

Out of the Silos: Literacy in a Transdisciplinary Age

South Carolina Council Teachers of English
Annual Conference
January 26-27, 2018
Kiawah Island Resort

Table of Contents

Welcome	2
SCCTE Executive Board	3
About SCCTE	3
SCCTE Past Presidents	4
Session Codes	4
Schedule At-a-Glance	5

Friday, January 26

“A” Sessions	6
General Session: Stephanie Harvey	9
“B” Sessions	10
“C” Sessions	13
General Session: ReLeah Lent	16
“D” Sessions	17
“E” Sessions	20
“F” Sessions	23

Saturday, January 27

“G” Sessions	26
General Session: Monika Schröder	27
Ads	28
Exhibitor Listing	33
Professional Development Credit Form	34
Kiawah Island Resort Dining	35
Map of East Beach Conference Center	Back Cover

Join us online!

Tweet at #2018SCCTE
Like our Facebook page: SCCTE

Check our site: www.sccte.org

Welcome to SCCTE 2018!

The South Carolina Council of Teachers of English welcomes you to our annual conference. This year's theme "Out of the Silos: Literacy in a Transdisciplinary Age" calls us to traverse discipline-specific boundaries and work together to create educational experiences that will encourage students to develop responsible and critical literacy practices.

As you browse through the program, you will find concurrent sessions related to research, college readiness, literature, technology, and many other topics. These sessions give us the opportunity to connect with new colleagues and learn from educators from a variety of disciplines and from across the K-20 educational spectrum.

SCCTE is delighted to welcome two dynamic featured speakers to our conference this year. Stephanie Harvey, author of several texts including *Comprehension and Collaboration* (co-authored with Harvey "Smokey" Daniels), *Nonfiction Matters*, and, most recently, *From Striving to Thriving: How to Grow Confident, Capable Readers* (co-authored with Annie Ward), will, undoubtedly, encourage us in our efforts to bring passion and curiosity to our teaching of reading and writing.

We also welcome Releah Lent to SCCTE this year. Lent has published several books on adolescent literacy, including *This Is Disciplinary Literacy: Reading, Writing, Thinking, and Doing . . . Content Area by Content Area* and *Overcoming Textbook Fatigue: 21st Century Tools to Invigorate Learning*. She is certain to embolden us in our efforts to embrace the possibilities of literacy education in all content areas.

Let's continue our SCCTE welcome to Monika Schröder. Schröder is an award-winning author publishing four novels for young readers including her latest book *BE LIGHT LIKE A BIRD*. We are sure to be inspired by this talented writer.

Thank you for taking time away from your busy schedules to join us at Kiawah this year. We hope that you are challenged, enlightened, and delighted by the discussions this weekend and that you are encouraged to leave your silos and make new connections.

Meredith Love
SCCTE President

Dawn Hawkins
SCCTE 2018 Conference Chair

SCCTE Executive Board

<p>President Meredith A. Love <i>Francis Marion University, Florence</i></p>	<p>Secretary Jennifer Powell <i>Pleasant Hill Middle, Lexington</i></p>	<p>Retired Teachers Liaison Hope Spillane <i>Columbia</i></p>
<p>President-Elect Dawn Hawkins <i>SCDE, Greenville</i></p>	<p>Treasurer Terrell Tracy <i>Converse College, Spartanburg</i></p>	<p>Webmaster Jenny Dean <i>SC Connections Academy, Columbia</i></p>
<p>Past Presidents Leigh Unterspan Tuell <i>Dobyns-Bennett High, Kingsport, TN</i></p> <p>Amy McAllister <i>Lake City High, Lake City</i></p>	<p>Historian Terrell Tracy <i>Converse College, Spartanburg</i></p> <p>Rebecca Kaminski <i>Clemson University, Clemson</i></p>	<p>Scholarships and Awards Charlotte Bruner <i>Daniel High, Central</i></p> <p>Ginger Dunker <i>South Aiken High, Aiken</i></p>
<p>VP for Programs Rebecca Yoder <i>Johnson High, Gainesville, GA</i></p>	<p>Middle School Director Michelle Fowler <i>Hillcrest Middle, Greenville</i></p>	<p>Elementary Director Vacant</p>
<p>VP for Membership Kay Sellers <i>Conway High, Conway</i></p>	<p>Secondary Director Kim Alexander <i>Scholars Academy, Conway</i></p>	<p>Public Relations Ginger Dunker <i>South Aiken High, Aiken</i></p>
<p>SCET Editors Mary Styslinger <i>Univ. of South Carolina, Columbia</i></p> <p>Matt Nelson <i>Francis Marion University, Florence</i></p>	<p>College Director Tom Thompson <i>The Citadel, Charleston</i></p> <p>State Department Liaison Anne Shealy, <i>SCDOE</i></p>	<p>AP Outreach Terry Filippo <i>The Academy for the Arts, Science, and Technology, Myrtle Beach</i></p> <p>Carolina Writes Editor Jenny Dean <i>Connections Academy, Clemson</i></p>

About SCCTE

SCCTE is the South Carolina affiliate of the National Council of Teachers of English. NCTE was established in 1911 and has as its mission the promotion of "...the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language." SCCTE membership provides you with powerful teaching tools, practical information that you can use, and inspiration from other teachers who are committed to the teaching of English and the language arts. If you believe that one teacher can make a real difference, then imagine what you can do in collaboration with your colleagues throughout the state! If you're not a member yet, join today!

SCCTE Past Presidents

1947	Susie Osteen, Sumter	1973	Betty Hodges, Lancaster	1994	Janet Sanner, Florida
1948	Susie Osteen, Sumter	1974	Harris Chewning, Spartanburg	1995	Marty Hutto Trifiletti, Georgetown
1949	Mary Wilds, Greenville	1975	Marianna Davis, Columbia	1996	Libby Carnohan, Columbia
1950	Ruth Riddle, Laurens	1976	Joye Pettigrew, Rock Hill	1997	Bea Cain Naff Bailey, Pickens
1951	Frances M. Todd, Augusta	1977	Alvin Rucker, Greenwood	1998	Terrell Tracy, Fountain Inn
1952	Lillian Killingsworth, Abbeville	1978	Marguerite McCaskill, Columbia	1999	Barbara Goggans, Pawley's Island
1953	Alice Blanton Carter, Columbia	1979	Nancy Thompson, Columbia	2000	Eudora Dickey, Spartanburg
1954	J. M. Ariail, Columbia	1980	Bela Herlong, Saluda	2001	Kelly McGuire, Spartanburg
1955	Marguerite McCaskill, Columbia	1981	Patsy Candal, Georgetown	2002	Hope Spillane, Columbia
1956	Isabel W. Foster, Columbia	1982	Bettie Horne, Greenwood	2003	Lynn Harrill, Woodruff
1957	M. A. Owings, Clemson	1983	Margot Rochester, Lugoff	2004	Terry Filippo, Anderson
1958	Marjory Good, Columbia	1984	Lynn Harrill, Woodruff	2005	Bob Hanley, Anderson
1959	Marjory Good, Columbia	1985	May Jones, Sullivan's Island	2006	Rebecca Kaminski, Greenville
1960	Wilson Snipes, Spartanburg	1986	E. Lee Craig, Columbia	2007	Mike Ward, Charleston
1961	Wilson Snipes, Spartanburg	1987	Curt Elliott, Columbia	2008	Nancy Swanson, Clemson
1962	Mrs. Walter McKinney, Columbia	1988	Nell Braswell, Rock Hill	2009	Patricia Davis, Clemson
1963	Mrs. Walter McKinney, Columbia	1989	Jim Wilhide, Columbia	2010	Mary Styslinger, Columbia
1969	Henry Rollins, Columbia	1990	Eve Coleman, Charleston	2011	Matt Nelson, Florence
1970	William B. McColly, Columbia	1991	Janet West, Rock Hill	2012	Charlotte Bruner, Central
1971	Winifred Johnson, Greenville	1992	Janet West, Rock Hill	2013	Ginger Dunker, Aiken
1972	Nettie Parler, Orangeburg	1993	Sue Mellette, Columbia	2014	Dawn Althen, Charleston
				2015	Sarah Hunt-Barron, Spartanburg
				2016	Leigh Underspan Tuell, Kingsport
				2016	Amy McAllister, Lake City

Session Codes

TOPIC

A: Assessment

C: College Readiness

L: Literacy

M: Multicultural Issues

P: Professional Issues

PBL: Project Based Learning

R: Reading

RS: Research

T: Technology

TR: Transdisciplinary

W: Writing

AUDIENCE

E: Elementary School

M: Middle School

H: High School

C: College

G: General

SCCTE 2018 Schedule

Thursday, January 25

6:00 p.m.–7:30 p.m. Check-in and registration

Friday, January 26

7:00 a.m. – 2:00 p.m. Registration
7:30 a.m. – 4:30 p.m. Exhibits
7:00 a.m. – 8:00 a.m. Breakfast
8:15 a.m. – 9:00 a.m. Concurrent Sessions – “A”
9:05 a.m. –10:05 a.m. General Session: Stephanie Harvey
10:10 a.m. – 10:55 a.m. Concurrent Sessions— “B”
11:00 a.m. – 11:45 a.m. Concurrent Sessions— “C”
11:50 a.m. – 12:50 p.m. Luncheon/Author Book Signing
12:55 p.m. – 1:55 p.m. General Session: ReLeah Lent
2:00 p.m. – 2:45 p.m. Concurrent Sessions— “D”
2:50 p.m. – 3:35 p.m. Concurrent Sessions— “E”
3:40 p.m. – 4:25 p.m. Concurrent Sessions— “F”

Saturday, January 27

7:30 a.m. – 10:00 a.m. Registration
8:00 a.m. – 2:00 p.m. Exhibits
7:30 a.m. – 8:30 a.m. Breakfast
8:45 a.m. – 10:15 a.m. Concurrent Sessions— “G”
10:30 a.m. – 11:30 a.m. General Session: Monika Schröder
11:35 a.m. – 1:00 p.m. Luncheon/Awards & Author Book Signing

Find Session Handouts

www.sccte.org and click on 2018 Conference Handouts in the top menu bar

OR

<https://sites.google.com/site/sccte2018conference/>

Friday, January 26

Breakfast

Governor's Hall C/D/E

7:00-8:00 a.m.

A table in the breakfast room will be designated for Writing Project site directors to meet and connect with one another.

"A" Sessions

8:15-9:00 a.m.

Session A.1

Intentional Talk

Colleton 1

Cindy Oxford, South Carolina Department of Education

Topic: R, TR

All learning "floats on a sea of talk." This session will provide participants the opportunity to learn strategies on how to use intentional talk so students can talk with a peer, the class, or teacher to enrich and deepen student learning.

Audience: E

Session A.2

Everyone is a Reading Teacher: Creating Engaging Literacy Professional Development Across the Curriculum

Vanderhorst 1

Kelli Coons, Landrum Middle School

Topic: R, P

Are you ready to plan literacy-based professional development that your entire staff will find relevance in? Participants will learn strategies to help them design and instruct meaningful professional development within their own buildings and districts. There will also be time to collaborate and exchange ideas about effective professional development.

Audience: E, M

Session A.3

Harness the Power of Interdisciplinary Literacy

Vanderhorst 2

Laurie Schmotzer, Dr. Phinnize J. Fisher Middle School

Topic: PBL, TR

Building windmills in English? Public speaking in science? Writing in social studies? Come see how one grade-level came together and energized students about learning! Using the novel, *The Boy Who Harnessed the Wind* by William Kamkwamba as a starting point, teachers at Fisher Middle School brought an energy PBL to life! When all content areas came together, students were able to not only create their own energy prototypes but empathize with others around the globe who don't have the energy resources we do. In this session, participants will be taken from the planning phase to implementation.

Audience: M

Session A.4

Digital Multi Genre Research

Vanderhorst 3

Dr. Briael Chadwell, Georgetown County

Topic: TR, RS

Are you looking for something new for research? Are you tired of grading research papers? Using a multi genre research project allows student differentiation in the classroom as well as fun during research. New technologies allow students and teachers to have fun during research. Students will gain knowledge in 21st century skills, research skills, citation skills, proper conventions, and creativity. Teachers will be able to tie in the LDC rubric and all things research from past to present.

Audience: M, H

<p>Session A.5 Vanderhorst 4</p> <p>Topic: R, C</p> <p>Audience: M, H, C</p>	<p>Teaching for Today and Beyond: Close Reading Strategies for Non-Fiction <i>Rebecca Kaminski, Clemson University</i> <i>Leigh Unterspan Tuell, Upstate Writing Project</i> <i>Renee Rogers, Upstate Writing Project</i> <i>Sarah Hunt Barron, Upstate Writing Project</i></p> <p>In today’s “post-truth” world, we must help students successfully navigate non-fiction texts to analyze inherent claims and biases. This session will present strategies to help students examine non-fiction texts with a critical eye, building literacy skills so they can articulate informed views and enter conversations happening in today’s world.</p>
<p>Session A.6 Yeamans 1</p> <p>Topic: RS, TR</p> <p>Audience: M, H</p>	<p>Engaging Students and Teachers in Historical Research and Skills Development <i>Jennifer Penegar, Conway Middle School</i> <i>Amy Porter, Conway Middle School</i></p> <p>In this session, an English I teacher and an Honors Social Studies teacher will present their collaborative strategies for implementing the English I curriculum with the National History Day Project. Practical strategies will be shared for participants to take away.</p>
<p>Session A.7 Yeamans 2</p> <p>Topic: A, L</p> <p>Audience: H</p>	<p>Class Outside the Box <i>Kinlea Hensel, Horry County Schools</i> <i>Brandi VanGorder, St. James High School</i></p> <p>“Class Outside the Box” will focus on projects we have created and implemented in our AP courses that acknowledge the diversity of students in our classrooms, encourage different modalities of learning, and support student choice. Our presentation will present South Carolina English teachers with projects and ideas they can implement immediately into their classroom, but more importantly, they can do so knowing that these assessments translate to other classrooms and the community.</p>
<p>Session A.8 Rutledge</p> <p>Topic: A, R</p> <p>Audience: H, G</p>	<p>Cultivating Capability: Using Mastery Based Instruction and Grading in the English Classroom <i>Alyssa Leibman, Horry County Schools</i> <i>Cynthia Nycum, Myrtle Beach High School</i></p> <p>With large class sizes, varying levels of Lexiles, and students with unique needs, how can a teacher possibly differentiate instruction for every student? Join us for an interactive session on mastery-based instruction, a fascinating twist on the traditional classroom. Learn how to easily and quickly develop an individual learning plan for each student, targeting each student's unique weaknesses and strengths. Get tips on how to create summative and formative assessments that demonstrate true mastery and not recall. Every grade-level teacher is welcome, as well as co-teachers.</p>
<p>Session A.9 Governor’s Hall B</p> <p>Topic: W, C</p> <p>Audience: H, C</p>	<p>Journal Writing: At the Intersection of Student Engagement and Student Success <i>Bob Hanley, Anderson University</i></p> <p>This presentation will discuss journal writing, the methods used to employ it as learning tool in a selected Freshman Year Experience course at the university, and its impact on student learning, academic performance, and promotion of social engagement in university life.</p>

Session A.10	Disciplinary Literacy in the “Othered” Courses: Valuing the Related Arts’ and Physical Education’s Literacies
<i>Colleton 2</i>	<i>Jennifer Morrison, University of South Carolina</i>
Topic: TR, L	Have you ever wondered what "literacy" looks like in visual arts? Physical education? Instrumental or chorale music? This interactive session will provide an opportunity for participants to consider parallels between traditional literacy attainment and the processes students undergo in learning skills necessary for success in artistic and physical fields. We will also explore ways ELA and arts teachers can build partnerships that strengthen literacy skills and student engagement in all areas.
Audience: G	
Session A.11	Using the Word to Transform the World
<i>Governor’s Hall A</i>	<i>Jennifer Stowe, University of South Carolina</i> <i>Kayla Hostetler, Aiken High School</i> <i>Stacey Plotner, University of South Carolina</i>
Topic: R, M	As teachers, we purposefully select literature that opens the door to advocacy for our students. Our hope is that by encouraging students to engage with the perspectives of others, we will inspire them to walk through real doors in the real world to promote change on behalf of the others they discover through reading. In this panel presentation, teachers will share how they use “the word to transform the world” through social justice projects tied to literature.
Audience: H, C, G	

General Session (GS.1)

Governor's Hall C/D/E

9:05-10:05 a.m.

Featured Speaker: Stephanie Harvey

“From Striving to Thriving: How to Grow Confident, Capable Readers”



We need an intervention on interventions in education. Every time a child reads even slightly below benchmark, we call for yet another intervention. The research is clear – the best intervention is a good book a child can and wants to read. Nothing correlates higher to reading achievement than reading volume. We need to curate our classroom libraries to ensure that all kids have access to a wide range of compelling texts. We need to book match relentlessly. We need to provide expert research-based literacy instruction. And we need to build in plenty of time for kids to **just plain read**. Access + Choice + Time = Volume. ACT NOW!

Stephanie Harvey has spent the past forty plus years teaching and learning about reading and writing. She received her BA from the University of Denver and her MA from the University of Colorado. After fifteen years of regular elementary and special education teaching in the Jefferson County Schools in Lakewood, Colorado, Stephanie became a staff developer for the Denver-based Public Education and Business Coalition (PEBC), a partnership of leaders from education and business, who support innovation in public schools.

Stephanie currently serves as a private consultant to schools and school districts around the world. Her company, Stephanie Harvey Consulting, implements K-12 district-wide literacy initiatives focused on comprehension, collaboration and inquiry across the curriculum. A regular presenter, keynote speaker and demonstration teacher, she specializes in comprehension teaching and learning, active literacy, reading and writing workshop, content literacy, inquiry-based learning, collaboration, the integration of technology with literacy, and the role of passion, wonder and engagement in teaching and learning. She is the author or co-author of a number of books and resources, including *From Striving to Thriving*, *Nonfiction Matters*, *Strategies That Work (3rd Edition)*, *Comprehension and Collaboration*, *Connecting Comprehension and Technology*, *The Comprehension Toolkit* series, the *American History* series, and the *National Geographic Ladders* series. Understanding that a picture is worth a thousand words, she has co-created a large number of videos featuring kids and teachers in active literacy classrooms around the country. She has published articles in *Language Arts*, *Reading Teacher*, *Ed Leadership* and other educational periodicals. Insatiably curious about student thinking, she is a teacher first and foremost, and she continues to work in schools on a regular basis, savoring any time spent with kids. Steph lives in Denver with her husband Edward. On Mondays, she babysits her precious and curious 3-year-old granddaughter Riley. She and her family are looking forward to the arrival of her new grandson, due any day!

“B” Sessions

10:10-10:55 a.m.

Session B.1

Poster Sessions

Governor’s Hall
A

**Sessions will be conducted simultaneously. Participants will be able to move throughout the room, hear a brief presentation from each presenter, and interact with each presenter in an informal environment.*

Topic: T, L

FUN-ding

Dr. Briael Chadwell, Georgetown County

Audience: G

Come by and learn how to finance fun materials to enhance learning in your classroom. We will share ideas and learn about how to use Donors Choose.

Topic: R, L

Bringing Out-of-School Literacy into the Classroom

Mary Styslinger, University of South Carolina

Alyson Driscoll, University of South Carolina

Abbi Griffin, University of South Carolina

Sameha Alshareef, University of South Carolina

Audience: H

This poster session introduces a variety of text sets which connect a frequently taught novel with a variety of other genre including fiction (i.e. young adult novels, poetry, plays, short stories, graphic novels), nonfiction (articles, essays, biographies, autobiographies, memoirs, diaries) media, and the arts. Each text set is designed around a unit focus. Teachers attending this session will browse leisurely among tables, collecting unit resources and talking with participants.

Topic: W, T

Promoting Passion

Kim Cimney, West Florence High School

Martha Strait, West Florence High School

Audience: H

About what are your students passionate? Tap into what drives your students, while addressing all the standards and objectives you have as an English teacher. From creative writing to public speaking to technology, this inquiry-based Passion Project allows students to explore and research a topic about which they feel strongly in a creative, rigorous, personal, and engaging way, while tapping into direct resources through teachers in other disciplines and/or community members.

Session B.2

Grammar: Do You Have the Guts?

Keri Lyles, Arcadia Elementary

Emily Hammett, Arcadia Elementary

Colleton 1

Topic: L, W

Cried over quotation marks? Homophones have you hopeless? Verbs have you tense? Grammar doesn’t have to be painful-it can be purposeful! In this workshop we will present “Sentence Stalking” as a meaningful way to integrate grammar instruction into a workshop model. No more meaningless DOLs or grammar worksheets-just authentic learning!

Audience: E

<p>Session B.3 <i>Colleton 2</i></p> <p>Topic: W, TR</p> <p>Audience: E, M</p>	<p>Word Up! <i>Carol Nesbitt, Bates Middle School</i> <i>Shannon Griffin, Bates Middle School</i></p> <p>As English Language Arts teachers we teach students how to read text...don't we? And as a math, science, or social studies teacher, our students read in our classrooms...don't they? But do we effectively show our students how to make reading connections to text pieces used outside of their ELA setting? Attendees will be actively engaged in a problem solving-activity to demonstrate how all content area teachers can help all students use reading strategies to make connections across the content areas.</p>
<p>Session B.4 <i>Rutledge</i></p> <p>Topic: L, TR</p> <p>Audience: M</p>	<p>Analyzing the Speeches of Hitler and Stalin: Scaffolding the Seemingly Impossible <i>Erik Booker, Sumter County Schools</i></p> <p>Attendees will learn how one teacher used deliberate scaffolding and technology to enable their students to analyze primary source material and write a persuasive speech in the same style. You will have access to all the materials necessary to replicate this lesson or adapt it for your classroom.</p>
<p>Session B.5 <i>Vanderhorst 1</i></p> <p>Topic: A, C</p> <p>Audience: M, H</p>	<p>Transacting With Your Own Text: Self Reflection (and Peer Feedback) for Source-Based Writing <i>Jana Moore, Union County High School</i> <i>Sarah Hunt Barron, USC Upstate</i> <i>Renee Rogers, Union County High School</i></p> <p>Source-based writing is at the heart of much academic writing: from arguments to literary criticism to TDA prompts, students are being asked to incorporate sources meaningfully into their writing. Join us to see how we scaffold students to become reflective readers and writers through a simple formative assessment tool. Participants will walk away with a new formative assessment tool, as well as straightforward lessons to use in your classroom to scaffold students to become more sophisticated source-based writers.</p>
<p>Session B.6 <i>Vanderhorst 2</i></p> <p>Topic: W, P</p> <p>Audience: M, H, C, G</p>	<p>Improving Writing in the Rural Landscape: Stories from School Districts in the South and Midwest <i>Rebecca Kaminski, Clemson University</i> <i>Keri Franklin, Missouri State University</i> <i>Chris Goering, University of Arkansas</i> <i>Ellen Shelton, University of Mississippi</i> <i>Jean Wolph, University of Kentucky</i></p> <p>Rural districts are serving an increasingly diverse student population, with growing numbers of ELLs and increasing numbers of students living in poverty. Providing support and professional development to teachers in these areas is vitally important. In this panel presentation, presenters from National Writing Project (NWP) sites serving rural communities will share their stories of the challenges encountered providing professional development to rural districts. This session will provide an opportunity for rural educators to connect with one another and share their experiences.</p>

<p>Session B.7 <i>Vanderhorst 3</i></p> <p>Topic: L, TR</p> <p>Audience: M, H, G</p>	<p>PVLEGS: How to Effectively Teach Speaking Skills Across Contents, While Building Student Confidence <i>Erin Rigot, League Academy</i> <i>Amanda Youngblood, League Academy</i></p> <p>Do you dread student presentation days? Do you wish there was an easy way to help students become good, confident, 21st century speakers? Erik Palmer’s PVLEGS strategy, will provide you with a consistent speaking vocabulary and cross-curricular presentation expectations. PVLEGS not only creates more life in student speeches, but also builds student confidence along the way. Teachers will leave ready to tackle their communication standards and with ideas for how to approach speaking from multiple contents.</p>
<p>Session B.8 <i>Vanderhorst 4</i></p> <p>Topic: R, TR</p> <p>Audience: H</p>	<p>Studying the Holocaust Across Disciplines <i>Jenn Myers, Conway High School</i> <i>Brittany Hallick, Conway High School</i></p> <p>Night by Wiesel and Salvaged Pages: Young Writers’ Diaries of the Holocaust by Zaprudar provides primary sources for English and art students to analyze. This collection of sources offers a personal window into the history of the Holocaust and it raises enduring questions about human behavior for the students. Both art and English students read the books, and then took excerpts of the novel Night and Salvaged Pages to create original art and writing based on the themes and ideas presented in the books.</p>
<p>Session B.9 <i>Yeamans 1</i></p> <p>Topic: PBL, RS</p> <p>Audience: H</p>	<p>Real World Problem Solvers <i>Kerwin Johnson, North Myrtle Beach High School</i> <i>Megan Mincey, North Myrtle Beach High School</i> <i>Alissa Miller, North Myrtle Beach High School</i></p> <p>This session seeks to explore and share possible ways to actively incorporate project based learning into your classroom in a way that integrates other content areas. This method shows how to give students the opportunity to explore their own passions and foster creativity while practicing invaluable skills in research, collaboration, problem solving and critical thinking in order to teach students that everyone is unique and has the ability to make an impact.</p>
<p>Session B.10 <i>Yeamans 2</i></p> <p>Topic: T, C</p> <p>Audience: H, C</p>	<p>Literature as a Lens: Sorting Fact from Frenzy <i>Jeffrey Baggett, Lander University</i></p> <p>In the flood of so-called information, we find ourselves making split-second decisions about what to read, ignore, or share. Teachers can help students find credible sources and analyze their content. Yet, we also face the challenge of the transferability of these skills from the silos of our classrooms to our students’ navigation of this digital world. How can we help students apply these ‘academic’ skills in a meaningful way to their interactions with the wider world? This session uses literature as a lens on this problem, as we look at real-world examples of separating fact from frenzy.</p>

“C” Sessions

11:00-11:45 a.m.

<p>Session C.1 <i>Governor’s Hall B</i></p> <p>Topic: M, L Audience: E, G</p>	<p>Of Silos, Schools, and Social Justice: Children’s Literature as a Tool for Social Justice Teaching <i>Melissa Wells, University of Mary Washington</i></p> <p>As teachers of literacy, we are charged with equipping students to be readers of the word, but this vital task is first contextualized through reading the world (Freire & Macedo, 1987). Children’s literature is a powerful tool to break down the silos separating school and social justice. This interactive presentation will help educators identify books that encapsulate themes of equity and diversity, critique books for representations of diversity, and use these books to frame learning opportunities that move toward culturally responsive teaching (Gay, 2010).</p>
<p>Session C.2 <i>Colleton 1</i></p> <p>Topic: W, A Audience: E, G</p>	<p>Feed Forward: Maximizing the Power of Feedback to Promote Growth <i>Dawn Mitchell, Furman University</i></p> <p>Are you tired of grading essays and extended responses with grades that don’t grow students? Do you want to know how to provide feedback during student learning in ways that promote growth in their understanding and in their application? If so, then this is the workshop for you! In this session, participants will learn 4 fundamental strategies to provide feedback that transforms students as writers.</p>
<p>Session C.3 <i>Colleton 2</i></p> <p>Topic: R, TR Audience: M</p>	<p>Reaching Struggling Middle Level Readers <i>Brenna McCormick, School District 5 of Lexington and Richland Counties</i></p> <p>This session will provide teachers with strategies to support struggling middle school readers across all content areas. A focus will be placed on academic vocabulary, note taking and study skills, assessment, and classroom management. Teachers can expect to leave with relevant and effective strategies able to be immediately implemented in their classrooms.</p>
<p>Session C.4 <i>Vanderhorst 1</i></p> <p>Topic: TR, R Audience: M, H</p>	<p>Teaching Reading is Not My Job: Bridging the Gap Between English Teachers and Other Content Teachers Regarding Textbook Reading <i>Lisa Midcalf, Francis Marion University</i></p> <p>It appears in many schools that teaching students how to read their textbooks falls on the shoulders of English teachers. This interactive session will delve into the dialogue needed between English teachers and content teachers to establish whose responsibility it is. Strategies will be practiced during the session that can be shared with content colleagues with the goal of closing the textbook reading gap.</p>
<p>Session C.5 <i>Vanderhorst 2</i></p> <p>Topic: T, TR Audience: M, H</p>	<p>From Silos to Collaboration: Online Resources to Build a Foundation for Middle and High School Transdisciplinary Literacy <i>Linda Heimbürger, South Carolina State Library</i></p> <p>Integrate free online resources into transdisciplinary instruction all from one convenient platform! This session will cover middle and high school English and subject content to help students build data, visual, and information literacy. Come learn about Bloom's Literature, CultureGrams, History Reference Center, World Data Analyst, and more! Bring your mobile device for an interactive session.</p>

<p>Session C.6 Vanderhorst 3</p>	<p>CommonLit and SOAPStone: A Match Made in ELA Teacher Heaven <i>Kailey Beck, Whitlock Flexible Learning Center</i></p> <p>This unbelievable online resource and simple, but refined literacy strategy take all the guess work out of building thematic units and differentiating in the classroom. Use them individually or in conjunction with one another and there's no doubt they will streamline and simplify any planning period. CommonLit.org is an unparalleled collection of resources that are ready-to-use in any classroom. SOAPStone is a CollegeBoard literacy strategy that I use with all levels of students.</p>
<p>Session C.7 Vanderhorst 4</p>	<p>What Does Shakespeare Have to do with Science? Using Literary Texts to Fuel Scientific Inquiry <i>Alicia Kelley, South Carolina Connections Academy</i></p> <p>This hands-on session will demonstrate how a high school ELA teacher integrated Shakespeare and studies of teenage brain development to engage students while teaching them how to use a scientific inquiry lens to look at literary text. Attendees will have the opportunity to brainstorm with other educators on ways they can build science into their English Language Arts classrooms as well.</p>
<p>Session C.8 Yeamans 1</p>	<p>Ready for College --- NOW! <i>Mandy Vipperman, Horry County Schools</i></p> <p>Step out of your comfort zone and get your high school juniors and seniors researching and writing for one goal in mind -- COLLEGE! The junior / senior portfolio is an accumulation of what students have accomplished throughout four years of schooling at their respective high school. Completed portfolios will contain a resume, sample job application, transcript, as well as personal information, samples of best works, and career / college exploration information.</p>
<p>Session C. 9 Rutledge</p>	<p>Overcoming Regurgitation in FYC Research Papers: Group Research and Service Learning <i>Christine Masters, Francis Marion University</i></p> <p>How can collaborative, community-based research projects develop students' information literacy and research skills? This presentation discusses an English 101 honors service learning course that requires students to work in groups, researching a local, environmental issue related to service learning community partners. The presentation offers ideas for first-year composition as well as high-school writing teachers while relating these ideas to recent scholarship on teaching research papers.</p>
<p>Session C.10 Yeamans 2</p>	<p>Pardon the Interruption: We're Using ESPN to Teach Writing <i>Dr. Rebecca Harper, Augusta University</i></p> <p>Motivating students to write is often difficult for many teachers, but what if teachers and students knew that ESPN could be used to teach writing? From using the Top Ten Plays to teach transition sentences, to sports programming that teaches argumentative writing, this session will provide participants with unique and new ways to engage students in the writing classroom.</p>

Luncheon

Governor's Hall C/D/E

11:50 a.m.-12:50 p.m.

Take time to get reacquainted with old colleagues and make new friends while enjoying a fantastic lunch. Grab a chair, sit down, and enjoy a relaxing meal. Door prizes will be given— don't miss your chance to win!

We'll also be conducting the brief annual SCCTE business meeting near the end of lunch.



Call for Articles

The South Carolina Council of Teachers of English welcomes contributions to *South Carolina English Teacher (SCET)*, a journal that represents varied perspectives, formats, and voices focusing on the teaching of English in our state. *SCET* publishes teacher research, critical essays, teaching strategies, bibliographies, interviews, personal essays, short stories, poetry, and other creative works including photography and drawings. We invite original artwork for our cover design. Each manuscript should be no more than 12 double spaced, typed pages in current APA style. *SCET* is a blind, peer-reviewed journal. Place the author's personal and institutional identification including an e-mail address on the cover page only. Please attach a copy of your manuscript in Word, subject heading, SCET, to mstyslin@mailbox.sc.edu. Deadline for submission for the next issue of *SCET* is July 30, 2018. All submissions attached by this date will be considered.

Featured Speaker: ReLeah Lent

“Disciplinary Literacy: A Model for Deep Learning in *all* Content Areas”



The literacy paradigm has shifted—again!—but this time the shift makes sense, especially for content-area teachers. The buzz-phrase “reading and writing across the disciplines” has been replaced with the more meaningful term *disciplinary literacy*: reading, writing, speaking, reasoning, and *doing* within the disciplines. “Strategies” have morphed into discipline-specific tools that deepen student involvement and understanding in all subject areas. When students practice *using* literacy in the way experts do, they solve problems, ask questions, make decisions, discuss topics, and engage in deep, relevant learning that truly sticks.

ReLeah Cossett Lent was a middle and high school teacher before becoming a founding member of a statewide literacy project at the University of Central Florida. She is now an international consultant, writing and speaking about adolescent literacy, Common Core, and school leadership. Her latest book is *Overcoming Textbook Fatigue: 21st Century Tools to Invigorate Learning* (ASCD).

ReLeah's work with Jimmy Santiago Baca, award-winning poet and writer, led to a book and CD for reaching at-risk adolescents, *Adolescents on the Edge, Stories and Lessons to Transform Learning* (Heinemann). She has also written *Keep Them Reading: An Anti-Censorship Guide for Educators* and *Literacy for Real: Reading, Thinking and Learning in the Content Areas* (Teachers College Press), *Engaging Adolescent Learners and Literacy Learning Communities* (Heinemann). ReLeah's first two books, co-authored with Gloria Pipkin and published by Heinemann won the American Library Association's Intellectual Freedom Award and the NCTE/Slate Intellectual Freedom Award. ReLeah was also the recipient of the PEN/Newman's Own First Amendment Award in 1999. You can find her at www.releahlent.com.

“D” Sessions

2:00-2:45 p.m.

Session D.1

Book Making Station: Bridging the Content Area Literacy Gap

Governor’s Hall B

Mandy Hocker, Greenville County Schools

Topic: TR, W

Come and join us for an adventure in book-making! See how this strategy is being revamped and revitalized to enliven the integrated curriculum classes of today. Attendees can expect to participate in an interactive session where we will experience the process of implementing a book making station into a balanced literacy framework. Then, we will discuss ways to grow and stretch your students in their content area literacy through the use of these books to reinforce content area learning. The session promises to be fun, inviting and engaging!

Audience: E

Session D.2

Close Reading: It’s Not Just for Books

Colleton 1

Shasta Looper, Greenville County Schools

Topic: R, T

Close Reading is taking classrooms across the US by storm, but how can it be used to read something other than traditional texts? Students today are bombarded by visuals through social media, blogs, and more, but may lack the critical thinking skills to understand and question what they see. Using close reading strategies across content areas forces students to slow down and consider more than what they see. In this session, strategies to read alternative texts will be presented and participants will have the opportunity to try them on alternative texts such as videos, photographs, maps, and primary and secondary sources.

Audience: E, M

Session D.3

Developing Digital Literacies: Devices Optional

Colleton 2

Sarah Hunt-Barron, University of South Carolina Upstate
Emily Howell, Iowa State University

Topic: T, L

Worried your students may be left behind because they don’t have consistent access to digital devices and tools? Wondering how to leverage the tools you do have to help your students navigate a connected world? Join us in this session as we practice the habits of mind students need to be successful in a digital age – even without devices in their hands.

Audience: M, H

Session D.4

What’s New In YA?

Vanderhorst 1

Brittany Gendron, Union County Public Schools

Topic: R, L

Through book talks by presenters, participants will learn about recently published books for middle and high school students. A broad spectrum of titles that will appeal to students of varied reading abilities and interests will be examined. Based on reading selections of our panel of readers, a wide and diverse array of titles will be shared. Participants will have access to an annotated bibliography.

Audience: M, H

<p>Session D.5 <i>Vanderhorst 2</i></p> <p>Topic: TR, L Audience: M, H</p>	<p>Making the Connections: Inquiry Across Content <i>Kim Kinley-Howard, Florence School District One</i> <i>Lenora Rivers-Davis, Wilson High School</i></p> <p>So What? How can reading young adult literature spark students’ interests and desire to probe ideas even further after they have read a worthy text? This session will present an integrated look at a Literacy Design Collaborative module that incorporates multiple texts from middle and high school grade level content that could be explored in geography, environmental science, and history. Participants will delve into students’ exploration of the inquiry process through the lens of the scientific method and the Social Studies C3 Framework. The presentation will feature a correlation of inquiry methods and proven literacy-based strategies that are strategic to students’ deeper comprehension and engagement with texts.</p>
<p>Session D.6 <i>Vanderhorst 3</i></p> <p>Topic: L, W Audience: H</p>	<p>Not Everything is an Essay: Developing Genre Awareness Through Purposeful Analysis <i>Kristen Marakoff, Greenville County School District</i></p> <p>Students tend to think of every text as a “book” and all writing assignments as “essays.” However, we know that there are many genres for students to explore. Giving students the opportunity to examine the different conventions between genres promotes our students’ literacy, and also gives them autonomy to make meaningful choices in their writing. In this session we will explore genre-based, purposeful reading and writing. Teachers will walk away with a strategy that they can utilize in their classes immediately, and new ways to organize curriculum to foster genre awareness.</p>
<p>Session D.7 <i>Vanderhorst 4</i></p> <p>Topic: R, W Audience: H</p>	<p>Motivating and Supporting Struggling 9th Grade Readers and Writers to Pass the End of Course Exams <i>Amanda Love, Conway High School</i> <i>Deborah Long, Conway High School</i></p> <p>What two English teachers learned when data was used to drive instruction in developing strategies to reach struggling readers and subgroups of students historically struggling on the ELA EOCEP. The results surpassed the projected results based on SC Ready and MAP scores in 3 inclusion and 1 low level English I class. The scores were a result of understanding student reading and writing struggles across content areas and a collaborative partnership across content areas.</p>
<p>Session D.8 <i>Yeamans 1</i></p> <p>Topic: PBL, T Audience: H</p>	<p>Digital Portfolios: The Secret Ingredients to Increasing Deeper Reflection and Publicly Presenting Student Writing <i>Liz Boyd, Charleston Collegiate School</i> <i>Sarah Ellis, Charleston Collegiate School</i></p> <p>We know that reflection is a key part of assessment in project-based learning and deeper learning. Yet, how do we get students to probe into their own learning process and reflect on how to become better learners? Hear from a humanities teacher and a science teacher how we can use digital portfolios as a way to guarantee greater levels of reflection and prepare students for publishing their writing publicly. In this workshop, we present a model for “checkpoint planning” of a semester-long project by creating checkpoint projects and revision mini-units that include lead to a final product. Participants will actively examine student-created digital portfolios for both STEM and Humanities to experience how powerful they can be as end-products that display student reflection and polished student writing. While the idea of a digital portfolio can be overwhelming, this workshop breaks down the steps to an effective process and demonstrates the power of using websites as a tool for preparing students for polished, public presentations.</p>

<p>Session D.9 <i>Yeamans 2</i></p> <p>Topic: L, R</p> <p>Audience: H, G</p>	<p>The SC Academy of Authors: An Introduction <i>Jennifer Thomas, SC Governor’s School for the Arts and Humanities</i></p> <p>The SC Academy of Authors promotes reading of SC authors, encourages writing in SC, and extends our state’s rich, complex cultural heritage. Following an overview of the SCAA mission, the session gets practical, with a focus on sample works by SCAA authors. In addition to these teaching materials, participants will receive keepsakes from past SCAA induction ceremonies, along with an invitation to attend the 2018 induction in Beaufort. This session will help teachers learn more – so that they can teach more – about the vitality and diversity of SC literature.</p>
<p>Session D.10 <i>Rutledge</i></p> <p>Topic: R, P</p> <p>Audience: G</p>	<p>Professional Learning with a Purpose: Supporting Literacy Learning System-Wide <i>Erica Bissell, Lexington School District One</i> <i>Mary Gaskins, Lexington School District One</i> <i>Lauren LaVenia, Lexington School District One</i></p> <p>In this session, participants will get a glimpse into the intentional planning one district has done around their professional learning offerings, approach to disciplinary literacy, and instructional framework. During this session, the presenters will describe the components of a professional learning approach that addresses the needs of literacy learners system-wide. The presenters will share the details of the planning process and resulting personalized professional pathways. This session will leave teacher and school leaders both anxious and equipped to go back to their respective schools and districts ready to assess their current structures and commit to changes that will take literacy learning to the next level.</p>
<p>Session D.11 <i>Governor’s Hall A</i></p> <p>Topic: L, W</p> <p>Audience: G</p>	<p>The Art of Rewriting-Making Revision Strategies Meaningful <i>Mary-Celeste Schreuder, Clemson University</i></p> <p>How do we make revision truly meaningful in the classroom? Designed to help teachers radically improve revision practices for students of all ages, participants in this hands-on workshop will learn two revision strategies that can be immediately implemented in the classroom. Be the first to teach your students engaging revision techniques that will drastically enhance their writer’s voice, critical thinking skills, and overall reading/writing comprehension.</p>

“E” Sessions

2:50-3:35 p.m.

Session E.1 <i>Governor’s Hall B</i>	Give Me 5! Free K-5 Online Resources for Transdisciplinary Literacy <i>Linda Heimbarger, South Carolina State Library</i>
Topic: T, TR Audience: E	Help K-5 students make connections across content using five free online resources from Discus – South Carolina’s Virtual Library. Teachers may develop lessons around these resources to help students build transdisciplinary reading and writing skills along with information literacy. Bring your mobile device for an interactive session.
Session E.2 <i>Colleton 1</i>	Fitting the Pieces – Using RACES and Say-Mean-Matter for Academic Writing <i>Crystal Chappell, Greenville County School District</i> <i>Chelsea Troutman, Greenville County School District</i>
Topic: L, W Audience: E, M	TDAs can be overwhelming at first glance. They may leave students wondering what the text says, means, and even why it matters. Help your students see how all the pieces fit together in their writing. Presenters will explain, model, and show student examples of the RACES and Say-Mean-Matter strategies. In addition to TDAs, these strategies can also be used in expository and argumentative writing. Participants will walk away feeling confident in the RACE for successful writing.
Session E.3 <i>Colleton 2</i>	“Out of the Silos” and into the Community: Expanding Literacy with the Free Little Library! <i>Beth Henson, Landrum High School</i> <i>Ashley Scruggs, Student Teacher</i>
Topic: L, TR Audience: M, H	This session will share collaboration between English, art, and agricultural science classes to create a city’s first “Free Little Library.” Presenters will share students’ progress and demonstrate how accessible this project can be to anyone. The project involves various literacies, from traditional to technological, mathematical to artistic. The session will culminate in the creation of an online group where we will continue the conversation and provide resources.
Session E.4 <i>Vanderhorst 1</i>	Literacy Metamorphosis: Transform Your Approach to ELA <i>Emily Kimpton, Sumter School District</i>
Topic: R, W Audience: M, H	Picture students fully engaged in literacy learning eagerly reading, writing, and collaborating with their classmates. What does it take to develop this scene? This session will engage middle and high school educators in a classroom experience where the cycle of inquiry serves as a basis for fostering student engagement. Participants will receive a practical lesson framework, suggested texts, and options for assessment.
Session E.5 <i>Vanderhorst 2</i>	Out to the Silos: Place-Based Education, Interdisciplinary Literacies, and Community Renewal <i>James A. Anderson, Lander University</i>
Topic: TR, L Audience: M, H	Place-based education (PBE) is a shifting--both pedagogically and spatially--of the teaching of English beyond transmission-centered approaches out to the “silos” and “fields” of communities through interdisciplinary literacy practices. The presenter will discuss the roles students, teachers, and community members can play in PBE, while also contextualizing PBE in rural community renewal.

<p>Session E.6 <i>Vanderhorst 3</i></p> <p>Topic: T, R</p> <p>Audience: M, H, C</p>	<p>Close Reading the Media: Critical Thinking & Viewing Skills for Every Student <i>Frank Baker, Media Literacy Clearinghouse</i></p> <p>Close reading the media is very different than print. In this brief but informative session, media educator Frank W. Baker will engage you with examples from visual literacy, advertising and the moving images.</p>
<p>Session E.7 <i>Vanderhorst 4</i></p> <p>Topic: TR, L</p> <p>Audience: H</p>	<p>The Blending of Two Cultures: Hip-Hop & the Puritans <i>Kathy Berry-Burns, Anderson School District Five</i></p> <p>What do Jay-Z and Beyonce', perhaps the most powerful couple in the hip-hop community, have in common with Elizabeth and John Proctor, a Puritan couple involved with the Salem Witch Trials of 1692? Much more than meets the eye! This session will explore how two-voice or dialogue poems can be used to help students connect their lives to <i>The Crucible</i> and to the Puritan experience.</p>
<p>Session E.8 <i>Yeamans 1</i></p> <p>Topic: R, RS</p> <p>Audience: H</p>	<p>It's Powerful: Seeing through a Critical Lens <i>Mary E. Styslinger, University of South Carolina</i> <i>Kayla Hyatt Hoestetler, Aiken High School</i> <i>Nicole Walker, Ridge View High School</i> <i>Trever Cline Etminan, Ashley Ridge High School</i></p> <p>As teachers, we have the power to liberate or oppress students. After all, when we teach students to read, we are teaching much more than that. We are teaching students how to better understand the world, their place within it, and their capacity to transform both. In this panel presentation, three teachers will share how they raise critical consciousness through reader response, advocacy projects, and teacher research in order to empower students and promote social action and change.</p>
<p>Session E.9 <i>Yeamans 2</i></p> <p>Topic: C, W</p> <p>Audience: G</p>	<p>Teaching Writing Beyond "College and Career Ready" and High School <i>Paul Thomas, Furman University</i></p> <p>Teaching high school students to write, traditionally and in the era of "college and career ready," often fails to prepare students either for college writing or real-world writing. This session will invite a conversation about how students are taught to write in high school English (highlighting AP and test-prep) in the context of disciplinary writing in college as well as so-called authentic writing beyond formal education.</p>
<p>Session E.10 <i>Rutledge</i></p> <p>Topic: TR, L</p> <p>Audience: E, M, H</p>	<p>I Thought this was Social Studies, not ELA! <i>Elizabeth King, South Carolina Department of Education</i> <i>Stephen Corsini, South Carolina Department of Education</i></p> <p>In order for students to be college, career, and citizenship ready they need to have a toolbox of strategies for content area reading and disciplinary literacy. This session will explore strategies for content area reading, general skills that can be applied to any content, and specialized disciplinary literacy skills that can be applied in Social Studies.</p>

Session E.11

Governor's Hall A

Topic: R, W

Audience: E, M, H

Prove It! Using Authentic Text Dependent Engagements in the Classroom

Dr. Rebecca G. Harper, Augusta University

Text Dependent Analysis (TDA), Document Based Questions (DBQ), or Textual Evidence (TE). No matter what it's called, students often have difficulties using material from texts to support and prove their writings. Learn how closing arguments, photographs, descriptive texts, and so much more can be used to teach these important skills.

“F” Sessions

3:40-4:25 p.m.

Session F.1 <i>Governors B</i>	Ramping Up Content Area Vocabulary with Tech Tools <i>Heather Sox, Fork Shoals School</i>
Topic: T, TR Audience: E	We all know that our classrooms should be a vocabulary rich environment full of a love for words and word learning, but are your students tired of doing the same things with their vocabulary words? Do you need some rejuvenating ideas on how to integrate vocabulary into the content areas while increasing motivation? This session will provide some innovative technology tools that can ramp up your disciplinary vocabulary instruction and increase interest with your students.
Session F.2 <i>Colleton 1</i>	Be the Change: Using the Four C’s to Create a Culture of Innovation with Content Area Literacy <i>Dawn Mitchell, Furman University</i>
Topic: TR, PBL Audience:	In this workshop, participants will learn how we as teachers can use the 4 C’s of project-based learning in classrooms across grade levels to help promote inquiry and innovation as well as disciplinary literacy with our students, our colleagues, and in our communities. From a 5th grade Social Progressives unit grounded in both past and present day applications to a 9th grade Physical Science class using informational reading, writing, and research to conduct forensic investigations within real world settings, participants will see authentic examples of project based learning.
Session F.3 <i>Colleton 2</i>	“I can do this in other classes, too?” : Creating a Culture of Academic Literacy through Say-Mean-Matter <i>Erin Rigot, League Academy of Communication Arts</i> <i>Tobi Pirolla, Sevier Middle School</i> <i>Sarah Hunt-Barron, University of South Carolina Upstate</i>
Topic: R, TR Audience: M, H	Need your students to use evidence from sources effectively for a wide variety of purposes? Do you wish they would use what you teach them in other disciplines? Come learn how a single strategy helped middle school students make sense of a wide variety of texts, from videos to images to articles, across content areas. Walk away with ideas you can use in your classroom on Monday, as well as share with colleagues across content areas.
Session F.4 <i>Vanderhorst 1</i>	Building Communities, Building Literacies: Identifying Possibilities in Your School <i>Rebecca Kaminski, Clemson University</i> <i>Chris Goering, University of Arkansas</i> <i>Ellen Shelton, University of Mississippi</i> <i>Jean Wolph, University of Louisville</i> <i>Keri Franklin, Missouri State University</i>
Topic: L, C Audience: M, H, C, G	This workshop is based on work from a consortium of centers at universities serving rural America, specifically the Ozarks, Delta, Appalachia, and SC I-95 Corridor. In essence, our work seeks to position teachers and students as local actors for the betterment of their school communities through place-based oral history work. This session provides teachers with protocols to use with students, faculty, and community members to identify possible projects, participants, and funders. Teachers will leave with strategies relevant in every classroom and a simultaneous call to action—and support for making it happen—to begin a project of their own.

<p>Session F.5 <i>Vanderhorst 2</i></p> <p>Topic: TR, PBL Audience: M, H</p>	<p>It Takes a Village: The Necessity of English in Transdisciplinary Approach to Project Based Learning <i>Courtney McGrath, Riverwalk Academy</i></p> <p>Welcome to 21st century learning and teaching! In this session we will cover the basics of Project based Learning as well as its collaborative possibilities for students and teachers. Experienced educators will guide you through the process of creating authentic learning experiences that integrate multiple content areas. The audience will receive key PBL resources to walk away inspired and equipped to try PBL in their schools and classrooms. Get ready to guide your students through a truly authentic learning experience.</p>
<p>Session F.6 <i>Vanderhorst 3</i></p> <p>Topic: T, C Audience: H</p>	<p>Career Technology and English Education <i>Dr. Brial Chadwell, Pawleys Island</i> <i>Dr. Kurt Y. Michael, Liberty University</i></p> <p>It is our focus as educators to prepare students for College an Career Ready standards for life after school. Career and Technical Education course provides this opportunity to give specialized instruction for both career and college ready students.</p>
<p>Session F.7 <i>Vanderhorst 4</i></p> <p>Topic: T, A Audience: H</p>	<p>Flip This! Using Flipgrid to Authenticate Student Voice and Learning <i>Ami-lyn Ward, Socastee High School</i> <i>Sarah Crist, St. James High School</i></p> <p>Want to ensure every student has a voice in your classroom? Use Flipgrid to provide an authentic audience for students as they use video to engage in and explore content, apply and share knowledge, and reflect on their learning. This user-friendly edtech tool is not just another fad to file in the toolbox; this innovative site and mobile app offers a multitude of applications in any content area and for any level. From delivering a speech for a class across the globe to posing questions and conducting a personal discussion with the teacher, Flipgrid provides an easy-to-use platform with customizable tools, such as teacher-moderated posts, embedded and adaptable rubrics for quick grading, personalized instructions with hyperlinks and other web integration capabilities, endless app-smashing possibilities, and peer-to-peer feedback video responses with student-friendly hashtags, emojis, drawings, and selfies. If your students struggle to find meaning and purpose in their learning, come to this session to see the benefits that video interaction offers. Participants will receive an overview of Flipgrid, view student examples with rubrics, engage in practice using the tool, and generate their own Flipgrid. Come flip on your students' voices!</p>
<p>Session F.8 <i>Yeamans 1</i></p> <p>Topic: PBL, T Audience: H</p>	<p>Project Based Learning GeoLit: Combining English 1 Skills with the Authentic Content of World Geography <i>Betsy Taylor, Myrtle Beach High School</i> <i>Lucas Britt, Myrtle Beach High School</i></p> <p>You'll hear from two 9th grade teachers, one English and one World Geography, on how we combine our classrooms daily to explore literature through the lens of human geography. The result is a class called GeoLit that is co-taught with a project-based learning model. We focus on applying the skills measured on the English 1 EOC to the real-world context of World Geography using technology-based, student-centered, and authentic projects. This session will explain how we structure projects from start to finish, how students are assessed throughout each stage of the learning, and highlight the student (and teacher!) benefits of integrating your classroom with another content area.</p>

<p>Session F.9 <i>Yeamans 2</i></p> <p>Topic: W, C Audience: H, C</p>	<p>Fostering Transfer of Writing Skills <i>Jessica Ulmer, Midland Technical College</i></p> <p>The primary purpose of this study is to determine a curriculum for first-year writing that can be taught at the two-year college to help students transfer writing skills to courses taken afterwards. This presentation examines the nature of the two-year college that makes it uniquely difficult to teach for long-term transfer of writing skills and how the Writing about Writing pedagogy is appropriate for this level of higher education. Research so far supports the implementation of an introduction to writing studies course sequence at the two-year college level to aid in the transfer of writing skills. This presentation seeks to start the conversation about what that curriculum would look like and what types of readings and assignments should be used for these courses.</p>
<p>Session F.10 <i>Rutledge</i></p> <p>Topic: TR, L Audience: E, M, H, G</p>	<p>From Silos to Launching Pads: Encouraging Metamorphical Thinking Across Content Areas <i>Dr. Janie R. Goodman, University of South Carolina-Columbia</i> <i>Dr. Victoria A. Oglan, University of South Carolina-Columbia</i></p> <p>Teachers - It's time to get out of the silos and onto the launching pads! Are you tired of teaching students what to learn instead of how to learn? Do you want to create a classroom environment where your students develop as creative and critical thinkers across content areas? Then this session is for you. Come grow your metaphorical thinking and see what thinking like a genius is all about!</p>

Saturday, January 27

Breakfast

Governor's Hall C/D/E

7:30-8:30 a.m.

Enjoy breakfast and lively conversation, as well as a grade-level meet and greet. A section of the breakfast room will be designated for our elementary, middle, secondary, and college partners to connect with other teachers across the state.

"G" Sessions

8:45-10:15 a.m.

Session G.1

Emerging From the AP English Silo

Terry Filippo, Horry County Schools

*Governors Hall
A/B*

Topic: R, W, P

Audience: HS

As AP English teachers, we're often the only teacher of our course in our schools, and our opportunities to talk and share with other AP teachers are few and far between. In other words, we've got our own silos, right? This session is meant to start the process of providing current or projected AP English Language and Literature teachers respite from academic loneliness—to get together and discuss ways to network and share ideas. We'll emerge from our local silos to plan a state-wide simulated essay reading, set up an AP support system, and explore ways to create our own great classroom materials.

Session G.2

Personalized Learning in a Transdisciplinary Classroom

*Dr. Dawn Hawkins, SCDE
Gwendolynn Shealy, SCDE
Lindsey Lyles, SCDE
Anne Shealy, SCDE
LaTonya McNeill, SCDE*

*Governor's Hall
C/D/E*

Topic: TR, L

Audience: E, M, H

Want to build a classroom of student agency? Want students to transfer their process for learning with all content? Join us as we explore learning that represents the perspectives of multiple content in order for students to critically think about their new knowledge and therefore able to make decisions about their learning.

General Session (GS.3)

Governor's Hall C/D/E

10:30-11:30 a.m.

Featured Speaker: Monika Schröder

“War, Poverty, Death: Writing about Difficult Issues For Young Readers”

Award-winning author, Monika Schröder, will describe the inspiration for writing her novels about an Indian street child, children affected by war and the death of loved ones. She will discuss the importance of historical accuracy when writing historical fiction and the challenges when writing about a culture other than her own. Participants will gain insights in the research and writing process of her novels which provide ample curriculum connections and topics for classroom discussions. Teaching ideas and classroom resources will be included.



Monika Schröder grew up in Germany and has worked as elementary school teacher and librarian at American international schools in Egypt, Chile, Oman and India. She has published four novels for young readers. Monika's book SARASWATI'S WAY (Farrar, 2010) is set in India and won the SCBWI Crystal Kite Award and was also on North Carolina's Middle School Battle of the Books list. Her novel THE DOG IN THE WOOD (Boyd's Mills, 2009), set in East Germany in 1945 and based on her father's experiences at the end of World War II, received a starred review from Kirkus Reviews. Her novel MY BROTHER'S SHADOW (Farrar, 2011) is set in Berlin 1918 and was a nominee for the 2014 New York State Reading Association's Charlotte Award. Her latest book, BE LIGHT LIKE A BIRD, (Capstone, 2016) is a nominee for the 2017/2018 North Carolina Youth Book Award. Monika lives in the Blue Ridge Mountains of North Carolina. Visit her website: www.monikaschroeder.com

Luncheon and Awards

Governor's Hall C/D/E

12:30-1:30 p.m.

Enjoy a leisurely lunch with your colleagues. Awards and door prizes will be given! Be sure to nominate a worthy teacher for one of our SCCTE awards (self-nomination accepted!).

Be Light Like a Bird

*“Be light like a bird,
not like a feather.”*

This is the advice 12-year-old Wren’s father gives her before he unexpectedly dies in a plane crash. *Be Light Like a Bird* is a heartfelt middle-grade novel about loss, self-discovery and the power of family.

“You’ll read breathlessly as Wren begins a new life, facing her father’s loss and her mother’s anger. Her story is inspiring and unforgettable. You’ll love this book!”

- Patricia Reilly Giff, *Newberry Honor Award Winning Author of Lily’s Crossing and Pictures of Hollis Woods*

“I guarantee you’ve never read anything like it.”
- Barbara O’Connor, *author of How to Steal a Dog*

“One of my favorite tween books this year!”
- *The Fountainhead Bookstore*

“With amazing surprises of love, connection, resentment and nature this story weaves together life’s lies and truths and explodes when the two can no longer co-exist.”
- *The Little Shop of Stories in Decatur, GA*

“This novel is overflowing with great discussion topics including the grief of losing a parent, protecting our environment, Native American history and making special friends in a place you can call home. Highly Recommended.”
- *Schuler Books and Music, Okemos, Michigan*



*Start
reading
now!*



Masters in Education Literacy

Program Outcomes

- * All Read to Succeed coursework completed!
- * An M.Ed. degree in Literacy with two endorsements in Literacy Teacher and Literacy Coach (Coaching strand for Elementary and Secondary) or certifications in Literacy Teacher and ESOL (ESOL strand).
- * Acquisition of in-depth knowledge about literacy teaching and instruction rather than a general program of education that will transform your literacy teaching and your students' literacy learning.
- * Your development as a literacy leader who can support colleagues in literacy teaching and learning, particularly in relation to learners who are at-risk.

Program Information

Coaching Strand

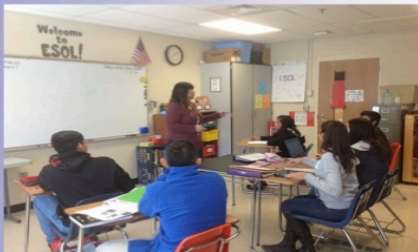
Successful completion of the M.Ed. in Literacy/Coaching will result in:

- ◆ the Read to Succeed endorsement
- ◆ Literacy Teacher certification
- ◆ Literacy Coach certification.

ESOL Strand

Successful completion of the M.Ed. in Literacy/ESOL will result in:

- ◆ the Read to Succeed endorsement
- ◆ Literacy Teacher certification
- ◆ ESOL add-on certification.



Degree Requirements:	36 semester hours (for either strand). Additional requirements include requisite years of teaching experience, PRAXIS exam, and other requirements as indicated by the SC Department of Education.
Course Format:	Our courses are offered online. A district (or districts) may contract with us to provide blended or face-to-face courses.
Length of Program:	For part-time enrollment, students take one course per semester and two courses during the summer. Degree completion time is approximately 3 years.
Apply Now:	Applications are now being accepted to begin the program in June, 2018. Application deadline is April 15, 2018.
Admission:	<ul style="list-style-type: none"> * Apply online www.grad.clemson.edu/Admission.php (Program Name: MED-LITR-E) * Official transcripts required if accepted * Two letters of recommendation * Copy of teaching certificate * Statement of goals and teaching philosophy * A minimum 3.0 GPA in the most recent degree (undergraduate or graduate) or competitive GRE or Miller's Analogy Test scores.

For more information about the Masters in Education Literacy program, contact Rebecca Kaminski at krebecc@clemson.edu.



Are you passionate about ESOL education?

Would you like to learn alongside other teachers who share your passion?



If so, an online certification in ESOL may be right for you.

ESOL Add-On Certification (Online)

The Clemson University ESOL add-on certification is a fully online program that will help you reach your goals. By taking five courses in a twelve-month period, teachers will earn their certification to teach ESOL. Apply now as a non-degree seeking student in order to begin coursework this summer. The ESOL courses may also be applied to our MEd-Literacy degree. Find out more at <https://www.clemson.edu/education/academics/licensure/add-on-certification/index.html>.

Course Schedule

Summer 2018	EDLT 8140: Reading and Writing Instruction and Assessment for Culturally and Linguistically Diverse Students
Summer 2018	EDLT 8250: Cultural Diversity in Education
Summer 2018	EDLT 8230: Introduction to Linguistics
Summer 2018	EDLT 8240: Practicum in the Instruction of ESOL Elementary and Secondary Learners
Spring 2019	EDLT 8220: Principles and Strategies for Teaching English Speakers of Other Languages

For more information about the Add-On Certificate Program in Teaching English as a Second Language contact Rebecca Kaminski at krebecc@clemson.edu.

Voice. Value. Vision. **CONVERSE**



Advance your education at a nationally recognized co-ed, master's university!

ON-CAMPUS PROGRAMS

- Education Specialist (EdS)
- Administration & Supervision
- Master of Education (MEd)
- Special Education
 - Elementary Education
 - Art Education
 - Administration & Supervision
- Master of Liberal Arts (MLA)
- Master of Music (MM)
- Graduate Performance Diploma in Music

LOW-RESIDENCY PROGRAM

- Master of Fine Arts (MFA)
- Creative Writing

ONLINE PROGRAMS

- Education Specialist (EdS)
- Literacy (all coursework for Literacy Teacher, Literacy Coach and Literacy Specialist endorsements from the SCDOE)
- Master of Education (MEd) in Advanced Studies
- Project-Based Learning
 - Gifted
 - Literacy
 - English
 - Social Studies
- Master of Education (MEd)
- Art Education
 - Gifted Education



Learn More!
converse.edu/Graduate



Spartanburg, SC | 864.596.9404 | graduate@converse.edu



URBANA, ILLINOIS OFFICE
1111 W. Kenyon Road
Urbana, Illinois 61801-1096

WASHINGTON, DC OFFICE
444 N. Capitol Street, Suite 382A
Washington, DC 20001
www.ncte.org

January 15, 2018

Meredith Love, President
South Carolina Council of Teachers of English

Dear South Carolina Council of Teachers of English:

We send greetings from the National Council of Teachers of English to you and to all conference attendees on January 26-27, 2018! NCTE affirms the creation and offering of this Conference by the South Carolina Council of Teachers of English. Equally, we applaud each participant's contribution to the event and to the profession.

Teachers benefit from ongoing learning opportunities as they improve teaching of English, English language arts, and literacy at all grade levels. Research shows that all students can achieve at high levels when their teachers are continuing learners, especially in teams with colleagues across disciplines. At this conference, teachers can share new ideas and work together with colleagues to better support their students' learning.

NCTE provides professional learning in multiple ways through professional learning programs; books, journals, and position statements; conventions and meetings; and participation in the National Center for Literacy Education. In addition, NCTE alerts policymakers at the local, state, and national level about effective teaching and learning practices to consider as they institute new policies.

Just as your affiliate sparks your learning, NCTE can nourish your pedagogical knowledge, access to colleagues across the country, and love for your profession. We invite you to join us.

Sincerely,

Emily Kirkpatrick

A handwritten signature in black ink that reads "Emily Kirkpatrick".

NCTE Executive Director

Millie Davis

A handwritten signature in black ink that reads "Millie Davis".

Senior Developer, NCTE Affiliates
Director, Intellectual Freedom Center

Exhibitor & Sponsor Listing

We'd like to thank the following for their generous support of the 2018 SCCTE Conference:

Clemson University

Converse College

Heinemann

Houghton Mifflin

Sadlier

South Carolina State Library

SCCTE 2019

Mark your calendars, tell your colleagues, and make your plans to join us back at the beach for the 2019 SCCTE Conference—January 31 through February 2, 2019—here at the Kiawah Island Resort. Check the SCCTE website (www.sccte.org) in August for all the details.

We hope to see you there!

Professional Development Credit Verification Form
SOUTH CAROLINA COUNCIL OF TEACHERS OF ENGLISH
SCCTE Annual Conference: "Out of the Silos: Literacy in a Transdisciplinary Age" Kiawah Island, SC,
January 26-27, 2018

This is to certify that _____ has attended each session listed
for a total of _____ hours.

Friday: Concurrent Session "A" (.75 hours) Session Title: _____

Friday: General Session #1 (1 hour) **GS.1** "From Striving to Thriving: How to Grow Confident, Capable Readers"

Friday: Concurrent Session "B" (.75 hours) Session Title: _____

Friday: Concurrent Session "C" (.75 hours) Session Title: _____

Friday: General Session #2 (1 hour) **GS.2:** "Disciplinary Literacy: A Model for Deep Learning in *all* Content Areas"

Friday: Concurrent Session "D" (.75 hours) Session Title: _____

Friday: Concurrent Session "E" (.75 hours) Session Title: _____

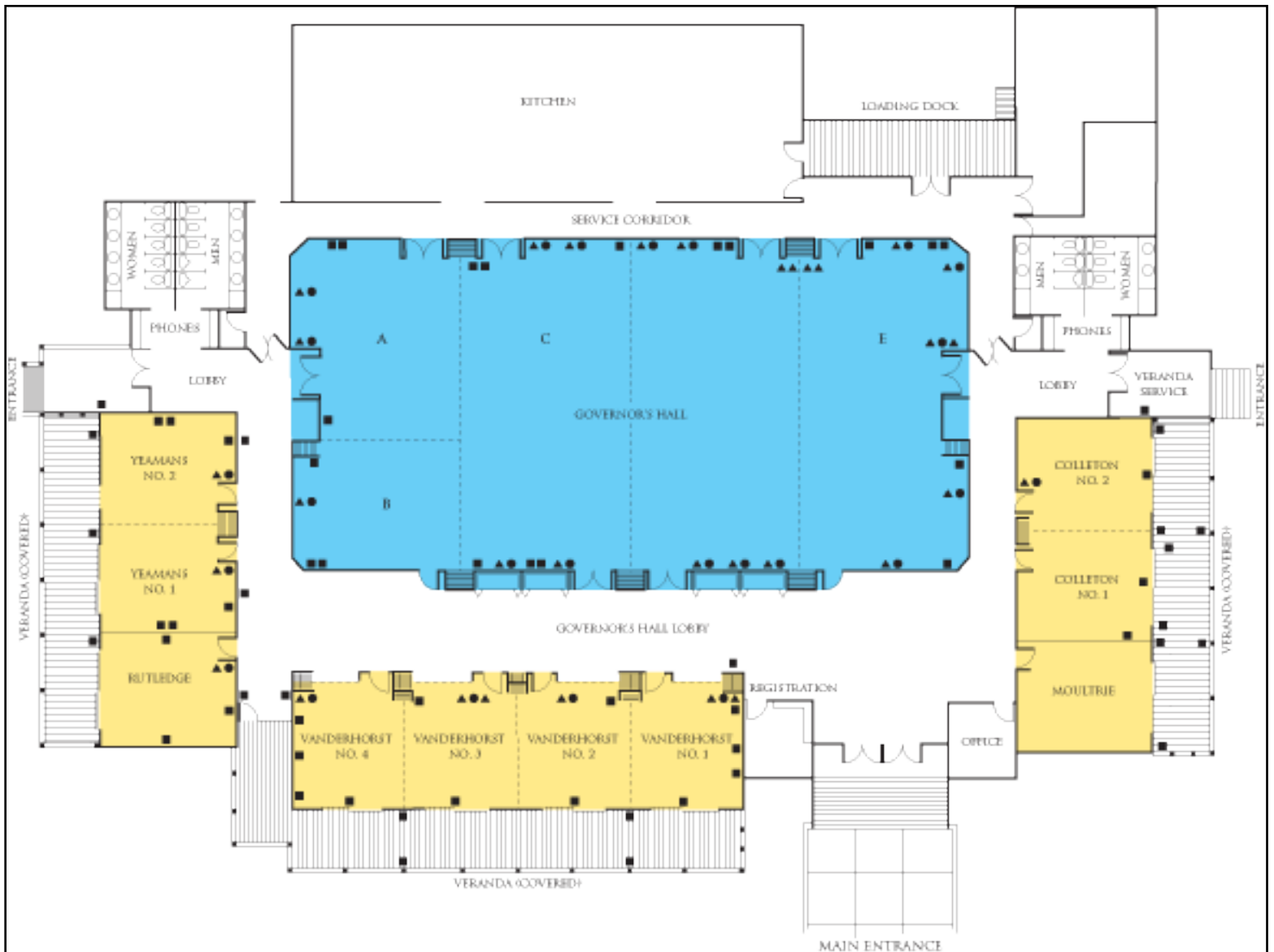
Friday: Concurrent Session "F" (.75 hours) Session Title: _____

Saturday: Concurrent Session "G" (.75 hours) Session Title: _____

Saturday: General Session #3 (1 hour) **GS.3** "War, Poverty, Death: Writing about Difficult Issues"

Kiawah Island Resort Dining

Jasmine Porch	Located at The Sanctuary, The Jasmine Porch has a casual southern atmosphere and specializes in Low-Country cuisine. Transportation available. (843) 768-6000
Tomasso at Turtle Point	Nestled behind the 18th green of Turtle Point, visit Tomasso in the beautiful Turtle Point Clubhouse. Specializing in authentic cuisine from all regions, dine in a warm and inviting atmosphere. Homemade pastas, sauces, pizzas, and breads incorporate fresh and simple ingredients prepared exquisitely. (843) 768-6253
Cherrywood BBQ and Ale House	Located at the Osprey Point Clubhouse, enjoy genuine southern BBQ smoked over local hardwoods and complemented by chefs' signature sauces. Reservation accepted and transportation available. (843) 266-4636
The Ryder Cup Bar	Located at the Ocean Course Clubhouse, The Ryder Cup Bar features soups, salads, dips, and sandwiches. Transportation available. (843) 266-4085
The Atlantic Room	With grand sweeping views of the Atlantic Ocean, The Atlantic Room at The Ocean Course is Kiawah's signature seafood restaurant...and more! Diners will find a menu comprised of fresh seasonal ingredients, delicious uncomplicated preparations, and "taste of the season" dishes, adding modern American twists on seasonal seafood selections from seas near and far. (843) 266-4085
The Market at Town Center	Located in Each Beach Village, across from the conference center, The Market offers daily specials including sandwiches, salads, pizza, steaks, seafood, and pasta in a casual atmosphere. Dine in or takeout. The Market also offers a wide variety of grocery items, beer and wine. (843) 768-2775
The Ocean Room	Located at the Sanctuary, The Ocean Room is Kiawah's signature steakhouse. Enjoy the ultimate gourmet dining experience at the only steakhouse in the U.S. to earn both Forbes 4 Star and AAA 4 Diamond ratings. (843) 768-6253
The Sushi Lounge	Traditional sushi dishes are served along with "sushi southern style" plus a menu of contemporary small plates and classic cocktails. Located in the Sanctuary. (843) 768-6253
Freshfields Village	Visit Freshfields Village, located just outside the Kiawah Island gate, for a wide variety of restaurants. Go to http://freshfieldsvillage.com/dining/ for detailed information.



East Beach Conference Center Kiawah Island Resort

