holmberg, Ed.D., National Board Certified Teacher in AYA/ELA, and BAWP teacher consultant, co-authored the book, Mastering Formative Assessment Moves: 7 High-leverage Practices to Advance Student Learning (published by ASCD, 2017) with Brent Duckor, Ph.D. She is a pre-service teacher educator at San Jose State University.

D-07 Digital Worlds Revealed Through Critical Media Studies

Christopher Lewis, Teacher, Mountain View High School, El Monte

Room: Royal Palm Salon 5

Appropriate for Grade Level(s): 6-12

Strand: Equity Education

The purpose of this presentation is to explore how Critical Media Studies informs the way teachers help students access, question, and create various types of media. The Center for Media Literacy developed five key concepts that are based on the idea of social construction. All types of media are constructed - and they must be analyzed as such. Additionally, a critical stance requires that the viewer also take into account the way in which our identities are also socially constructed. Participants will leave with resources and lesson ideas to implement media-literacy-focused instructional activities.

About the Main Presenter: Christopher Lewis, Ph.D., has been at Mountain View High School in El Monte, CA for twelve years and teaches AP United States History, 12th grade ERWC and 12th grade AVID; he is also the site Teacher Technology Leader and AVID Coordinator. Christopher has presented at state and national conferences hosted by AP United States History Exam Reading, AVID, the California Council for Social Sciences, the National Council for Teachers of English, and the National Association for Multicultural Education.

D-08

What We Talk About When We Talk About Work (in Literature & Arts)

Gina Vattuone, English Curriculum Specialist TOSA,

Sweetwater Union High School District, Chula Vista

Room: Proyal Palm Salon 6

Appropriate for Grade Level(s): 9-12

Strand: Interdisciplinary/Cross Curricular Ideas

We hear a lot about preparing students for college and career; but, what about work? This session will explore how we talk about work in classroom settings and how work is depicted in literature and other arts. This highly-participatory session will present a three part unit: looking at, reading about and researching the values surrounding work and the messages about workers, especially workers whose work is often denigrated or hidden. Participants will engage in analyzing and discussing artwork, poems, and essays. The session will include links to the unit, and other resources.

About the Main Presenter: Gina Vattuone is a district English Curriculum Specialist TOSA in the Sweetwater Union High School District. Previously, she taught at San Ysidro High School. She is an instructor and co-block leader of General Global cohort at SDSU School of Teacher Education. She is also Co-President of GSDCTE.

D-09 More Than Essays

Carissa Peck, Teacher, Mater Dei Catholic High School, Chula Vista

Room: Pacific Salon 4

Appropriate for Grade Level(s): 6-12

Strand: Making Good Use of Tech

This session explains the importance of teaching writing beyond the five paragraph essay. In addition to a brief overview of research supporting essay alternatives, three specific technological alternatives (infographics, buzzfeed like quizzes, and virtual reality museums) will be suggested and explained as well as opportunities to adapt these to your lessons.

About the Main Presenter: After studying and teaching abroad for most of her twenties, Carissa Peck is entering her fourth year at Mater Dei and teaches yearbook, journalism, speech and Academic and Technological Literacy.

D-10 The Restoration and The Metaphor Café: Novels with Relevance that Rock a Classroom

(Commercial Presentation)

Robert Pacilio, Author and Teacher, Formerly Mt. Carmel High School and National University, Publisher Create Space via Amazon, San Diego

Room: Exhibit Hall

Appropriate for Grade Level(s): 6-12

Strand: Reading/Poetry

Whether he is discussing Steinbeck or Springsteen, Bob Pacilio inspires teachers to reach out their hands and pull students forward into a world where literature, history, music and cinema play a powerful role in the American spirit. His newest novel The Restoration uses films to help understand the events beginning with the turbulent 1960's to the new century. His latest work focuses on adult friendship and love and how, together—acting as a ‘village’—people can restore and reinvent themselves and in the process find love.

SESSION D • SATURDAY MORNING • 9:30-10:45 AM

Don't worry, he will still speak about the Metaphor Café novels, and teachers will come away with tangible lessons that meet Common Core standards and renew both teachers and students alike.

About the Main Presenter: Bob Pacilio has taught in the Poway Unified School District for 32 years and with National University for two decades. He has authored novels adopted in several school districts and they are part of the schools' curriculum. He was the 1998 San Diego County Teacher of the Year and continues to speak at schools since his retirement.

D-11 Textual Analysis Made Easy!

*C. Brian Taylor, Teacher-Consultant, SUSU, Arizona;
Kena Taylor, Teacher, Pima Junior High, Pima, AZ*

Room: Pacific Salon 5

Appropriate for Grade Level(s): All

Strand: Text Analysis, Vocabulary and/or Grammar

For teachers who are going to be asking their students to analyze texts in various ways, this session is a must. As teachers, we often want to teach analysis (and know that we should), but we find it difficult to express and are not sure how to frame our lessons to increase critical thinking and writing. This workshop will provide 12 ways to analyze texts. It provides tools and modeling.

About the Main Presenter: Dr. Taylor is a teacher, author, and K-12 ELA consultant throughout Arizona. He has chaired AETA's state conference and facilitated roughly 9000 one-on-one writing conferences with students.

D-12 Building a Writing Bridge Between Middle and High School: Scaffolded Writing Strategies for the Middle School Years

Rowena Tiojanco, Teacher, The Preuss School UCSD, La Jolla; Tiffany Majors, Teacher, The Preuss School UCSD, La Jolla; Phil Ensberg, Teacher, The Preuss School UCSD, La Jolla; Ryan Scott, Teacher, The Preuss School UCSD, La Jolla

Room: Fairfield

Appropriate for Grade Level(s): 6-8

Strand: Vertical Alignment

How do we utilize vertical alignment within the middle school years to better prepare students for the caliber of writing expected within the high school ELA classroom? How do we adapt strategies and skills applied at the high school level to the middle school level? This session will present practical and specific strategies designed to help teachers scaffold the writing process in order to prepare students for the rigorous level of writing they will be doing at the high school level. We will discuss and provide graphic organizers and templates that can easily be modified and speak to the challenge of developing effective commentary at the middle school level. Please join us as we explore these strategies that have been used with students who have demonstrated high performance results on the CAASPP.

About the Main Presenter: Rowena Tiojanco has taught in both Chicago and San Diego. She has taught for seven years and is currently in her second year as an English teacher at the Preuss School UCSD.

D-13 Confessional Writing: Holocaust--and Modern Diaries as Quests for Fairness

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

Room: Pacific Salon 6

Appropriate for Grade Level(s): 6-12

Strand: With Literacy and Social Justice for All

Why did girls and boys in Europe during the Holocaust keep diaries, even as hope faded? How, today, can such confessional writing be used by students of diverse backgrounds to work through individual and familial struggles? How can personal declarations help?

About the Main Presenter: Bill Younglove is a retired high school teacher, CATE board member, and currently works at CSU Long Beach. He is the go-to man for teaching the Holocaust, and for anything about the Common Core.

D-14 Writing for Publication: Meet the Editor of California English

Carol Jago, Associate Director, California Reading and Literature Project, UCLA, Los Angeles

Room: Clarendon

Appropriate for Grade Level(s): All

Strand: Writing

Interested in having your writing published? Come and learn about the nuts and bolts of submitting work to journals as well as to garner ideas for developing your expertise as a writer. If you so desire, become a reviewer for California English!

About the Main Presenter: Carol Jago taught middle and high school in Santa Monica and is past president of the National Council of Teachers of English. She has written many books for teachers including Papers, Papers, Papers: Handling the Paper Load.

D-15 That's Why: Teaching Evidence and Reasoning

Kathryn Gullo, Teacher, ArTES Magnet School, San Fernando; Catherine Underwood, Teacher, North Hollywood High School Highly Gifted Magnet, North Hollywood

Room: Royal Palm 3

Appropriate for Grade Level(s): 6-12

Strand: Argument and Evidence

This session will show participants a series of strategies that are useful in helping emerging writers learn how to more effectively use evidence and reasoning in academic writing. Participants will work with a variety of texts including visual texts, charts, and articles to understand how to help students transfer the strategies across texts and disciplines. These strategies are designed to use with writing across the curriculum, in all content areas.

About the Main Presenter: Kathryn Gullo has taught for 20 years, 15 of them in LAUSD. She currently teaches 11th grade English at ArTES Magnet is a 2015 LAUSD Teacher of the Year.

SESSION E • SATURDAY MORNING • 11 AM-12:15 PM

E-01 Literacy and Liberty: Advocating Against Banning Books in Public Schools

Carolyn Carlson, Associate Professor, Washburn University, Topeka, Kansas

Room: Eaton

Appropriate for Grade Level(s): All

Strand: Advocates for All

Books are frequently banned from public school libraries, restricting students' abilities to read and reflect upon them. Students need access to texts depicting all types of ideas and people—including those like and unlike themselves. This session will examine past and current banned books, the impact of restrictions on those books, and what can be done to advocate for access.

About the Main Presenter: Dr. Carolyn L. Carlson is an Associate Professor at Washburn University in Topeka, Kansas. She holds two doctorates (a Ph.D. in Literacy Education and a J.D. (Law)), a M.S. in Literacy Education, and a B.A. in Japanese. She teaches undergraduate and graduate level courses in literacy education, research, and education law.

E-02 The Zen Teacher

Dan Tricarico, English Teacher, West Hills High School, San Diego

Room: Royal Palm Salon 3

Appropriate for Grade Level(s): All

Strand: Alternative Instruction Ideas

The Zen Teacher workshop will show you a 5-step blueprint for using Zen-inspired techniques such as mindfulness, meditation, Beginner's Mind, compassion, gratitude, subtraction, space, gratitude, non-judgment, and self-care to achieve a greater sense of relaxation, peace, and control in the classroom. This workshop is based on—and includes concepts, anecdotes, and activities—from his book entitled The Zen Teacher: Creating Focus, Simplicity, And Tranquility In The Classroom (DBC, Inc. 2015).

About the Main Presenter: Dan Tricarico has been a member of the West Hills High School English Department for over twenty years. In his spare time, he enjoys writing fiction, listening to music, reading mystery novels, watching movies, and staring out of windows.

E-03 Teaching with A SMILE

Anna Savino, Teacher, Olympian High School, Chula Vista

Room: Garden Salon 2

Appropriate for Grade Level(s): All

Strand: Classroom Culture

This session will inspire participants to reflect on their teaching approach. They will be guided through their current practices and gain new ideas about how to implement strategies that revolve around the six universal concepts of a positive and effective classroom environment: Attention to Attitude, Stimulation of the Senses, Motivation through Modeling, Interaction with the Imagination, Love in any Language, and Efficacy through Experience.

These strategies can be used in all content areas at any grade level. Teachers and students can't help but have A SMILE when these strategies are utilized in the classroom!

About the Main Presenter: Ever since she started teaching in 2003, Anna Savino has made it a point to work in a variety of schools and obtain leadership roles in order to gain experience and knowledge for improving school culture through a celebration of students as individuals. She has written two professional development workshops for teachers: Teaching with A SMILE and Artisan School Cultures.

E-04 Fear and Courage: Upstanders During Japanese American Incarceration

Stan Yogi, Author, Los Angeles; Mary Hendra, Program Director, Facing History and Ourselves, Los Angeles; Lynn Yamasaki, Interim Director of Education, Japanese American National Museum

Room: Royal Palm Salon 4

Appropriate for Grade Level(s): All

Strand: Diversity

Empower students with a literary and historical exploration of Japanese American incarceration, featuring resources from the Japanese American Museum, a newly revised teacher guide to the classic memoir Farewell to Manzanar from Facing History, and the story of Fred Korematsu, retold in a new book for young adult audiences by author Stan Yogi, (also co-author of Wherever There's a Fight). With these resources, build a unit for elementary, middle or high school students that deepens historical understanding, builds empathy, and motivates standing up to injustice.

About the Main Presenter: Stan Yogi is an author, and president of Somebody's Sunshine Inc., a non-profit.

E-05 The Forgotten Standard: Reading Engagement

Robin Radlauer-Cramer, Teacher, Oak Valley Middle School, Poway

Room: Ascot

Appropriate for Grade Level(s): K-8

Strand: Elementary

Recent educational studies show student success relies heavily on how engaged students are in their reading. In this session you will learn strategies to use throughout the year to both teach the standards and engage your students. Book Clubs Lite, Partner Reading, and building a habit through daily reading in and out of class builds student engagement and a love of reading.

About the Main Presenter: Robin Radlauer-Cramer teaches in Poway Unified.

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E-06 Voices of Military Families: A Collaborative Writing and Multimedia Oral History at a Camp Pendleton School

Laurie Stowell, Professor, Cal State San Marcos, San Marcos; Irene Diggs, Teacher, Literacy Coach, Distinguished Teacher in Residence, Stuart Mesa School, Oceanside

Room: Pacific Salon 4

Appropriate for Grade Level(s): K-8

Strand: Elementary

This session describes a year-long collaborative project in which K-8 students wrote and created videos about their experiences as military children. They also researched, wrote about and filmed documentary-style videos about Camp Pendleton landmarks.

The students and teachers worked on the project throughout the year that culminated with a red-carpet event with all their families to celebrate their success.

About the Main Presenter: Laurie Stowell is a professor of literacy at Cal State San Marcos, a former middle school language arts teacher and the director of the San Marcos Writing Project.

E-07 The Power of We: The Oral and Written Language of Acceptance and Transformation

Brittany Cufau, Teacher and Consultant, Joyful Classrooms, Sacramento

Room: Royal Palm Salon 5

Appropriate for Grade Level(s): All

Strand: Equity Education

This session will provide educators with several key strategies to building an equity based classroom culture with the power to lift of learners from all backgrounds.

Participants will learn the language and literacy strategies to invite students into a learning community and a discourse of social awareness and acceptance. Reading, writing, speaking and listening strategies will be woven throughout the session.

About the Main Presenter: I am a teacher and teacher leader with over 12 years of experience. My passions include equity in education and lifting up all learners through effective and equitable teaching practices.

E-08 Teaching ERWC in a Virtual Environment: Maintaining Integrity

*Lori Campbell, Teacher, Kern Learn, Bakersfield
Michael Moore, Teacher, Excelsior Charter School, Victorville*

Room: Royal Palm Salon 6

Appropriate for Grade Level(s): 9-College

Strand: ERWC

This session will show participants how ERWC is taught in a hybrid environment while maintaining the integrity of the program. Participants will see how various applications and other software are used to "flip" the ERWC classroom while maintaining the necessary elements of student interaction and teacher availability.

About the Main Presenter: Lori Campbell has been a teacher in the

Kern High School District for 28 years. She currently is teaching all levels of English for Kern Learn, the KHSD blended learning program that allows students the opportunity to complete their requirements in an online environment. She has completely flipped her classroom so that students communicate and write in a virtual classroom.

E-09 Ensemble-Based Classroom: Incorporating Theatre Techniques for Listening, Observing, Empathy, Creative Inquiry and Reflective Inquiry

Gai Jones, Teacher/Consultant/Author, CETA and EdTA, Ojai

Room: Clarendon

Appropriate for Grade Level(s): All

Strand: Interdisciplinary/Cross Curricular Ideas

Engaging students in life skills of Collaboration, Communication, Creative Thinking and Critical Thinking through Theatre techniques is the focus of the ensemble experiences. Many experiences can be used for students seated at their desks or full body engagement from the first moment they walk in the classroom to the time they leave and continue the reflection.

About the Main Presenter: Gai Jones is the national Vice President of Educational Theatre Association and Director of Membership for CA Educational Theatre Association. She has taught all levels of Theatre, pre-K through senior citizens and worked with English teachers with implementing Theatre techniques in English classes.

E-10 Exploring Instructional Strategies to Increase Student Engagement in Reading

*Leah Anderson, Literacy Teacher, The Preuss School UCSD, La Jolla
Phil Ensberg, 8th Grade English Teacher, The Preuss School UCSD, La Jolla*

Room: Crescent

Appropriate for Grade Level(s): 6-12

Strand: Reading/Poetry

This session will explore instructional strategies that increase student engagement in reading. Participants will learn about numerous research-based engagement-building strategies that can be used in all content areas. Additionally, participants will be exposed to a reading intervention that includes multiple engagement-enhancing components.

About the Main Presenter: Dr. Leah Anderson has been teaching in San Diego for 8 years, the last three at the Preuss School UCSD, where she teaches sixth grade literacy. She earned her Ph.D. in Special Education from Texas A&M University in 2015.

E-11 Poetry of Place: Above and Beyond Where I'm From

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

Room: Pacific Salon 5

Appropriate for Grade Level(s): All

Strand: Reading/Poetry

This session will focus on deepening our understanding of our place in the world through poetry. Participants will dive into place-based poems as mentor texts,

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explore new ways to integrate poetry into the curriculum, no matter the discipline, and craft original poems of their own. Our focus will be on answering the question: "How does the study of poetry support equity and social justice and transform passive learners into active, engaged students of the world?"

About the Main Presenter: Kathy Moore's passion is literacy, and she serves as a mentor teacher and staff developer throughout the greater Bay Area. Kathy is the Director of Educational Services for the San Ramon Unified School District; she also teaches poetry writing workshops and has been the City of San Ramon's Poet Laureate since 2012.

E-12 Rendering a Text: Making Meaning Visible

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

Room: Pacific Salon 6

Appropriate for Grade Level(s): 6-12

Strand: Text Analysis, Vocabulary and/or Grammar

Close reading is a habit of mind, not a worksheet!

This interactive session will provide participants with a number of strategies to help students think deeply about texts. Some of the strategies will include sentence-level reading that builds critical thinking, selecting close-reading passages that engender critical inquiry, and scaffolded interactions with texts to help students develop their own academic voices in the reading and writing they do. Join us as we work together to provide our students with learning experiences that will excite, empower, and ignite their learning.

About the Main Presenter: Matthew Brown is an Associate Professor in the School of Ed at The Master's University. Prior to that he taught high school English for 22 years. He is a co-director for the Cal State Northridge Writing Project and is actively involved in CWP.

E-13

Revisiting Revision: Strategies to Support Students Re-visioning Their Writing

Jenn Wolfe, Assistant Professor, California State University, Northridge

Room: Pacific Salon 7

Appropriate for Grade Level(s): 6-12

Strand: Text Analysis, Vocabulary and/or Grammar

This interactive session will take teachers through activities and processes that support students in ways of re-seeing and re-hearing their writing for the purpose of revising. We will look at options that can be adapted for low-tech as well as 1:1 learning environments.

About the Main Presenter: Jenn Wolfe is a former middle and high school English teacher. She is currently an Assistant Professor of Secondary Education at Cal State Northridge and a Co-Director of the Writing Project at Cal State Northridge.

E-14 Graphic Justice: Teaching Social Justice Through Graphic Novels

Jennifer Naumann, Teacher, John Glenn High School, Norwalk; Robert DeFrance, Professor of English, Long Beach City College, Long Beach

Room: Brittany

Appropriate for Grade Level(s): 9-College

Strand: With Literacy and Social Justice for All

This session will concentrate on three major works that feature the theme of social justice; *March* by John Lewis, *Persepolis* by Marjane Satrapi, and *Maus* by Art Spiegelman. Participants will learn how to teach these great works together as one unit of study or as separate mini-units of study. Presenters will provide strategies for teaching the analysis of graphic novels through the lens of social justice.

About the Main Presenter: Jennifer Naumann is a California Writing Project Fellow and has been teaching Language Arts and German in the Norwalk LaMirada Unified School District for 12 years. She is a new member of the SCTE board and a two time presenter at CATE. Her co-presenter, Robert S. DeFrance, has an M.A. in Rhetoric and a B.A. in English and has taught college English for thirteen years, currently at Long Beach City College. He is a U.C.I. Writing Project Fellow and has been published in California English.

SATURDAY LUNCHEON

12:30-2:30 PM
Pacific Ballroom



*Meg
Medina*

Meg Medina is an award-winning Cuban American author who writes picture books, middle grade, and YA fiction. Meg's work examines how cultures intersect, as seen through the eyes of young people. She brings to audiences stories that speak to both what is unique in Latino culture and to the qualities that are universal. Her favorite protagonists are strong girls. Her award-winning work includes her most recent young adult novel, *Burn Baby Burn*, her picture book, *Mango, Abuela and Me*, her young adult novel, *Yaqui Delgado Wants to Kick Your Ass*, and her picture book *Tía Isa Wants a Car*. Meg's other books are *The Girl Who Could Silence the Wind*, and *Milagros: Girl from Away*. When she is not writing, Meg works on community projects that support girls, Latino youth and/or literacy. excerpted from <https://megmedina.com/about/>

**TAKE
NOTE**

Last Chance to
Visit the
Exhibit Hall:
Closes at
3:15 PM
Golden
Ballroom

Upload
comments and
photos to your
social media and
hashtag them:
#CATE18

Daylight Savings
Time: Don't
forget to spring
forward tonight!

Announcements

Jeannine Ugalde and Carole LeCren,
Co-Chairs of the CATE 2018 Convention

Awards

presented by Denise Mikkonen, CATE President

CATE Award of Classroom Excellence, Elementary

Patricia Baldwin, Hearst Elementary School, Livermore
Nominated by Kathy Nichols, President of Central California
Council of Teachers of English

CATE Award of Classroom Excellence, Secondary

Rachel Watson, McKinleyville High School, McKinleyville
Nominated by Joan Williams and Bob Chapman, Co-Interim
Presidents of Redwood Council of Teachers of English

CATE Award of Classroom Excellence, College

Kelly Fredericks, Butte College, Oroville
Nominated by Gina Cole, President of Upper Council

Speaker Introduction

Glenn Morgan, La Jolla High School, La Jolla

SESSION F • SATURDAY AFTERNOON • 3:30-4:45 PM

F-01 Tying the Knot: Marrying Literature and Expository Text

Mona Piñon, English Learning Design Coach, Oxnard Union High School District, Oxnard, CA

Room: Royal Palm 3

Appropriate for Grade Level(s): 9-12

Strand: Addressing the Achievement Gap

In our ever-changing culture, the importance of reading and analyzing information from a variety of lenses is more critical than ever. The building of complex literacy skills is essential to bridging the achievement gap. This workshop will provide strategies for teaching and assessing the use of paired texts (and media) in the high school classroom, especially with core literature. Learn how to pair texts in support of the Common Core State Standards in English and the ELA/ELD Framework. Discuss strategies for how to use paired texts in classrooms with learners at a variety of levels in order to promote achievement and engagement. Review websites for discovering expository and literary texts (and media) for use in your classroom. Please bring an internet enabled device if possible.

About the Main Presenter: Mona Piñon has been teaching in the Oxnard Union High School District for 18 years. As an English teacher and Reading Specialist, she has unique perspective on building literacy at the high school level. She has served as English Department Chair, District ELA Curriculum Lead, and English Learning Design Coach.

F-02 Teacher Collaboration: The Work That Makes It Worth It

Jen Roberts, Teacher/Author, Laura Baker, and Jen Murphy, Teacher, all from Point Loma High, San Diego

Room: Eaton

Appropriate for Grade Level(s): 6-12

Strand: Alternative Instruction Ideas

From digital solutions to group culture, purposeful planning to common assessments, we will pull back the curtain and show you the inner workings of our successful long-term collaboration in our professional learning community.

About the Main Presenter: Jen Roberts teaches 9th graders at Point Loma High and is also the co-author of Power Up: Making the Shift to 1:1 Teaching and Learning. She blogs at Litandtech.com and is active on Twitter, @JenRoberts1.

F-03 Building a Positive Classroom Culture (Beginning to End)

Rebecca Detrick, Teacher, Winters High School, Winters

Room: Pacific Salon 6

Appropriate for Grade Level(s): All

Strand: Classroom Culture

This session will provide educators with various strategies which may be practiced in order to build a positive classroom culture from the beginning to the end of the school year. Session will briefly cover Growth Mindset strategies to build student motivation

and positive self image, as well as how to build classroom norms which encourage students to be empathetic and vulnerable toward one another. These include methods for helping students to understand their shared struggles and successes and various strategies which create space for student goal setting and progress tracking.

About the Main Presenter: Rebecca Detrick is a 3rd year teacher who has moved from a well-loved 7th grade ELA position to a new position (that she will surely love as well) as a High School English teacher. Using data from her experience as a middle school teacher, she completed a Masters in Education with an inquiry focused on Empathy in Education. She moves forward in her career with that as the central focus of her classroom.

F-04 Bringing Joy Back to the Elementary Literacy Classroom!

Christina Nosek, Teacher and Author, Lucille Nixon Elementary, Stanford

Room: Pacific Salon 7

Appropriate for Grade Level(s): K-8

Strand: Elementary

This session will help K-6 classroom teachers, literacy coaches, and administrators consider ways to bring joy back into the elementary literacy classroom while still focusing on standards and raising the bar for our elementary readers and writers. Engaging alternatives to reading logs, talk around books, growing reading volume, creating a community of readers through conferring, and fostering home/school connections around reading will all be discussed.

About the Main Presenter: Christina Nosek, a current fifth grade teacher, has worked as a literacy coach, reading specialist, and elementary teacher for 16 years. She recently co-wrote her first book on conferring in reading in the elementary classroom with Stenhouse Publishers.

F-05 Talk First: Bridging Language Gaps through Standards-Based Student Conversations

Dayna Mitchell, Director of Curriculum and Instruction, Azusa Unified School District, Azusa; Leslee Cybulski, Teacher, Isabell Middle School, Santa Paula; Gabriel Enriquez, Teacher, Santa Paula High School, Santa Paula; Rosie Soto-Reese, English Learner Instructional Resource Teacher, Will Rogers Middle School, Lawndale

Room: Royal Palm Salon 6

Appropriate for Grade Level(s): All

Strand: English Learners

How can we use video tapes of student conversations and rubrics to identify increase in quality of student-to-student discourse? How do we make sense of the evidence and act on our findings? Thirteen California school districts have collaborated with each other and with the Understanding Language team at Stanford University to identify emerging structures to answer this question. Participants will learn how speaking first will lead to increases in achievement in reading and writing, and how to measure the quality of student discourse in

SESSION F • SATURDAY AFTERNOON • 3:30-4:45 PM

the classroom for continuous instructional improvement across the district.

About the Main Presenter: Lindsey is a Program Manager with California Education Partners. She facilitates a group of 13 districts and California content experts who are all working towards equitable improvement for all students in academic language. Her experience teaching in public schools in South Los Angeles inspired her to influence the root of improvement in education: systems change.

F-06 Understanding Our Brains and Confronting Our Biases in Order to Develop an Engaging Classroom Community

Brett Ashmun, Teacher, Stanislaus State, Turlock; Madeline Guerini, Instructional Coach, Ceres Unified School District, Ceres

Room: Clarendon

Appropriate for Grade Level(s): All

Strand: Equity Education

As educators, we know that forming relationships with our students is important, but we often don't realize how crucial this process is. Due to the natural physical hardwiring of their brains, students physically cannot learn in an environment in which they do not feel safe, cared for, and comfortable taking risks and making mistakes. Drawing on the work of Zaretta Hammond and Lisa Delpit, this session explores the science behind students' sense of safety and belonging and how that affects their ability to learn, particularly in culturally or linguistically diverse classrooms. Participants will learn to confront their own biases in order to establish caring relationships and supportive environments so that students have the best opportunity to learn. In this session, we will delve into how the brain influences learning, ways we can develop a better understanding of how what we do/say affects our students, and the impact relationships can have on students.

About the Main Presenter: Brett Ashmun teaches emerging teachers in the Liberal Studies department at Stanislaus State. He is also on the advisory board for the Great Valley Writing Project and is leading a faculty learning community on civic engagement.

F-07 ERWC 101

Shirley Hargis, ERWC Coordinator, Fresno County Superintendent of Schools, Fresno; Dr. Lisa Benham, ERWC Project Director, Fresno County Superintendent of Schools, Fresno

Room: Brittany

Appropriate for Grade Level(s): 6-12

Strand: ERWC

This session will provide a basic overview of ERWC. Facilitators will introduce participants to the background, theory, and key principles while using engaging strategies. Participants will become familiar with the assignment template by experiencing two specific lessons from the ERWC modules. Although content is specific to ERWC, the strategies can be used in other classes.

About the Main Presenter: Shirley Hargis, a former high school

English teacher, has co-facilitated Expository Reading and Writing Course (ERWC) Professional Learning for 12 years and serves as the Region VII ERWC Lead. She has been an educator for 29 years as a teacher, school principal, district Assistant Superintendent, and Fresno County Superintendent of Schools Administrator.

F-08 Beyond the Book: Teaching with Holocaust Literature

Amy Heno, CVHEN Fellow & HS English Teacher, Central Valley Holocaust Educator Network, Sacramento; Jody Cooperman, CVHEN Fellow & Middle School Teacher, Central Valley Holocaust Educator Network, Sacramento; Liz Igra - President CVHEN

Room: Royal Palm Salon 1

Appropriate for Grade Level(s): 6-12

Strand: Interdisciplinary/Cross Curricular Ideas

This session will walk participants through activities and strategies to incorporate into Holocaust units that generally focus on one text like Night, Diary of Anne Frank, or The Book Thief. Participants will learn various ways to incorporate primary source documents and historical timelines into literature units, while helping students develop their understanding of the Holocaust. These are strategies that can be immediately applied to English or Social Studies classrooms.

About the Main Presenter: Amy Heno has been teaching in San Juan Unified School District for 9 years where she teaches English and AVID. She has been a Fellow with Central Valley Holocaust Educator's Network for the last four years and helps lead professional development. In 2016, she became a TC with the California Writing Project (A3WP).

F-09 The Synergy of Science and English Language Arts: Means and Mutual Benefits of Integrating Science and CCSS

Burr Tyler, Monica Aguirre, Will Carter, Research Associate, WestEd, Redwood City

Room: Royal Palm Salon 5

Appropriate for Grade Level(s): K-8

Strand: Interdisciplinary/Cross Curricular Ideas

This session will present lessons learned by the CA K-8 NGSS Early Implementation Initiative regarding the potential of NGSS science to fulfill the mandates and mission of CCSS-ELA and integrated ELD. K-8 teachers in eight California districts and two charter management organizations have for three years been intensively implementing NGSS with the leadership and support of WestEd's K-12 Alliance, and evaluators have been documenting their progress and learning. We will share tools teachers have been using that support the integration of science and ELA as well as examples of integrated lessons.

About the Main Presenter: Burr Tyler has over 20 years of experience in educational research, specializing in teacher training and professional development, program evaluation, and student assessment. She is currently the Project Director of the CA K-8 NGSS Early Implementers Evaluation and the primary author of a recent WestEd publication, "The Synergy of Science and English Language Arts: Means and Mutual Benefits of Integration."

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F-10 Tomorrow, This Week, This Month: Podcasting to Strengthen Teaching and Learning

Ivy Ewell-Eldridge, Teacher on Assignment; Professional Learning Consultant; Podcaster, Corona Norco Unified School District, Norco; Kate Jackson, Teacher on Assignment, Secondary Language Arts, Corona Norco Unified School District, Norco; Annemarie Cortez, Podcaster, Instructional Coach, Corona Norco Unified School District; Kimberly Kemmer, Podcaster, Instructional Coach, Corona Norco Unified School District

Room: Ascot

Appropriate for Grade Level(s): All

Strand: Making Good Use of Tech

Podcasts and Podcasting are steadily growing in popularity. Educators continue to look for methods and means to collaborate with each other, the families they serve, & the global community. The presenters will share the process of how they continue to develop and produce a podcast as a unique platform to discuss academic topics, share instructional tips, and promote access, equity, and cultural proficiency. Attendees will gather resources and strategies to build their own podcast and leave with ideas for connecting with their community. Amazing educators such as Doug Fisher, Nancy Frey, Kelly Gallagher, Carol Jago, Drs. Randall and Delores Lindsey, Pam Allyn, Dr. Ernest Morrell, and many more have been gracious guests on CNUSEdChat.

About the Main Presenter: Ivy Ewell Eldridge is a Teacher on Assignment in Curriculum & Instruction for Corona-Norco USD and Trainer for Riverside County Office of Education. She has served students, families, and teachers in California's public school system for almost 20 years now. Ivy is a co-creator of CNUSEdChat, a podcast for educators & families.

F-11 Poetry T.I.M.E.: A Strategy for Reading and Talking, Writing and Presenting Poetry

Anna J. Small Roseboro, Mentor/Author and CATE Past President, Getting Started? Getting Going!, Grand Rapids, MI

Room: Crescent

Appropriate for Grade Level(s): 6-12

Strand: Reading/Poetry

Poetry T.I.M.E., an acronym for four essential components of poetry analysis, is a key students use to unlock the poem, observe structure, beauty, and messages of the poetry. This interactive session demonstrates proven instruction methods applicable to a variety of poetry. Learn how to equip more students to discover meaning and to show what they know. When we see what they say, we learn and we grow as teachers.

About the Main Presenter: Anna J. Small Roseboro, now retired, is a National Board Certified Teacher who mentors early career educators and coaches aspiring writers in community and online meetings. She taught at Mira Mesa High School and was department chair and speech coach at The Bishop's School. Her website is <http://teachingenglishlanguagearts.com>.

F-12 Creative Composition: Academic Language Acquisition and Vocabulary Application

Connie Moore, Teacher, Hesperia High School, Hesperia

Room: Pacific Salon 4

Appropriate for Grade Level(s): 6-12

Strand: Text Analysis, Vocabulary and/or Grammar

This session will show participants how to teach composition skills that will engage students of all ability levels. Participants will learn how to increase students' academic language usage through self-directed vocabulary acquisition and application. Strategies discussed in this session can be implemented into any English class come Monday morning.

About the Main Presenter: Connie Moore has been an English teacher at Hesperia High School for 14 years and adjunct professor at Victor Valley College for the last five years. Her passion is English composition with a focus on academic language usage.

F-13 Making Teachers' Voices Heard

Angus Dunstan, CATE Policy/Censorship Committee Chair, Bill Younglove, CATE Common Core Consultant; Jennifer Howerter, California Department of Education; Marina Santos, California Teachers Association

Room: Fairfield

Appropriate for Grade Level(s): All

Strand: With Literacy and Social Justice for All

This session will feature three 5-7 minute presentations outlining contemporary issues and policies that directly or indirectly affect the Language Arts classroom, followed by a discussion of the ways in which those issues might be addressed. The session is designed to raise awareness and to encourage participants to let their voices be heard in shaping the school and classroom environments in which we work.

About the Presenters: At every CATE Board meeting, board members discuss statewide issues. Angus Dunstan, retired from CSU Sacramento, leads the committee that looks are resolutions; Bill Younglove researches all things involved with Common Core and other educational issues; Jennifer Howerter keeps the board informed about CDE programs, and Marina Santos informs the board about CTA issues.

F-14 Using Circles to Build Community AND Content Knowledge (Commercial Presentation)

Tina Medina, Founder and Director, VIBE Movement, Vista; Desirae Long, Teacher, Hidden Valley Middle School, Escondido

Room: Pacific Salon 5

Appropriate for Grade Level(s): All

Strand: With Literacy and Social Justice for All

Restorative Circles are most commonly associated with community building, but there are a lot of opportunities for teaching and learning content in a circle as well! In this session, participants will gain the skills needed to facilitate circle discussions, learn several different circle formats, and understand when to use each format. Most importantly, through the engaging and interactive session experience, participants will understand first

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hand why taking a restorative approach to education is effective, meaningful, and impactful.

About the Main Presenter: Tina Medina is a former public school educator passionate about restorative practices. She founded the VIBE Movement in an effort to help implement RP in schools and help educators utilize the strategies and approaches in their classrooms.

***F-15* The Essence of Equity: Self-Discovery as Core of Curriculum**

John Greger, Teacher-Consultant-Author, American High School, Fremont

Room: Royal Palm Salon 4

Appropriate for Grade Level(s): 6-12

Strand: Equity Education

This session's participants encounter the Personal Creed Project, a curricular innovation that guides students to deepen their understanding of self, others, and world. The project's CCSS-friendly sequence of weekly reflections helps students identify more deeply who they are. Its culminating presentations teach them more fully who others are. This shared growth in understanding celebrates a classroom community, leveraging students'—and teachers'—confidence that all belong, can succeed, and that academic work matters to all. The shared pursuit of self-knowledge thus becomes the foundation for equity. Ongoing web support.

About the Main Presenter: John Greger has taught since 1987 at American High School in Fremont, where with his sophomores he pioneers a way of designing courses with students' self-discovery at the core of his teaching. His Personal Creed Project, recognized with NCTE's/NWP's James Moffett Award for Teacher Research and his book with Heinemann, is widely adapted around the country.

[illegible]

SATURDAY EVENING BANQUET

6:30-9:00 PM
Pacific Ballroom

CATE Distinguished Service Award Winners

1984
Helen Lodge

1985
Kermeen Frstrom

1986
Miles Myers

1987
John Cotter

1988
Alice Scofield

1989
Marilyn Kahl

1990
Faye Louise Grindstaff

1991
James E. Day

1992
Nancy McHugh

1993
Ken Lane

1994
George Nemetz

1995
Dani Barton

1996
Pat Cipriano

1997
Don Mayfield

1998
Leni Cook

1999
Bob Infantino

2000
Dianne Lucas

2001
Judith Toll

2002
Jesse Perry

2003
Robin Luby

2004
Vince Piro

2005
Lorraine Tracey

2006
Mary A. Barr

2007
Cheryl Joseph

2008
Akiko Morimoto

2009
Anna J. Roseboro

2010
Carole LeCren

2011
Kathleen Cecil

2012
Carleen Hemric

2013
Leo Ruth

2014
Jim Burke

2015
Anne Frstrom

2016
Jayne Marlink

2017
Bill Younglove

2018
Kelly Gallagher



Photo Credit: Heather Waraka

*Matt
de la
Peña*

Matt de la Peña is the New York Times Bestselling, Newbery Medal-winning author of six young adult novels (including *Mexican WhiteBoy*, *We Were Here*, and *The Living*) and four picture books (including *Love* and *Last Stop on Market Street*). *The New York Times* followed Matt into Tucson High School after *Mexican WhiteBoy* was banned from the curriculum (along with the work of several other Hispanic authors). In 2016 he was awarded the NCTE Intellectual Freedom Award. Matt received his MFA in creative writing from San Diego State University and his BA from the University of the Pacific where he attended school on a full basketball scholarship. Matt currently lives in Brooklyn NY. He teaches creative writing and visits high schools and colleges throughout the country.

excerpted from mattdelapena.com/bio/

Announcements

Jeannine Ugalde and Carole LeCren,
Co-Chairs of the CATE 2018 Convention

Convention Attendance Countdown: 60 Years

Denise Mikkonen, CATE President

CATE Distinguished Service Award

presented by Denise Mikkonen, CATE President

The CATE Distinguished Service Award recognizes outstanding service to the profession of teaching English/language arts in California. The nominee shall have been a CATE member for at least 15 years and have served in significant positions of leadership within CATE. The nominee shall also have been recognized as a leader in English/language arts education and shall have made a substantial contribution to the improvement of the profession.

The awardee for the 2018 CATE Distinguished Service Award is...

*Kelly
Gallagher*

Speaker Introduction

Carissa Peck, Mater Dei Catholic High School, Chula Vista

**TAKE
NOTE**

Daylight Savings
Time: Don't
forget to spring
forward at 2 AM.



There may
be times
when

we are
powerless
to prevent
injustice,
but there
must never
be a time
when we
fail to
protest.

Elie Wiesel

**If you want
peace,
work for
justice.**

-St. Paul

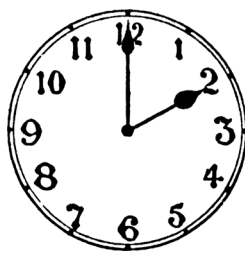
**Justice is
conscience,
not a
personal
conscience
but the
conscience
of the
whole of
humanity.**

–Alexander
Solzhenitsyn

with **Literacy** *for* **ALL**
& Justice

Sunday, Day 3: Taking Action on the Theme

[illegible]



Don't forget Daylight Savings Time;
Spring back one hour at 2 AM Sunday.

All are invited to attend.



Annual Business Meeting

Sunday Morning 7:30-8:30 AM
Pacific Salon 3

Hear candidates for CATE offices present their positions, and VOTE for the candidates of your choice.
Enter the grand prize drawing for those who attend. Must be present to win.

2018 Annual Business Meeting
San Diego, California
Sunday, March 11, 2018

Agenda

1. Call to Order
2. Introduction of CATE Board of Directors
3. Adoption of Agenda and Rules of Conduct
4. Approval of Minutes of the 2017 Annual Meeting in Costa Mesa
5. President's Report
6. 2017 Annual Report is posted on CATEweb.org
7. Explanation of Rules for CATE Election
8. Statements of Candidates for CATE Election
9. Report of the Resolutions Chair
10. New Business
11. Announcement of the 2019 CATE Convention in Burlingame/San Francisco
12. Drawing for Grand Prize
13. Adjournment

Polls Open for CATE Election

RULES OF CONDUCT FOR THE CATE ANNUAL BUSINESS MEETING

1. Sturgis Standard Code of Parliamentary Procedure applies on all questions of procedures and parliamentary law not specified in the CATE By-Laws or CATE Policies.
2. Only CATE Regular, Student, and Retired members may participate in the business meeting.
3. Non-members who have registered for the convention may attend the Annual Business Meeting, but may not speak or vote.
4. Any member wishing the floor should go to a microphone and give his or her name and council.
5. All motions should be submitted to the secretary in writing and signed by the maker prior to presentation to the assembly.
6. Members may offer for discussion and action a sense-of-the-house motion. Such motions, if passed, will be communicated to CATE members, not as an official CATE position, but as the will of the majority of members at the Annual Business Meeting.
7. Sense-of-the-house motions must be prepared in writing, must not exceed fifty words and must be submitted to the chair before the call for adoption of the agenda. (Prefatory and background information may be presented orally and need not be submitted in writing.)
8. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
9. Discussion of a sense-of-the-house motion shall be limited to five minutes except by dispensation of the chair.
10. In discussion of resolutions and all other items of business, except sense-of-the-house motions:
 - a. Each speaker will be allowed three minutes.
 - b. No one may speak a second time until all who wish to speak have been heard.
 - c. If there are no speakers opposing a motion, the president may ask the house to vote immediately.
 - d. Discussion will be limited to no more than fifteen minutes per main motion or resolution; this time may be extended in ten-minute increments by house consent.
 - e. No amendments to amendments and no substitute motions are allowed.

SESSION G • SUNDAY MORNING • 8:45-10:00 AM

G-01 Multimodal Literacies as Inclusive Practice: Examining the Creative Writing of African-American Girls with Learning Disabilities

Erin Whitney, Assistant Professor, Chico State University, Chico

Room: Pacific Salon 7

Appropriate for Grade Level(s): 6-8

Strand: Addressing the Achievement Gap

This presentation examines the creative writing of 7th grade African-American girls identified as having learning disabilities, showing how they use poetry, skits, and raps to enact identities as competent and confident writers. Instructional strategies are highlighted to demonstrate the use of culturally relevant pedagogy and multimodal literacies to engage writers.

About the Main Presenter: Erin Whitney taught special education and literacy in New York, Philadelphia, and Hawaii for 15 years, and is now an Assistant Professor at Chico State University. She is interested in the integration of multimodal literacies in the classroom to support and empower students with learning differences.

G-02 Writing for Change: Inquiry, Purpose, and Action in the Middle School Classroom

Julia Pledl, Teacher, New Heights Charter School, Los Angeles; Sarah Schiff, Teacher, New Heights Charter School, Los Angeles

Room: Pacific Salon 6

Appropriate for Grade Level(s): 6-8

Strand: Advocates for All

This session will explore how to bring the inquiry process into your ELA classroom by supporting students in investigating topics and problems that are important to them and taking action through writing with an authentic audience and purpose in mind. Together, we will look at sample lessons, daily routines, and examples of students work that incorporate podcasting, blogging, and letter writing. Participants will have the opportunity to try out the inquiry process themselves, as well as brainstorm ways in which we can ignite a sense of advocacy in our middle school students.

About the Main Presenter: Julia Pledl has been a sixth grade teacher in Los Angeles for four years. She is a proud graduate of UCLA's Center X Teacher Education Program and is a part-time staff developer with Growing Educators.

G-03 Talk Amongst Yourselves: Engaging and Involving All Students in Classroom Instruction and Dialogue

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

Room: Pacific Salon 3

Appropriate for Grade Level(s): 6-12

Strand: English Learners

This session will address how to engage students in listening, speaking, reading, and writing. Aspects of instruction for English Learners and struggling readers and writers will be addressed.

About the Main Presenter: Jill Hamilton-Bunch has been an English Educator for 27 years, beginning her career in Delano, CA. She is on the CATE Board of Directors and focuses her research on English Language Development.

G-04 Digitize the ERWC

Jen Roberts, Teacher/Author, Point Loma High, San Diego; Laura Baker, Teacher, Point Loma High, San Diego

Room: Royal Palm Salon 3

Appropriate for Grade Level(s): 6-12

Strand: ERWC

Implementing ERWC curriculum in a 1:1 classroom can increase engagement, accelerate feedback, and improve differentiation, if you leverage the right digital tools. Save some paper, save some time, and take your students into their digital future without sacrificing the content, rigor, or learning inherent in ERWC modules. Included examples are from 9th grade modules, but can be applied to grades 6-12.

About the Main Presenter: Jen Roberts is a 9th grade English teacher and co-author of Power Up: Making the Shift to 1:1 Teaching and Learning. She blogs at LitandTech.com and tweets from @JenRoberts1.

G-05 Spoken Word: The Power of Poetry

Viet Mai, Educator, Artist, Consultant

Room: Pacific Salon 1

Appropriate for Grade Level(s): All

Strand: Reading/Poetry

Spoken word is an art form that is captivating the minds of young people. From the page to the stage, find out how you can tap into the powerful stories that students are struggling, yet eager, to share. Who would have thought a metaphor could change the way you and your students look at poetry and the world around them? This hands-on workshop will model and inspire you with tools to get your students to imagine, be creative, write, share and present.

About the Main Presenter: Viet Mai, recipient of a CATE Award of Merit in 2016, is a spoken word artist who shares his voice and skills with young people in order to develop their voices using spoken word poetry. See Viet's biography for Friday Night's Event.

G-06 The Art of Play: How to Utilize Play to Improve Creativity, Confidence, & Communication

Gary Ware, founder of BreakThroughPlay.com

Room: Pacific Salon 2

Appropriate for Grade Level(s): All

Strand: Alternate Instruction Ideas

In a world where we are busier than ever, and forced to do more with less how can educators continue to be creative while meeting the high demands of their day-to-day jobs? The answer...Play! Think about it when we were kids we were extremely creative, and had no problem collaborating with friends. The reason is that kids saw the world as a playground. As we got older life got serious, and we lost our drive to play. The result is overwork, and burnout. In this highly interactive

SESSION G • SUNDAY MORNING • 8:45-10:00 AM

workshop learn from professional improviser – about the power of “improv thinking” which builds massive support, trust, and collaboration amongst students and colleagues. In addition Gary will facilitate games that build active listening skills and empathy to strengthen attendees ability to connect with their students to truly understand their needs. In this session the attendees will learn:

- Why play is just as important as breathing
- Important tenets used in improvisation that when applied to everyday life will have dramatic results in creativity, communication, and confidence
- Why failure is just feedback and how to use mistakes as gifts

About the Main Presenter: Gary Ware, founder of BreakthroughPlay.com a site that helps professionals level-up their confidence, creativity, and happiness using play. To do this Gary incorporates techniques that professional improvisers use to create amazing experiences with no script. Gary has over half a decade experience with improvisation, and over 14 years in the field of Digital Marketing. Gary has helped hundreds of companies and thousands of professionals like you make major breakthroughs in their life.

**Evaluate
your experience
at CATE 2018.**

Go to:

<https://goo.gl/33rrBo>



**or pick up a
paper evaluation before
you leave.**

SAVE THE DATE!

CATE 2019 in Burlingame Fly/drive to San Francisco!

February 22-24, 2019

Hyatt Regency SFO

SUNDAY BRUNCH

10:15 AM-noon
Pacific Ballroom



*Melissa
De La
Cruz*

Melissa de la Cruz is the bestselling author of more than thirty critically acclaimed and award-winning novels for readers of all ages. The first book in her *The Isle of the Lost* trilogy was made into a Disney Channel Original Movie, and her first series for adults, *Witches of East End*, was made into a series on Lifetime Television. Her recent books include *Something in Between*, a YA contemporary novel inspired by de la Cruz's own immigrant experience coming from the Philippines, as well as *Alex and Eliza*, a historical novel about the romance between Alexander Hamilton and Elizabeth Schuyler, and the sequel *Love and War*, coming out next month (April 2018). In addition to her literary work, Melissa is the co-founder of YALLWEST, and the co-director of YALLFEST, two of the largest teen book festivals in the country. She is also on the Advisory Board of Facing History, which reaches five million school children nationwide with a curriculum devoted to teaching empathy and social justice. excerpted from <http://melissa-delacruz.com/about/>

Announcements

Jeannine Ugalde and Carole LeCren,
Co-Chairs of the CATE 2018 Convention

Awards

presented by Denise Mikkonen, CATE President

CATE Award of Classroom Excellence, Middle

Alyssa Dykes, Oak Valley Middle School, San Diego

CATE Award of Merit

Veronica Murphy, Write Out Loud, San Diego

CATE Administrator of Excellence

Jon Centofranchi, Old Town Academy, San Diego

Nominated by Jeannine Ugalde and Gina Vattuone,
Co-Presidents of GSDCTE
(Greater San Diego Council of Teachers of English—SD CATE)

Speaker Introduction

Kara Crawford, The Bishop's School, La Jolla

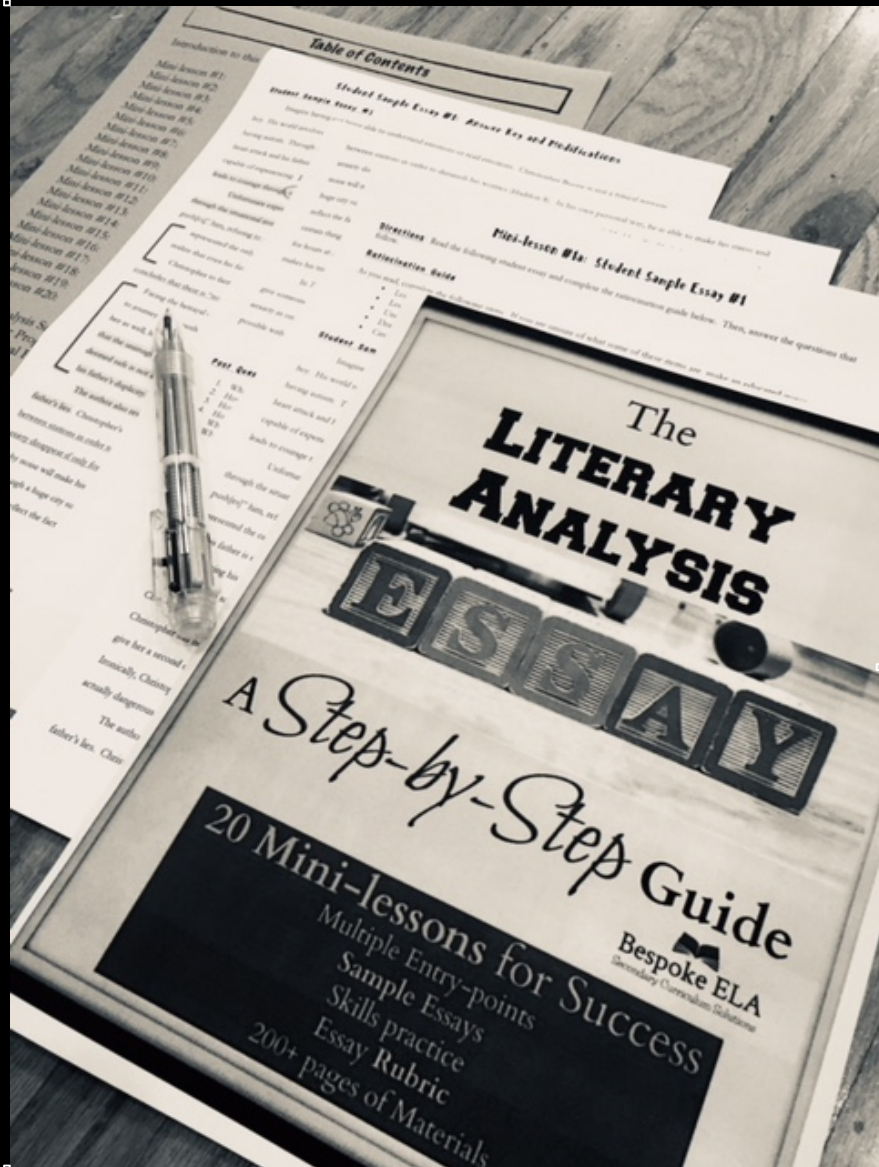
**TAKE
NOTE**

Don't forget
to fill out your
evaluation—we
need your input.

Upload
comments and
photos to your
social media and
hashtag them:
#CATE18

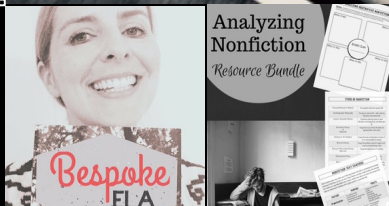
BespokeClassroom.com

CURRICULUM SOLUTIONS FOR SECONDARY ELA



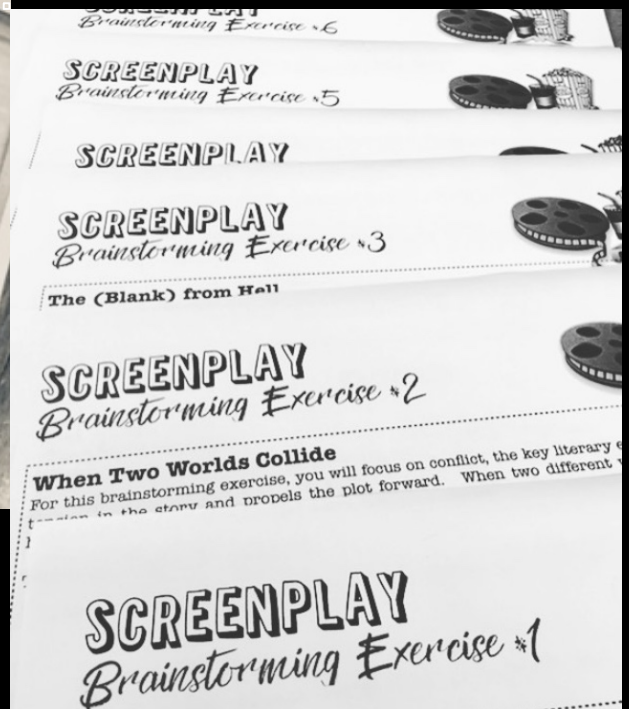
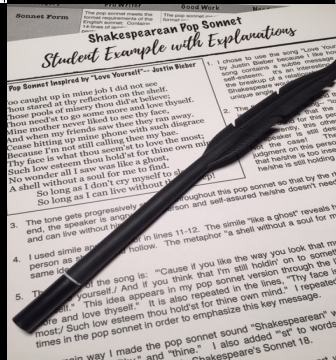
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Jill Hamilton-Bunch, Point Loma Nazarene University, Bakersfield
Carole LeCren, La Jolla High School, San Diego
Greg Johnson, Central Valley Continuation High School, Shafter
Angela Halpin, Carmel Valley Middle School, San Diego

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Fresno (FACET)
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Kathy Nichols, Pleasanton Middle School, Pleasanton
Janina Schulz and David Wisar, Edison High School, Fresno
Jeannine Ugalde, Rancho Bernardo High School, San Diego
Gina Vattuone, Sweetwater Union High School District, Chula Vista
Kim Flachmann, CSU Bakersfield, Bakersfield
Joan Williams, Retired, Arcata High School, Arcata
Jennifer Silver, Fairmont Preparatory Academy, Anaheim
Carol Surabian, Retired, Washington Intermediate School, Dinuba
Gina Cole, Sutter Union High School, Yuba City

Kern (KCTE)
Redwood (RCTE)
Southland (SCTE)
Tulare (TUCATE)
Upper

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Elementary
Middle
Secondary
Secondary
College
Unspecified
Unspecified
Small Council

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Carol Battle, Oak Valley Middle School, Poway
Marina Santos, McLane High School, Fresno
Robb Polski, Independence High School, Bakersfield
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Annie Gervais, Mills Middle School, Rancho Cordova

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Convention Registrar

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Yisel Parra, Santiago High School, Corona
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CATEweb Webmaster

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Cindy Conlin, Stratham, New Hampshire

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CETA
CDE
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Rebecca Detrick, Winters High School, Winters
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Kate Rowley, Alain Leroy Locke College Preparatory Academy, Los Angeles

CATE 2018 San Diego

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Convention Co-Chairs	Jeannine Ugalde, Rancho Bernardo High School, Poway Carole LeCren, La Jolla High School, La Jolla
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Registration Area	Richard Hockensmith, Summit High School, Fontana
Greeters/Signs Chair	Edie Chapman, Ramona High School, Ramona
Concierge Information Chair	Elise Allen, Westwood Elementary, Poway
College Credit Chair	Kim Flachmann, CSU Bakersfield, Bakersfield
Autograph/Bookstore Chairs	Kara Crawford, The Bishop's School, La Jolla Michelle Brooks, Mater Dei Catholic High School, Chula Vista
Promotional Merchandise Chair	Carissa Peck, Mater Dei Catholic High School, Chula Vista
New Teachers Booth	Akiko Morimoto, Retired, Washington Middle School, Vista Marina Santos, McLane High School, Fresno
President's Reception	Denise Mikkonen, Stone Ranch Elementary, Poway
AV Chair	Glenn Morgan, La Jolla High School, La Jolla
Volunteer Coordinator	Angus Dunstan, Retired, CSU Sacramento
Convention Photographer	Jimmy Ugalde, San Diego
Social Media/Publicity	Carol Battle, Oak Valley Middle School, Poway
CATE Membership Booth	Joan Williams, Retired, Arcata High School, Arcata
Pre-Convention	Jayne Marlink, California Writing Project, Berkeley
CATE Co-Treasurers	Greg Johnson, Central Valley Continuation High School, Shafter Angela Halpin, Carmel Valley Middle School, San Diego
Exhibits/Advertising Manager	Yisel Parra, Santiago High School, Corona
Registrar	Cindy Conlin, Stratham, New Hampshire
Flyer/Program Publication	Carole LeCren, La Jolla High School, La Jolla
Printer	Rick and Carol Benson, Golden Ink Litho, San Diego

with **Literacy** *& Justice for* **ALL**

EXHIBIT HALL BOOTHS

Booth 100 Stenhouse Publishers

Stenhouse works hard to share the best ideas teachers and educators from the best and well known authors in Education. Stenhouse has a wide range of professional books that have grown out of a rigorous editorial process. Authors such as: Kelly Gallagher, Jennifer Fletcher, Jen Roberts, Christina Nosek, and Kari Yates will be speaking at CATE 2018.

Booth 101 Pearson

Pearson is the world's leading learning company, with expertise in educational courseware and assessment, and a range of teaching and learning services powered by technology. Pearson provides world-class English Language Arts learning resources, products, and services to millions of teachers and learners around the world every day. Our mission is to help people make progress in their lives through learning — because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

Booths 102 & 103 Heinemann Publishing

Heinemann is a publisher of professional resources and a provider of educational services for K-12 educators, including ELL and dual language / bilingual. Our commitment to our work and customers' enthusiastic response to our offerings has made us the leading publisher in this area. www.heinemann.com or 800.225.5800

Booth 104 W.W. Norton

W. W. Norton & Company has been independent since its founding in 1923 and stands as the largest and oldest publishing house owned wholly by its employees. Since 2012, our High School Group has worked to adapt our market-leading college textbooks for your honors and AP® courses. <http://books.wwnorton.com/books/highschool/>

Booth 105 Middlebury Bread Loaf School of English

The Middlebury Bread Loaf School of English is an intensive summer graduate program in English ideal for teachers seeking intellectual and pedagogical rejuvenation within a dynamic learning community. Bread Loaf offers rigorous coursework in literature, pedagogy, creative writing, and theater arts at three campuses in Vermont, New Mexico, and Oxford, UK.

Booth 108 Loose Canon

Loose Canon creates a private book-rating eco-system for each subscribing school. On the site, students collect past titles, rate and review them, and share those reviews school-wide. (Every review they publish is visible to every student and teacher in the school, but to no one outside.) The application tracks each student's book choices from year to year (grades 3-12), which means teachers can offer popular choices again and again. Students carry their reading resumes from grade to grade.

Booth 111 McGraw-Hill Education

McGraw-Hill Education is the digital learning science company intent on changing the world of education. Drawing on our rich heritage of educational expertise, we offer highly personalized learning experiences that improve learning outcomes for students, educators and professionals around the world anytime, anywhere. Visit us at mheonline.com.

Booth 113 Listenwise

Listenwise is an award-winning listening skills platform. We harness the power of listening to advance literacy and learning in all students. Our collection of podcasts and public radio keeps teaching connected to the real world and builds student listening skills at the same time.

Booth 115 EMC School

Through its innovative learning environment, Passport, EMC delivers digital learning solutions, marrying interactive curriculum with unique video based collaboration and assessment tools to promote student engagement, proficiency and culture in World Languages and English Language Arts.

Booth 116 Great Minds - Wit & Wisdom

From Great Minds, the nonprofit that created Eureka Math, comes a new, comprehensive K-8 English Language Arts curriculum that brings knowledge-rich content back into the classroom. Teach Wit & Wisdom and teach more meaningful English with a literacy curriculum that meets the expectations of the college- and career-ready standards while celebrating the joy of reading and writing with students.

Booth 117 Membean Inc.

Membean is an online, differentiated, and multi-modal vocabulary program that allows students to train at their own pace. Membean focuses on long-term retention so that students don't learning what they've learned. A teacher dashboard offers detailed usage reports and differentiated assessments, saving teachers valuable planning and instruction time.

Booth 200 Houghton Mifflin Harcourt

Are you curious? At Houghton Mifflin Harcourt, we believe lifelong learning is inspired by curiosity. We offer comprehensive, innovative and integrated educational products and solutions. We've revolutionized 21st Century learning with new Common Core Standards features to create a brand new dynamic educational environment with more personalization and flexibility and better products and services.

Booths 201, 202, 203

Mrs. Nelson's Bookstore

Mrs. Nelson's Bookstore is our onsite provider of books.

Booth 204 Readerbound Books

Readerbound Books, a division of Mrs. Nelson's, produces the most durable hardcover books in the industry at some of the lowest prices. Our books are built to withstand heavy use in classrooms and libraries and are backed with a Lifetime Warranty.

Booth 206 Bedford, Freeman & Worth High School Publishers

BFW is a leading publisher of AP® and Pre-AP® resources. We proudly announce a revision of the best-selling Language of Composition and a new Pre-AP® textbook, Foundations of Language and Literature, coming in January. Visit our booth to receive sample texts.

Booth 207 University of San Diego

The University of San Diego offers a fully online Master's of Education (MEd) program that was developed specifically for educators seeking a quality education and flexibility. USD's MEd is ranked as one of the top 40 in the country and offers specializations in five different areas. Courses are taught by accomplished faculty with extensive experience in K-12 instruction and completion of the degree is possible in as little as 20 months.

Booth 208 CATE Membership

Booth 209 Autograph Booth

Booth 210 New Teachers' Booth

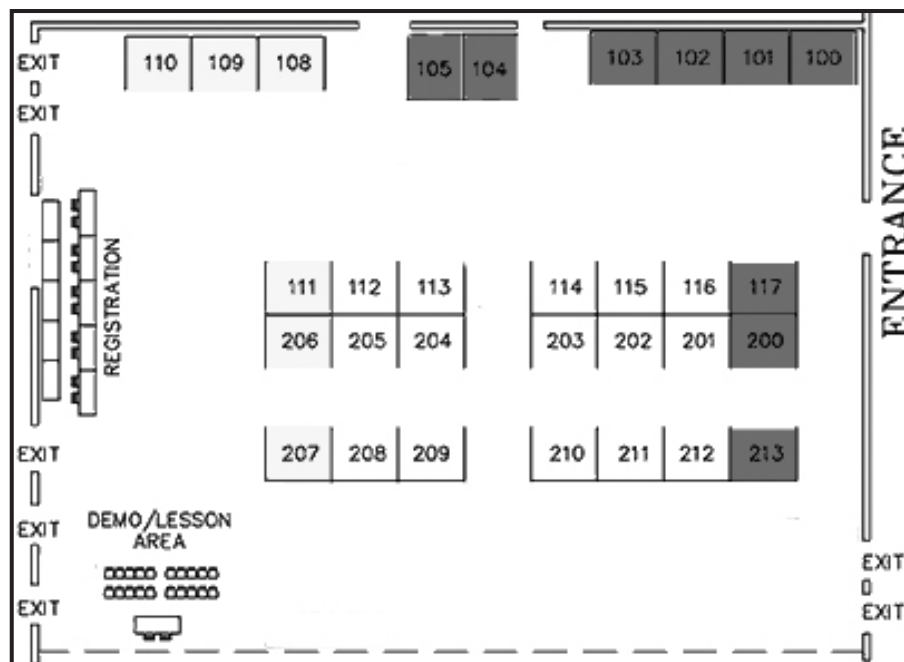
Booth 211 California Educational Theatre Association

Booth 212 Perma-Bound Books

The Strongest Books You Can Buy are aligned to Common Core State Standards, Lexile, Guided Reading, Accelerated Reader, Basal Bibliography Themed Sets, and Award Winners all bound in superior, hardcover Perma-Bound bindings. EBooks, digital audiobooks, and paperbacks also available.

Booth 213 National Geographic Learning/ Cengage Learning

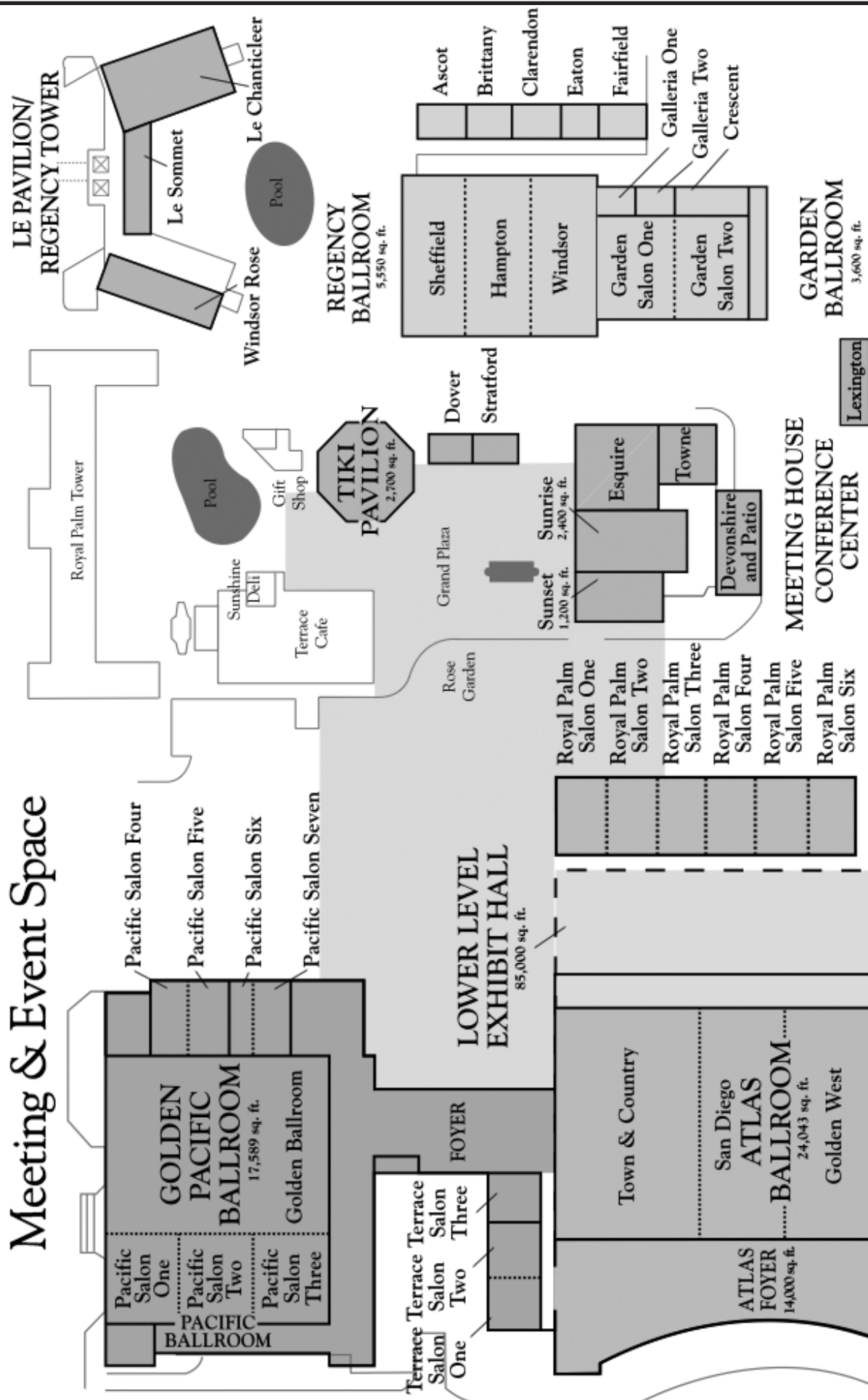
National Geographic Learning, a part of Cengage, provides quality PreK-12, Academic, and Adult Education instructional solutions for reading, science, social studies, mathematics, world languages, ESL/ELD, Advanced, Honors, & Electives, Career and Technical Education, and Professional Development. See our new catalog at NGL. Cengage.com/catalogs.



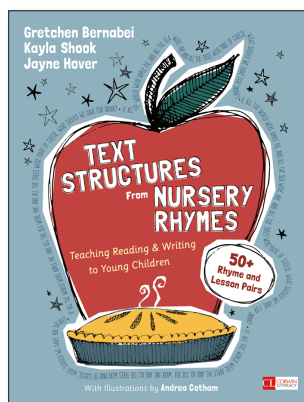
HOTEL MAP

Town and Country Resort & Convention Center

Meeting & Event Space



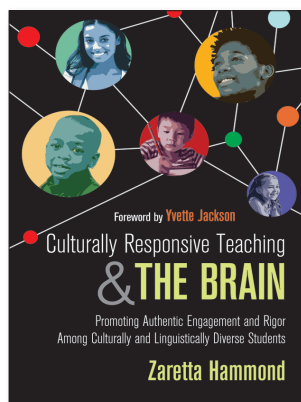
Do you have a minute? Of course not. That's why at Corwin Literacy we have put together a collection of just-in-time, classroom-tested, practical resources from trusted experts that allow you to quickly find the information you need when you need it.



**GRETCHEN BERNABEI,
KAYLA SHOOK, JAYNE HOVER**

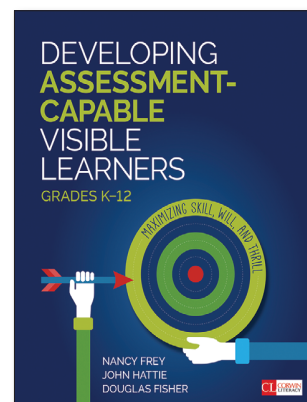
Grades K-2:
978-1-5063-8796-3

\$34.95 (reg.) Your
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ZARETTA HAMMOND

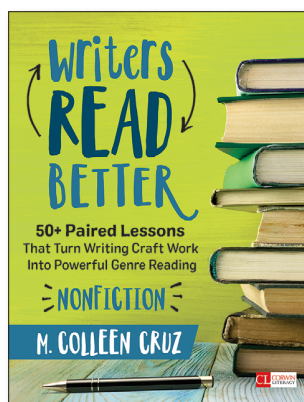
Grades K-12:
978-1-4833-0801-2
\$36.95



**NANCY FREY, JOHN HATTIE,
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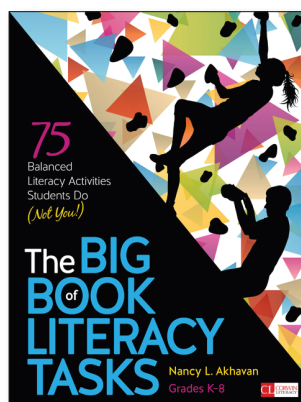
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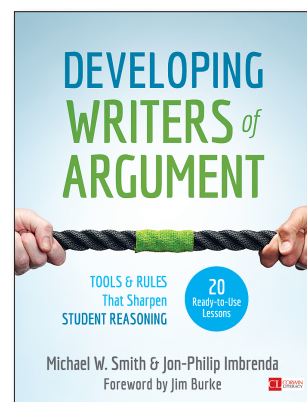
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