
WELCOME

Dear Colleagues, Friends, and Members of the Literacy Research Association,

I'm excited that you are here for the 61st Annual Conference of LRA. I want to thank all of you for allowing me the privilege of organizing this year's conference along with my Co-chair, Richard Beach, and our Executive Director, Christopher Roper. I think, though, that most of the credit needs to be given to you, our membership, for what is going to be a thoroughly enjoyable and informative meeting. You responded enthusiastically when we asked for volunteers to chair our 13 different Content Areas. You were there when we asked you to serve on our seven distinct awards committees. Most importantly, you volunteered in force when we needed you to review all of the conference proposals. Others of you stepped up when we asked for board candidates, and many of you are now serving as editors and reviewers for the Literacy Research Association *Yearbook* and the *Journal of Literacy Research*. Without a doubt, this is your annual conference; you made it happen and I am really looking forward to it. So, thank you! In addition, your Board of Directors, Executive Committee, and Executive Director have been meeting throughout this past year to put everything in place for what I believe is going to be an excellent collective experience.

I hope that like me, the more you know about LRA the more you will appreciate it. As you know, this year marks the first that we have moved entirely to the use of our new name, the Literacy Research Association. We have grown, we have transformed, and we have moved forward. Even so, a great many of us will always revere and treasure the many years that we were NRC. I think, though, that this fondness for the organization has only increased as a result of our willingness to reinvent ourselves. Such a move required courage and foresight by a great many of our past executive directors, board of directors, and ultimately, you, the membership. Nice job. On the other hand, I'm sure you will see that our traditions and past practices are quite robust and present in this year's program. As in years past, we received a healthy number of conference proposals, 660 in fact, and of those, we accepted 486. Our area chairs and our reviewers did an excellent job of completing all of the reviews in a timely and thoughtful manner, and for that, we are grateful.

In addition to the 486 peer-reviewed proposals that will be presented, we have three invited speakers whose work we think you will enjoy. These include Professor Donaldo Macedo of the University of Massachusetts Boston. The title of his talk is "The Arizonification of America: The Pedagogical Implications of Latina(o) Students Under Siege." Eve Gregory is visiting us from Goldsmiths, University of London, and her talk will be: "Invisible Teachers: Becoming Literate in a Wider Community." Finally, Professor Juan C. Guerra of the University of Washington, Seattle will present, "From Code-Segregation to Code-Meshing: Finding Deliverance from Deficit Thinking through Language Awareness and Performance." Do make every effort to attend what promises to be thought-provoking and stimulating plenary sessions. I always enjoy discussing these sessions afterwards with my colleagues, so let me know what you think.

And, of particular importance to LRA, Dr. Patricia Anders will deliver the Presidential Address on Wednesday. The title of her talk is: "Widening the Circle of Literacy Research: Sampling the Past—Envision-

ing Possibilities." I am looking forward to hearing her presentation and I'm sure it will be enlightening.

Also, mark your program so that you can attend Dr. Lesley Mandel Morrow's presentation where she will present her paper, "Theory, Research, Policy, Practice: IMPACT." Dr. Mandel Morrow is last year's Oscar S. Causey Award winner. And, last year we distributed a survey to you where you indicated interest in a session on how to prepare and present effective conference papers. As a result, I invited three of our past presidents to lead a panel discussion on this topic. Taffy Raphael, Lee Gunderson, and David Reinking graciously accepted the invitation and they will be presenting on Friday morning. If possible, don't miss any of these presentations. Some of us are still buzzing about last year's plenary sessions.

An exciting new development in LRA is that we now have four different Innovative Community Groups (ICGs). The new groups include the History of Literacy ICG, the Doctoral Students ICG, and the Multilingual and Transcultural Literacies ICG. These are in addition to our International ICG. Check your program for meetings and other events scheduled by our ICGs and join one. We think the ICGs will generate enthusiasm and positive energy for us as an organization, particularly if the membership demonstrates interest. If you have ideas for a new ICG, let me or any member of the executive committee know and they will answer any questions you might have.

Finally, please join us for the Presidential Reception on Wednesday evening because Dr. Anders is an incredible host! The Annual Town Hall is also a great place to voice your opinion, share your expertise, and donate your guidance to our great organization. Please attend, share your thoughts, and have a good time with your colleagues. In addition, we ask for your presence at our annual business meeting. Here you will get a chance to hear about our financial status, our growth as an organization, and important decisions that we are making now to move us forward.

Robert T. Jiménez
2011 Program Chair and President-Elect

WELCOME



ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

The Literacy Research Association, a non-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practice. LRA sponsors a conference each year. The program consists of roundtable discussions, sessions with alternative formats, symposia, paper sessions, and plenary addresses.

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, *Journal of Literacy Research*, and the *Yearbook*, which contains peer-reviewed papers selected from the previous year's conference, as well as a newsletter. It also sponsors a Website and listserv. To support these activities, LRA maintains a full-time administrative staff in Oak Creek, Wisconsin.

For more information, contact the LRA Headquarters Office at 7444 South 13th Street, Oak Creek, Wisconsin 53154, Phone: 414-908-4924, ext. 450, Fax: 414-768-8001, www.LiteracyResearchAssociation.org.

BOOK DISPLAY, SILENT AUCTION, & EXHIBITS WEDNESDAY-FRIDAY

The Silent Auction provides a unique and fun way to add to your professional library while bringing much-needed revenue to LRA. Professional books authored by LRA members will be displayed throughout the conference. Each book will have a bidding sheet inside of it. If you wish to bid, add your name to the end of the list of bids. The highest bid wins the book. Bidding closes at 3:30 pm on Friday. Names of the highest bidders will be circled on the bidding sheet. You may purchase books on Friday from 4:00 pm-6:00 pm and Saturday from 7:00 am-11:00 am. Payment for books can be made via cash, credit card, or check (payable to LRA).

CYBER CAFÉ

In the Cyber Café, you will have access to computers and a printer, or bring your own laptop and take advantage of the free wireless access.

SAVE THE DATES



2012
Annual Conference
San Diego,
California

November 28 - December 1, 2012

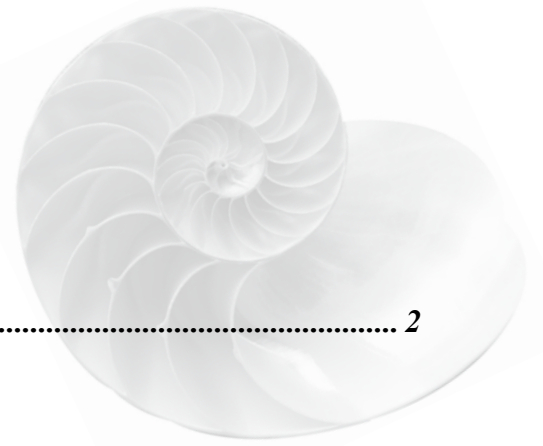


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IN MEMORIAM



Lawrence R. Sipe

Dr. Lawrence R. Sipe, a professor at the University of Pennsylvania Graduate School of Education (GSE) and chair of the school's program in Language and Literacy in Education, died unexpectedly March 11 at his home in Philadelphia.

A scholar of education and literature, Dr. Sipe deepened our knowledge of how children engage with literature. He was particularly interested in how young children talk about and respond to picture books in the classroom and how those activities enhance their literary understanding.

Born in 1949 in York, Pennsylvania, Dr. Sipe graduated Phi Beta Kappa from the University of Chicago in 1971 with a bachelor's degree in English. For two years, he taught in a one-room school in Newfoundland, Canada, then returned to earn his second bachelor's degree, this one in Elementary Education, at Bloomsburg State College in Pennsylvania.

After graduating from Temple University with a master's degree in Psychology of Reading in 1980, he returned to Newfoundland, where he was a coordinator for in-service and professional development for a local school board for 13 years.

In 1996, after receiving his Ph.D. in Educational Theory and Practice from The Ohio State University, Dr. Sipe came to Penn GSE as an assistant professor; he rose to the rank of professor in 2009. He received numerous University, national, and international awards and fellowships, including the 1998 Salzburg Seminar Presidential Fellowship of the University of Pennsylvania, the 2001 Early Career Achievement Award from the National Reading Conference, and Penn's 2007 Lindback Award for Distinguished Teaching. In 2008, his book, *Storytime: Young Children's Literary Understanding in the Classroom*, won the Edward B. Fry Book Award for Outstanding Contributions to Literacy Research and Practice from the National Reading Conference. He was also North American editor-in-chief of the journal *Children's Literature in Education*.

Geoff Fox, the former editor of *Children's Literature in Education*, said that Dr. Sipe's experience as a classroom teacher deeply affected his scholarship, which centered around "real children as readers" rather than dry academic theorizing. Indeed, at the heart of Dr. Sipe's work was a determination to

learn from young children's own thinking about literature. Children, he wrote in *Storytime*, have a "sophisticated and critical literary insight" from a very young age, and he took that insight seriously.

Dr. Sipe, said Margaret Mackey, a University of Alberta professor who preceded Dr. Sipe as North American editor at *Children's Literature*, "did the best job anybody has ever done of gathering, respecting and letting people hear the voices of children."

To Dr. Sipe, children's picture books, with their complex interweaving of text and visual elements, are in many ways more sophisticated than the text-heavy "chapter books" that are often seen as the next stage for young readers. Picture books, he said late last year, "invite all sorts of higher-level thinking skills," and he objected to the recent trend among parents of pushing children to read chapter books at earlier and earlier ages. "Let children be children for a while," he said.

In a similar vein, Dr. Sipe was a strong advocate of reading books aloud and discussing them with children in the classroom, and he was opposed to scripted, "teacher-proof" curricula that reduce or eliminate the opportunity to do so.

At Penn GSE, where everyone called him Larry, Dr. Sipe was a beloved colleague, teacher, and mentor. Penn GSE Professor Vivian Gadsden recalled Dr. Sipe's "generosity, support and deep commitment to helping grad students become scholars." When Dr. Sipe received Penn GSE's Excellence in Teaching Award in 2005, the students who nominated him cited "his rigor, clarity, sensitivity, and thoroughness" and described him as the "model of a scholar who challenged students to think more deeply and broadly."

In addition to his academic career, Dr. Sipe was called to the priesthood of the Episcopal Church. During the 1980s, he studied for the priesthood at McGill University's Montreal Diocesan College. He was ordained in 1989. He served as an honorary assistant priest at St. James' Anglican Church in Newfoundland and later at St. Clement's Church in Philadelphia.

Dr. Sipe is survived by his mother, Dorcas Sipe Transeau; his sister and brother-in-law Judy and Steven Steinke, of Glenville, Pennsylvania, niece Emily Steinke, and niece Katherine Steinke Morris with her husband Ben.

Text and Photo Courtesy of: Graduate School of Education, University of Pennsylvania

MAJOR ADDRESSES

Presidential Address – Wednesday, 4:45PM-6:00PM, Grand Ballroom 4

Widening the Circle of Literacy Research: Sampling the Past—Envisioning Possibilities

Patricia L. Anders, *University of Arizona*



Patricia L. Anders

Oscar S. Causey Address – Thursday, 10:30AM-12:00PM, Grand Ballroom 4

Theory, Research, Policy, Practice: IMPACT

Lesley Mandel Morrow, *Rutgers, the State University of New Jersey*



Lesley Mandel
Morrow

Plenary Address – Thursday, 4:45PM-6:00PM, Grand Ballroom 4

The Arizonification of America: The Pedagogical Implications of Latina(o) Students Under Siege

Donaldo Macedo, *University of Massachusetts Boston*



Donaldo Macedo

Plenary Address – Friday, 4:45PM-6:00PM, Grand Ballroom 4

Invisible Teachers: Becoming Literate in a Wider Community

Eve Gregory, *Centre for Language, Culture, and Learning, Goldsmiths, University of London*



Eve Gregory

Integrative Research Review – Saturday, 10:30AM-12:00PM, Grand Ballroom 4

“From Code-Segregation to Code-Meshing: Finding Deliverance from Deficit Thinking through Language Awareness and Performance”

Juan C. Guerra, *University of Washington, Seattle*



Juan C. Guerra



STUDY GROUPS

WEDNESDAY-SATURDAY 7:30AM - 8:30AM

BOARDROOM 2—Adult Literacy Study Group

Erik Jacobson, *Montclair State University*

BOARDROOM 3—The Critical Race Study Group - Victim to Victor in Literacy, Teaching, and Research

Donna King, *Penn State University*

Keonghee Tao Han, *University of Wyoming*

BOARDROOM 4—Approaches to Discourse Analysis

Julie Ellison Justice, *University of North Carolina at Chapel Hill*

Melissa Mosley, *The University of Texas at Austin*

Christine A. Mallozzi, *University of Kentucky*

CITY TERRACE 10—Response to Intervention: The Roles of Reading Researchers and Educators

Lois K. Haid, *Barry University*

Alice F. Snyder, *Kennesaw State University*

Joyce Warner, *Barry University*

Joanna Marasco, *Barry University*

Cynthia Fischer, *Barry University*

Nancy Maszta, *Barry University*

CITY TERRACE 12—Creating and Sustaining Collaborations between Literacy and Content-area Researchers

Roni Jo Draper, *Brigham Young University*

Daniel Barney, *Brigham Young University*

Paul Broomhead, *Brigham Young University*

Sirpa Grierson, *Brigham Young University*

Amy P. Jensen, *Brigham Young University*

Jennifer Nielson, *Brigham Young University*

Jeffery D. Nokes, *Brigham Young University*

Daniel Siebert, *Brigham Young University*

CITY TERRACE 4—Cool Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher

Greg McVerry, *Southern Connecticut State University*

W. Ian O'Byrne, *University of New Haven*

Jonathan Bartels, *University of North Carolina at Chapel Hill*

Joan Rhodes, *Virginia Commonwealth University*

Katina Zammit, *University of Western Sydney*

Thomas DeVere Wolsey, *Walden University*

CITY TERRACE 5—Word Study: Phonics, Vocabulary, and Spelling

Donald R. Bear, *University of Nevada, Reno*

Kevin Flanigan, *West Chester University of Pennsylvania*

Lori A. Helman, *University of Minnesota*

Marcia A. Invernizzi, *University of Virginia*

Cynthia B. Leung, *University of South Florida St. Petersburg*

Theresa A. Roberts, *California State University, Sacramento*

Judith Scott, *University of California, Santa Cruz*

Dianna Townsend, *University of Nevada, Reno*

CITY TERRACE 6—Early Literacy Study Group

Renee M. Casbergue, *Louisiana State University*

April Whatley Bedford, *University of New Orleans*

CITY TERRACE 7—History of Literacy Study Group

Dixie D. Massey, *University of Washington*

Lou Ann Sears, *University of Pittsburgh at Greensburg*

E. Jennifer Monaghan, *Brooklyn College, City University of New York*

Maria Selena Protacio, *Michigan State University*

Rebecca R. Norman, *Mount Saint Mary College*

Lisa K. Hawkins, *Michigan State University*

Abu Bakar M. Razali, *Michigan State University*

Patricia Edwards, *Michigan State University*

Nicole M. Martin, *Michigan State University*

CITY TERRACE 8—Motivation to Read

Carol J. Delaney, *Texas State University—San Marcos*

Sharon M. Pitcher, *Towson University*

Nancy T. Walker, *University of La Verne*

Victoria Gentry Ridgeway, *Clemson University*

CLEARWATER—Living the Writerly Life in Academia

Terry Atkinson, *East Carolina University*

Johna Faulconer, *East Carolina University*

Robin Griffith, *Texas Christian University*

Jane Hansen, *University of Virginia*

Jayne C. Lammers, *University of Rochester*

Elizabeth A. Swaggerty, *East Carolina University*

DAYTONA—Writing Research Study Group: Writing Assessment and Measurement With Special Guests Kristen Ritchey, Ralph Ferreti, and William Lewis

Zoi A. Philippakos, *University of Delaware*

Noreen Moore, *The College of New Jersey*



**GRAND 1—Teacher Education Research Study Group
(TERSG)**

Elizabeth Dobler, *Emporia State University*
Roya Qualls Scales, *Western Carolina University*

GRAND 2—Online Literacy Teacher Education

Lane W. Clarke, *University of New England*
Susan Watts-Taffe, *University of Cincinnati*

GRAND 3—Literacy Lab/Reading Clinic Study Group

Cheryl Dozier, *University at Albany, State University of New York*
Barbara Laster, *Towson University*
Theresa A. Deeney, *University of Rhode Island*

**ORLANDO—Approaches to Video Data Analysis:
Discussing New Methods and Directions for Reading
Research**

Julie Coiro, *University of Rhode Island*
Jill Castek, *University of California, Berkeley*
Lizabeth Guzniczak, *Oakland University*

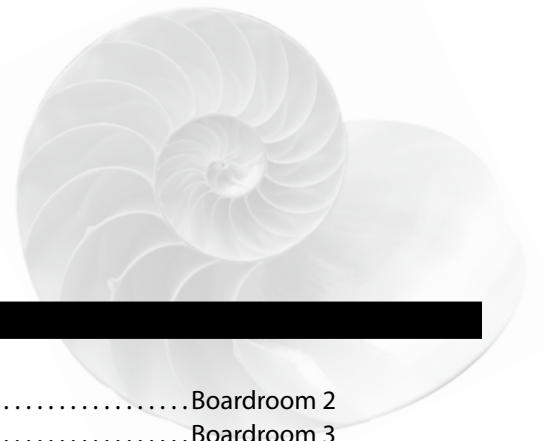
ST. JOHNS—Doctoral Students' Study Group

Elizabeth M. Hughes, *Duquesne University*
Lorien Chambers Schuldt, *Stanford University*
Gail E. Lovette, *University of Virginia*



EVENTS AT A GLANCE

Time	Event	Room
TUESDAY, NOVEMBER 29, 2011		
9:00am - 12:00pm	Executive Committee Meeting	Boardroom 2
1:00pm - 5:00pm	Board of Directors Meeting	City Terrace 7
3:00pm - 8:00pm	Attendee Registration Open	2nd Floor - Escalator Foyer
WEDNESDAY, NOVEMBER 30, 2011		
7:00am - 6:00pm	Attendee Registration Open	2nd Floor - Escalator Foyer
7:30am - 8:30am	Study Groups	See pages 6-7
8:00am - 6:00pm	Book Display/Silent Auction/Exhibits	2nd Floor - Escalator Foyer
8:00am - 6:00pm	Cyber Café Open	Boardroom 1
8:45am - 10:15am	Concurrent Sessions	See pages 13-15
10:30am - 12:00pm	Concurrent Sessions	See pages 16-20
12:00pm - 1:00pm	History ICG Meeting	Boardroom 2
12:00pm - 1:00pm	Oscar S. Causey Award Committee Meeting	Boardroom 3
12:00pm - 1:00pm	Research Committee Meeting	Boardroom 4
12:00pm - 1:00pm	Newcomers/Graduate Student Lunch	Grand Ballroom 4 (Advance Registration Required)
1:15pm - 2:45pm	Concurrent Sessions	See pages 21-24
3:00pm - 4:30pm	Concurrent Sessions	See pages 25-29
4:45pm - 6:00pm	Student Outstanding Research Award Presentation	Grand Ballroom 4
	J. Michael Parker Award Presentation	
	Presidential Address - Patricia L. Anders, University of Arizona	
6:00pm - 7:30pm	President's Reception	Grand Ballroom Foyer
THURSDAY, DECEMBER 1, 2011		
7:30am - 8:30am	Yearbook Editorial Board Breakfast	River Terrace 1
7:30am - 8:30am	Study Groups	See pages 6-7
8:00am - 6:00pm	Attendee Registration Open	2nd Floor - Escalator Foyer
8:00am - 6:00pm	Book Display/Silent Auction/Exhibits	2nd Floor - Escalator Foyer
8:00am - 6:00pm	Cyber Café Open	Boardroom 1
8:45am - 10:15am	Concurrent Sessions	See pages 33-37
10:30am - 12:00pm	Oscar S. Causey Award Presentation & Address	Grand Ballroom 4

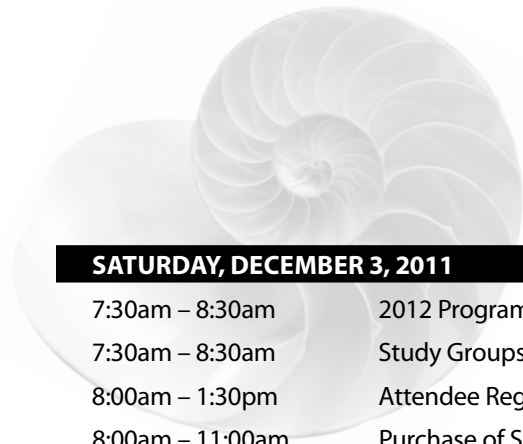


THURSDAY, DECEMBER 1, 2011 (CONT.)

12:00pm – 1:00pm	Committee/ICG Meetings: Albert J. Kingston Award Boardroom 2 Distinguished Scholar Lifetime Achievement Award Boardroom 3 Early Career Achievement Award Boardroom 4 Ethics City Terrace 12 Field Council St. Johns International ICG Clearwater J. Michael Parker Award City Terrace 6 Multi-Lingual/Transcultural Literacies ICG Daytona Policy & Legislative City Terrace 7 Publications City Terrace 9 Student Outstanding Research Award City Terrace 4 Technology City Terrace 5
1:15pm – 2:45pm	Concurrent Sessions See pages 37-41
3:00pm – 4:30pm	Concurrent Sessions See pages 42-45
4:45pm – 6:00pm	Early Career Achievement Award Presentation Grand Ballroom 4 Distinguished Scholar Lifetime Achievement Award Presentation Plenary Address - Donaldo Macedo, University of Massachusetts Boston
6:15pm – 7:15pm	Town Hall Meeting Grand Ballroom 3

FRIDAY, DECEMBER 2, 2011

7:30am – 8:30am	JLR Editorial Board Breakfast River Terrace 1
7:30am – 8:30am	Study Groups See pages 6-7
8:00am – 3:30pm	Book Display/Silent Auction 2nd Floor - Escalator Foyer
8:00am – 6:00pm	Exhibits 2nd Floor - Escalator Foyer
8:00am – 6:00pm	Attendee Registration Open 2nd Floor - Escalator Foyer
8:00am – 6:00pm	Cyber Café Open Boardroom 1
8:45am – 10:15am	Concurrent Sessions See pages 49-53
10:30am – 12:00pm	Concurrent Sessions See pages 53-57
12:00pm – 1:00pm	Doctoral Student ICG Meeting Clearwater
12:00pm – 1:00pm	Edward B. Fry Book Award Meeting City Terrace 10
12:00pm – 1:00pm	Writing for LRA Publications Daytona
12:00pm – 1:00pm	Ethnicity, Race, and Multilingualism Meeting St. Johns
1:15pm – 2:45pm	Concurrent Sessions See pages 58-61
3:00pm – 4:30pm	Concurrent Sessions See pages 62-65
4:00pm – 6:00pm	Purchase of Silent Auction Books 2nd Floor - Escalator Foyer
4:45pm – 6:00pm	Edward B. Fry Book Award Presentation Grand Ballroom 4 Plenary Address - Eve Gregory, Centre for Language, Culture, and Learning, Goldsmiths, University of London
6:15pm – 7:15pm	Annual Business Meeting Grand Ballroom 4



SATURDAY, DECEMBER 3, 2011

7:30am – 8:30am	2012 Program Area Chairs' Breakfast.....	River Terrace 1
7:30am – 8:30am	Study Groups.....	See pages 6-7
8:00am – 1:30pm	Attendee Registration Open	2nd Floor - Escalator Foyer
8:00am – 11:00am	Purchase of Silent Auction Books	2nd Floor - Escalator Foyer
8:00am – 1:30pm	Cyber Café Open.....	Boardroom 1
8:45am – 10:15am	Concurrent Sessions	See pages 69-71
10:30am – 12:00pm	Albert J. Kingston Award Presentation	Grand Ballroom 4
	Integrative Research Review - Juan C. Guerra, University of Washington, Seattle	
12:15pm – 2:00pm	Executive Committee Lunch & Meeting	Boardroom 2
2:00pm – 6:00pm	Board of Directors Meeting	City Terrace 7

Wednesday • November 30, 2011

Wednesday

***Widening the Circle for Literacy Research and Practice:
Expanding Access, Knowledge, and Participation***
*61st Annual Conference of the Literacy Research Association
November 30 - December 3, 2011 • Jacksonville, FL*

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.



ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS

focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant's comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS

focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS

bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Conference from 7:30a.m. – 8:30a.m.



AREA CHAIRS AWARD SESSIONS

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Content Area Chairs. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

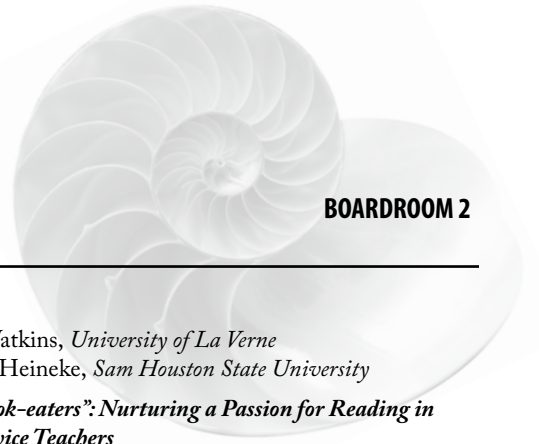
CONFERENCE CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2011 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES

are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.

Wednesday



7:00AM - 6:00PM **2ND FLOOR - ESCALATOR FOYER**
ATTENDEE REGISTRATION OPEN

7:30AM - 8:30AM **SEE PAGES 6-7**
STUDY GROUPS

- Adult Literacy Study Group BOARDROOM 2
- The Critical Race Study Group - Victim to Victor in Literacy, Teaching, and Research BOARDROOM 3
- Approaches to Discourse Analysis BOARDROOM 4
- Response to Intervention: The Roles of Reading Researchers and Educators CITY TERRACE 10
- Creating and Sustaining Collaborations between Literacy and Content-area Researchers CITY TERRACE 12
- Cool Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher CITY TERRACE 4
- Word Study: Phonics, Vocabulary, and Spelling CITY TERRACE 5
- Early Literacy Study Group CITY TERRACE 6
- History of Literacy Study Group CITY TERRACE 7
- Motivation to Read CITY TERRACE 8
- Living the Writerly Life in Academia CLEARWATER
- Writing Research Study Group: Writing Assessment and Measurement With Special Guests Kristen Ritchey, Ralph Ferreti, and William Lewis DAYTONA
- Teacher Education Research Study Group (TERSG). GRAND 1
- Online Literacy Teacher Education GRAND 2
- Literacy Lab/Reading Clinic Study Group GRAND 3
- Approaches to Video Data Analysis: Discussing New Methods and Directions for Reading Research ORLANDO
- Doctoral Students' Study Group ST. JOHNS

8:00AM - 6:00PM **2ND FLOOR - ESCALATOR FOYER**
BOOK DISPLAY/SILENT AUCTION/EXHIBITS

8:00AM - 6:00PM **BOARDROOM 1**
CYBER CAFÉ OPEN

8:45AM - 10:15AM **BOARDROOM 2**
PAPER SESSION

Teachers as Readers

Chair: Naomi M. Watkins, *University of La Verne*
Discussant: Sally F. Heineke, *Sam Houston State University*

1. *Developing "Book-eaters": Nurturing a Passion for Reading in Emirati Preservice Teachers*
Patience A. Sowa, *Zayed University*
2. *Creating Classroom Leaders Who are Readers: A Study of Reading for Pleasure and Efficacy*
Heather Rogers Haverback, *Towson University*
3. *What Does It Mean to be a Reader and How Do We Support that Vision as Teachers?*
Janine K. Bixler, *Mount Saint Mary College*
Sally A. Smith, *Hofstra University*
Susan D. Henderson, *Coker College*

8:45AM - 10:15AM **BOARDROOM 3**
PAPER SESSION

English Learner and Teacher Preparation

Chair: Roberto S. de Roock, *University of Arizona*
Discussant: Patriann Smith, *University of South Florida Tampa*

1. *How Do We Prepare ELA Teachers to Work with English Language Learners: Implications for the Literacy Field*
Zaline M. Roy-Campbell, *Syracuse University*
2. *Investigating Transition Trends of English Language Learners in Texas to College and the Workforce*
Jennifer Battle, *Texas State University-San Marcos*
Phillip W. Vaughan, *Texas State University-San Marcos*
Carol J. Delaney, *Texas State University-San Marcos*
Larry R. Price, *Texas State University-San Marcos*
3. *Culturally Responsive Teaching Practices, Early Childhood Literacy, and Teacher Professional Development: An Intervention Case Study*
Icela Pelayo, *University of Southern California*
Diane Mendoza, *University of Southern California*
Xiomara Mateo, *University of Southern California*
Gisele Ragusa, *University of Southern California*
Robert Rueda, *University of Southern California*

8:45AM - 10:15AM **BOARDROOM 4**
PAPER SESSION

Post-Secondary Literacy and Adult Education

Chair: Meghan M. Parkinson, *University of North Florida*
Discussant: Ann D. David, *University of Texas*

1. *Access to Higher Education: A Study of the Effectiveness of Post-Secondary Developmental Literacy Instruction*
David C. Caverly, *Texas State University-San Marcos*
Eric J. Paulson, *Texas State University-San Marcos*
Robert Reardon, *Texas State University-San Marcos*

Wednesday

2. *Supporting the Learning of Adults with Disabilities within a Volunteer-based Education Program*
Jacqueline Lynch, *York University*

3. *Literacy Content Knowledge Expertise among Adult Education Providers in Kentucky*
Laurie A. Henry, *University of Kentucky*

8:45AM - 10:15AM PAPER SESSION

CITY TERRACE 10

Professional Development and Teacher Knowledge in Early Childhood Settings

Chair: Carol Wickstrom, *University of North Texas*

Discussant: Roya Qualls Scales, *Western Carolina University*

1. *Early Childhood Teachers' Literacy and Language Knowledge, Self-Efficacy Beliefs, and Practices*
Gary Bingham, *Georgia State University*
Nicole Patton-Terry, *Georgia State University*
Meghan Pendergast, *Georgia State University*
Kizzy Albritton, *Georgia State University*
2. *The Effects of Using an Innovation Configuration on Preschool Teachers' Instruction and Reflective Practice*
Katrin Blamey, *DeSales University*
Katherine Beauchat, *York College of Pennsylvania*
Heidi Sweetman, *University of Delaware*
3. *Situated Professional Learning through Classroom-Based Early Reading Intervention: Experiences of a Grade-Level Teaching Team*
Steve Amendum, *North Carolina State University*

8:45AM - 10:15AM

ALTERNATIVE FORMAT

CITY TERRACE 12

Exploring Cognitive and Social Aspects of Online Reading Comprehension across Multiple Ages of Learners

Chair: Jill Castek, *University of California, Berkeley*

This alternative session reports on three studies that use video analysis of online reading processes employed by individuals at three different age levels (elementary, middle school, and adult readers) to illuminate the cognitive and social processes employed as students read on the Internet. The alternative format is designed to invite participants into a dialogue about our data while considering new methods for collecting and analyzing video data in reading research.

1. *Scaffolding Internet Reading: Challenged Readers Go Online to Conduct Collaborative Internet Inquiry*
Bernadette Dwyer, *St. Patrick's College*
2. *Understanding Functional and Dialogic Interactions among Dyads of Seventh Graders As They Read for Information On the Internet*
Julie Coiro, *University of Rhode Island*
Jill Castek, *University of California, Berkeley*
Lizabeth Guzniczak, *Oakland University*
Carlton Bradshaw, *University of Rhode Island*
3. *Knowledge Synthesis in a Connected World: How Eight Advanced Learners Used the Web to Learn about Ill-Structured Topics*
Michael DeSchryver, *Michigan State University*

8:45AM - 10:15AM

SYMPOSIUM SESSION

CITY TERRACE 4

Global Media, Multinational Markets, and Critical Literacy Pedagogies: Expanding Engagement in New Political Terrains

Chair: Karen E. Wohlwend, *Indiana University-Bloomington*

Discussant: Theresa Rogers, *University of British Columbia*

This panel focuses on the critical analysis of new globalized information in relation to the development of critical literacy pedagogies. We take a critical sociocultural stance and define critical literacy as a multimodal social practice to focus on: media identity texts, media production in English language education, and the re-making of identities in relation to race and culture. We offer new possibilities to re-frame critical engagement that requires new ways of reading and knowing.

1. *Media as Nexus of Practice: Remaking Identities in What Not to Wear*
Karen E. Wohlwend, *Indiana University-Bloomington*
Carmen L. Medina, *Indiana University-Bloomington*
2. *Global Englishes, Performance Pedagogies, and the New "Lite" Colonial Power*
Carmen L. Medina, *Indiana University-Bloomington*
Gustave J. Weltsek, *Indiana University-Bloomington*
3. *Other Ways of Reading: The Digital Stories of Three African American Women*
Ted D. Hall, *Indiana University-Bloomington*

8:45AM - 10:15AM

PAPER SESSION

CITY TERRACE 5

Research Relationships and Perspectives: The Researcher(s) and the Researched

Chair: Anne S. Ticknor, *East Carolina University*

Discussant: Mark D. Vagle, *University of Georgia*

1. *The Messiness of Bonded Relationships in Research*
Anne S. Ticknor, *East Carolina University*
2. *Examining the Nature of Youth Inclusion in Interpretive Studies of Adolescent Literacy*
Christopher L. Kolb, *University of Minnesota*
3. *The Role of Teacher Participants in Formative and Design Experiments: Where the Emic Meets the Etic*
Jeni Davis, *University of Missouri-Columbia*
James F. Baumann, *University of Missouri-Columbia*
Justin Arner, *University of Missouri-Columbia*

8:45AM - 10:15AM

PAPER SESSION

CITY TERRACE 6

Engaging with Multi-Cultural Texts

Chair: Nance S. Wilson, *University of Central Florida*

Discussant: Monica Gordon Pershey, *Cleveland State University*

1. *Selecting Racially Diverse Literature for Elementary School Library Collections: A Critical Race Perspective*
Elizabeth Friese, *University of Georgia*

Wednesday

2. *Unpacking Complexities of Inaccuracy and Inauthenticity: Critical Content Analysis of Multicultural Nonfiction Literature for Children*

Yoo Kyung Sung, *University of New Mexico*
Eun Hye Son, *Boise State University*

3. *Interpretation of Japanese-American Internment Picturebooks through a Multimodal Lens*

Suzette M. Youngs, *University of Northern Colorado*

8:45AM - 10:15AM

CITY TERRACE 7

PAPER SESSION

Examining Implementation of Digital Literacy Practices across States and Nations

Chair: Diane C. Sekeres, *University of Alabama*

Discussant: Jacquelynn A. Malloy, *Anderson University*

1. *The Common Core Standards on Technology: A *SHIFT* in Focus for States*

Kathryn L. Roberts, *Wayne State University*
Rebecca R. Norman, *Mount Saint Mary College*
Meagan K. Shedd, *Plymouth State University*

2. *Teaching and Learning with Digital Literacies: What Teachers Know and Do*

Hiller A. Spires, *North Carolina State University*
Jonathan Bartels, *University of North Carolina at Chapel Hill*

3. *Comparing Teachers' Perceptions of Integrating Information and Communication Technologies into Literacy Instruction in South Korea and the U.S.*

Sangho Pang, *Clemson University*
Amy Hutchison, *Iowa State University*
David Reinking, *Clemson University*

8:45AM - 10:15AM

CITY TERRACE 8

PAPER SESSION

The Effects of Programs, Policies, and Motivational Factors on the Literacy Achievement of English Language Learners

Chair: Carla K. Meyer, *Appalachian State University*

Discussant: Kathryn Pole, *Saint Louis University*

1. *Overtested: Effects of High-Stakes Assessment and Structured Language Arts Curricula on English Language Learners*

Jessica Zacher Pandya, *California State University, Long Beach*

2. *The Need for Speed: A Critical Exploration of the Shift in the Reclassification Process of English Language Learners in Arizona*

Suzanne Kaplan, *University of Arizona*
Alisa Leckie, *University of Arizona*

3. *Measuring Literacy Motivation of Latino English Learners Using the MRQ*

Steven Hart, *California State University, Fresno*
Jason C. Immekus, *California State University, Fresno*
Matilda Soria, *Reading and Beyond*

8:45AM - 10:15AM

CITY TERRACE 9

PAPER SESSION

Comprehension of Multiple Genres: Instructional and Learner Processes

Chair: Laurie J. Curtis, *Kansas State University*

Discussant: Sunita Singh, *Le Moyne College*

1. *The Effects of Language-Enriched Science Instruction on Primary Grade Children's Scientific and Vocabulary Knowledge*

Sheryl L. Honig, *Northern Illinois University*

2. *"Hey! Today I will tell you about the water cycle!": Variation of Linguistic Text Features in Low-Scoring vs. High-Scoring Third Grade Science Writing Samples*

Mary A. Avalos, *University of Miami*
Margarita Zisselsberger, *University of Miami*
Mileidis Gort, *University of Miami*

3. *Making Sense of Multiple Genres: An Analysis of Elementary Students' Informational Comprehension Processes*

Nicole M. Martin, *Michigan State University*

8:45AM - 10:15AM

DAYTONA

ALTERNATIVE FORMAT

Speaking With/in the Lines: Poetry in Analytical Autoethnography

Chair: Jerome Harste, *Indiana University*

Poetry as a form of data analysis is located within emerging and arts-based research methodologies. In this alternative session, the presenters, who are both literacy researchers and practicing artists, look at the particular affordances of poetry to extract and express interpretations of qualitative inquiry. Participants will be guided in the use of poetry as a method of transcript data analysis, culminating in a multi-voiced performance of the constructed poems.

1. *Analytic Autoethnography*

Peggy Albers, *Georgia State University*

2. *Poetic Transcription*

Teri Holbrook, *Georgia State University*

8:45AM - 10:15AM

ORLANDO

PAPER SESSION

Connecting Home, Community, and School Spaces

Chair: Amy Vetter, *University of North Carolina at Greensboro*

Discussant: Lori Czop Assaf, *Texas State University-San Marcos*

1. *Making Spaces for Community in the Curriculum: Reading Shifting Notions of Place*

Sharon Peck, *State University of New York College at Geneseo*

2. *Acts of Understanding and Misunderstanding: Conferencing and Communicating between Immigrant Parents and Elementary Teachers*

Carolyn Colvin, *University of Iowa*
Jay Arduser, *University of Iowa*
Elizabeth Willmore, *University of Iowa*

3. *Reframing the Literacy Policies and Education of English Learners in U.S. Schools*

Colleen M. Fairbanks, *University of North Carolina at Greensboro*
Ye He, *University of North Carolina at Greensboro*
Amy Vetter, *University of North Carolina at Greensboro*

Wednesday

8:45AM - 9:25AM
ROUNDTABLE

RIVER TERRACE 1

- I. *Selecting Children's Literature: Pre-Service Teachers Engage in Unprotected Text*
Anita N. Voelker, *Messiah College*
- II. *Vocabulary Voices: Elementary Students' Perceived and Observed Changes During a Long-Term Vocabulary Instruction Program*
Camille L.Z. Blachowicz, *National Louis University*
Ann Bates, *National Louis University*
Char Cieply, *National Louis University*
- III. *A Collective Case Study: Fostering Culturally Responsive Pedagogy Embedded within a Creative Arts and Literacy Curriculum*
Susan V. Bennett, *University of Mississippi*
- IV. *Naming Their World: Using Digital Storytelling to Explore the Lived Experiences of Central Texas Secondary School Students*
Jane M. Saunders, *Texas State University-San Marcos*
- V. *What Multi-Word Clusters are Available for Adolescents to Learn? Exploring a Small Corpus of English B Texts*
Krishna Seunarinesingh, *University of West Indies*

9:35AM - 10:15AM
ROUNDTABLE

RIVER TERRACE 1

- I. *Reading against Reading Counts: Pre-Service Teachers' Use of Culturally Relevant Texts in an Urban Practicum*
K. Dara Hill, *University of Michigan-Dearborn*
- II. *Effects of Sustained Silent Reading on Reading Fluency*
Deborah K. Riggert-Kieffer, *Washington Middle School*
- III. *My Child is Not Just a Number: African American Parents' Visions of Literacy Experiences in Homes, Schools, and Summer Clinics*
Maria E. Crassas, *University of Maryland, College Park*
Jennifer D. Turner, *University of Maryland, College Park*
Rose Marie Codling, *University of Maryland, College Park*
- IV. *E-readers: Expanding Access to Reading Opportunities*
Tammy L. Anderson, *University of Tennessee at Knoxville*
- V. *Exploring Adolescents' and Teachers' Classification of Children's and Adolescent Literature*
Thomas P. Crumpler, *Illinois State University*
Linda Wedwick, *Illinois State University*
- VI. *Evolving Collaborations: Literacy Coaching as a Formative Process*
Josephine P. Marsh, *Arizona State University*
David Krauter, *Arizona State University*
Jayne C. Lammers, *University of Rochester*
Kelly Brewster, *Arizona State University*

10:30AM - 12:00PM
ALTERNATIVE FORMAT

BOARDROOM 2

Mentoring Doctoral Students via Internship: Widening the Circle of Preservice Teacher Education

Chair: Elizabeth Blanton, *University of Tennessee at Knoxville*
Discussant: Ellen McIntyre, *North Carolina State University*

Two doctoral students and two faculty members will describe and evaluate their experiences using internship to mentor doctoral students into teaching preservice classes. Following discussion and critique by a literacy teacher educator who is also a department head, the audience will be invited to participate in co-constructing a model of an effective literacy teacher educator and a model of effective preparation for this role.

1. *Interns' Perspectives*
Renee R. Moran, *University of Tennessee at Knoxville*
Monica T. Billen, *University of Tennessee*
2. *Mentors' Perspectives*
Colleen P. Gilrane, *University of Tennessee at Knoxville*
Amy D. Broemmel, *University of Tennessee at Knoxville*

10:30AM - 12:00PM
PAPER SESSION

BOARDROOM 3

Exploring the Effects of Teacher Talk on Children's Early Literacy Skills

Chair: Deborah Kozdras, *University of South Florida*
Discussant: Bong Gee Jang, *University of Virginia*

1. *Listening to Teachers' Voices: Expanding Knowledge of Young Children's Writing*
Julie K. Kidd, *George Mason University*
M. Susan Burns, *George Mason University*
2. *Malleable Factors of Preschool Teachers' Talk*
Erica M. Barnes, *Vanderbilt University*
David K. Dickinson, *Vanderbilt University*
3. *Effects of High-Cognitive Demand Talk on Preschoolers' Comprehension*
Molly F. Collins, *Vanderbilt University*

10:30AM - 12:00PM
PAPER SESSION

BOARDROOM 4

The Role of Instruction and Classroom on Bilingual Literacy

Chair: Lori A. Helman, *University of Minnesota*
Discussant: K. Dara Hill, *University of Michigan-Dearborn*

1. *Digital Storytelling for the English Language Learner*
Lance E. Riley, *American School in Taichung*
2. *The Interaction of Text, Reader, and Activity During Problem-Based, Historical Inquiry and Instruction*
Darin B. Stockdill, *University of Michigan*
3. *"Sometimes at school things are hard." Variations, Highlights, and Challenges of Seven Emergent Bilingual Students' Paths to English Literacy Development*
Lori A. Helman, *University of Minnesota*
Maggie Struck, *University of Minnesota*
Amy R. Frederick, *University of Minnesota*

Wednesday

10:30AM - 12:00PM
SYMPOSIUM SESSION

CITY TERRACE 10

Instructional Design for Vocabulary Development

Chair: Susan B. Neuman, *University of Michigan*

Discussant: Judith Scott, *University of California, Santa Cruz*

This symposium explores instructional features that might support children's vocabulary development. The first paper uses a document analysis to examine the features of vocabulary instruction in widely used kindergarten core reading curricula. The second paper examines the number of repeated exposures that children need to learn a novel vocabulary word. The third paper explores the benefits of delivering a vocabulary curriculum in small-group compared to whole-class settings.

1. *Evidence for Research-Based Instructional Features in Four Most-Commonly Used Kindergarten Core Curricula*
Tanya S. Wright, *Michigan State University*
Susan B. Neuman, *University of Michigan*
2. *Effects of Word Frequency on Vocabulary Development*
Ashley M. Pinkham, *University of Michigan*
Susan B. Neuman, *University of Michigan*
Angeline S. Lillard, *University of Virginia*
3. *Effects of Group Size on Vocabulary Development*
Susan B. Neuman, *University of Michigan*

10:30AM - 12:00PM
PAPER SESSION

CITY TERRACE 12

Issues Related to Bilingual and Immigrant Literacy

Chair: Rohany Nayan, *University of Wisconsin-Madison*

Discussant: Rachelle D. Washington, *Clemson University*

1. *"Dude, it's not a appropriate word": Negotiating Word Meanings, Social Identities, and Ideologies of Language and Literacy in a Bilingual Classroom*
Lara J. Handsfield, *Illinois State University*
Thomas P. Crumpler, *Illinois State University*
2. *Transcultural Repositioning and Representation in Multimodal Writing: Understanding the Moves of Immigrant Youth to Widen the Circle*
Michelle A. Honeyford, *University of Manitoba*
3. *Narratives of 'Making it Across': The Unaccompanied Immigrant Experience*
Alexis Cullerton, *University of Illinois at Chicago*

10:30AM - 12:00PM
SYMPOSIUM SESSION

CITY TERRACE 4

The Beliefs of Teachers and Coaches: Their Influence on Classroom Practices, Curriculum Implementation, and Literacy Achievement

Chair: Jennifer I. Hathaway, *University of North Carolina at Charlotte*

Discussant: Dana L. Grisham, *National University*

This symposium explores the complex relationships formed between teachers and coaches and the influence of their beliefs on instructional practices and curriculum implementation. With data collected through a single case study, a large empirical study, and an extensive national

study, the respective papers included in this symposium use a range of methodologies to examine the ways in which the perspectives of teachers and coaches are inherently related to the practice of teaching and learning.

1. *The Influence of a Literacy Coach's Beliefs about Her Work*
Jennifer I. Hathaway, *University of North Carolina at Charlotte*
2. *The Relationship between Teacher Beliefs, Background, and Levels of Curriculum Implementation*
Catherine Darrow, *University of North Carolina at Chapel Hill*
David K. Dickinson, *Vanderbilt University*
3. *Teachers' Beliefs and Preschool Literacy Learning*
Jill F. Grifenhagen, *Vanderbilt University*

10:30AM - 12:00PM
ALTERNATIVE FORMAT

CITY TERRACE 5

Preservice Teachers Exploring Classroom Interactions through Discourse Analysis in Secondary Schools

Chair: Amy Vetter, *University of North Carolina at Greensboro*

This panel will share three case studies from a qualitative research project in which two teacher educators assigned their student teachers the task of examining how they navigated classroom interactions to promote and/or prohibit literacy learning in three video-taped lessons. We will discuss how teacher educators can use positioning theory and discourse analysis with pre-service teachers to expand access, knowledge, and participation in literacy classrooms.

1. *Jeannette: Re-Figuring Classroom Interactions to Promote "Mistakes" as a Learning Process*
Amy Vetter, *University of North Carolina at Greensboro*
2. *Jacob: Imagining Classroom Interactions that Foster Critical and Creative Thinking*
Mark Meacham, *University of North Carolina at Greensboro*
3. *Dana: Re-Examining Classroom Interactions that Cultivate Students' Cultural and Linguistic Backgrounds as Assets*
Melissa Schieble, *Hunter College, City University of New York*

10:30AM - 12:00PM
PAPER SESSION

CITY TERRACE 6

Supporting Writing in Literacy Teacher Preparation

Chair: Ingrid O. Enniss, *Oakwood University*

Discussant: H. Emily Hayden, *University at Buffalo, State University of New York*

1. *Teaching Preservice Teachers to Take a Disciplinary Approach to Teaching Writing*
Kristine E. Pytash, *Kent State University*
2. *Content, Conversation, and Connections: Learning from Book Clubs in an Elementary Writing Methods Course*
Susan Martin, *Boise State University*
Sherry Dismuke, *Boise State University*
3. *Fostering Noticing: Collaborative Response and Responsibility to Student Writing*
Rob Simon, *University of Toronto*

10:30AM - 12:00PM
ALTERNATIVE FORMAT

CITY TERRACE 7

Networked U: Expanding our Understanding of New Literacies, Technologies, and the University in the 21st Century

Chair: Sarah Lohnes Watulak, *Towson University*

Discussant: Jonathan Bartels, *University of North Carolina at Chapel Hill*

Research into new literacies in K-12 formal and informal learning has made significant contributions to the field of literacy. Despite the possibilities afforded by a new literacies lens, little work has been done to explore new literacies in higher education settings. This alternative format session: a) briefly highlights three recent research projects, and b) engages participants in a conversation around directions for research and practice in new literacies in higher education settings.

1. ***One of These Things is Not Like the Other: Technology and Literacy Practices and Identities of College Students***
Sarah Lohnes Watulak, *Towson University*
Dean Whitfield, *Towson University*
2. ***From Facebook to Ning: The Role of Social Networking in Teaching Higher Education***
Dana Wilber, *Montclair State University*
3. ***Eyetracking Students' Focus in a Multimodal Text: Implications for Pre-Service Educators***
Charles K. Kinzer, *Teachers College, Columbia University*
Selen Turkay, *Teachers College, Columbia University*
Daniel Hoffman, *Teachers College, Columbia University*
Nilgun Gunbas, *Teachers College, Columbia University*
Pantiphar Chantes, *Teachers College, Columbia University*

10:30AM - 12:00PM
PAPER SESSION

CITY TERRACE 8

Multimodal Literacies in the Disciplines

Chair: Elizabeth Hynes-Musnisky, *Hofstra University*

Discussant: Nancy R. Romance, *Florida Atlantic University*

1. ***Adolescents Learning Economics Vocabulary by Creating PowerPoint Slides***
Cynthia B. Leung, *University of South Florida St. Petersburg*
William Steve Lang, *University of South Florida St. Petersburg*
Steven C. Schaller, *St. Katharine Drexel School, Catholic Social Services of Philadelphia*
2. ***Middle School Teachers' Discipline-Specific Use of Images***
Amy Alexandra Wilson, *University of Georgia*
Michael D. Boatright, *University of Georgia*
3. ***Literacy, Production Work, and the Body: A Study of Technical Theater***
Alex Hoobie Schott, *University of Iowa*

10:30AM - 12:00PM
SYMPOSIUM SESSION

CITY TERRACE 9

Discourse Analysis as Action Research: A Cultural Historical Approach to In-Service Teacher Development with English Learners

Chair: Aria Razfar, *University of Illinois at Chicago*

Discussant: Eurydice Bauer, *University of Illinois at Urbana-Champaign*

This symposium reports on an in-service professional development effort of teachers working with large numbers of English learners (ELs). The papers in this session present data from a 3-year study of a professional development program for mainstream in-service teachers. This symposium examines 14 teachers conducting a year-long action research project designed to transform both their beliefs and practices through discourse analysis and the use of students' funds of knowledge.

1. ***Transforming Literacy, Science, and Math through Action Research***
Aria Razfar, *University of Illinois at Chicago*
2. ***Teacher Researchers' Use of Discourse Analysis to Mediate Language and Literacy Practices***
Beverly Troiano, *University of Illinois at Chicago*
3. ***Teachers' Literacy Perspectives and Practices: Utilizing Funds of Knowledge for Math and Science Learning***
Ambareen Nasir, *University of Illinois at Chicago*
Eunah Yang, *University of Illinois at Chicago*

10:30AM - 12:00PM
PAPER SESSION

CLEARWATER

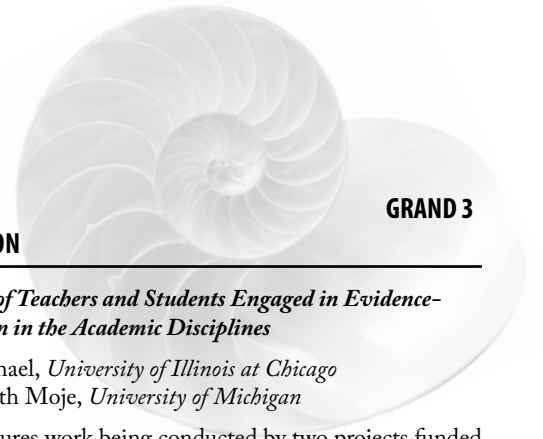
Exploring New Literacy Trends and Implications for Schools

Chair: Laurie A. Henry, *University of Kentucky*

Discussant: Sheila Benson, *University of Northern Iowa*

1. ***The Use of New Literacies in Elementary Classrooms Today: A Partnership to Enhance Student Learning through Teacher Preparation***
Laurie A. Friedrich, *University of Nebraska, Lincoln*
Guy Trainin, *University of Nebraska, Lincoln*
2. ***Online Reading Comprehension Assessment (ORCA): A Preliminary Study of Online Reading Comprehension Ability in Rich and Poor School Districts***
Donald J. Leu, *University of Connecticut*
Julie Coiro, *University of Rhode Island*
W. Ian O'Byrne, *University of New Haven*
Lisa Zawilinski, *University of Hartford*
Greg McVerry, *Southern Connecticut State University*
Heidi Everett-Cacopardo, *University of Connecticut*
Clint Kennedy, *University of Connecticut*
Elena Forzani, *University of Connecticut*
3. ***Online, All the Time: What Happens when Digital Youth Go to Digital Schools?***
Mary Frances Buckley, *University of Pennsylvania*

Wednesday



10:30AM - 12:00PM
SYMPOSIUM SESSION

DAYTONA

Expanding our Knowledge of Adolescents' Literacy Practices in Online Writing Communities

Chair: Jen Scott Curwood, *University of Sydney*
Discussant: Kelly Chandler-Olcott, *Syracuse University*

We respond to Moje's (2009) call for research that investigates "new and multiple media, literacies, practices, and processes" (p. 348). In order to widen the circle for literacy research and practice, we argue that it is critical to examine adolescents' engagement with semiotic resources, texts, and tools within online writing communities. In sharing research on writing communities associated with the Hunger Games, Neopets, and The Sims, we highlight issues around design, knowledge, and participation.

1. *Adolescents' Literacy Practices in Online Affinity Spaces: An Analysis of the Hunger Games Trilogy and Related Paratexts*
Jen Scott Curwood, *University of Sydney*
2. *Online Gaming, Online Writing: Negotiating Genre and Audience*
Alecia Marie Magnifico, *University of Illinois at Urbana-Champaign*
3. *Designing Literacies: How Online Affinity Space Participation Shapes Adolescents' Fan Fiction*
Jayne C. Lammers, *University of Rochester*

10:30AM - 12:00PM
SYMPOSIUM SESSION

GRAND 1

Conducting Literacy Research in Multilingual Communities: Challenges, Reflexivity, and Transformations

Chair & Discussant: Carmen L. Medina, *Indiana University-Bloomington*

The objective of this session is to highlight methodological issues related to bilingual and biliterate data collection and analysis for literacy researchers. The presenters in this symposia work in bilingual/biliterate Latino/a communities and draw from education, anthropology, linguistics, women's studies, and Critical Race Theory to discuss important methodological issues related to literacy research in multilingual settings. Although literacy research often takes place in multilingual settings, the methodological issues related to such research is rarely explored.

1. *Teacher Education Research and Identity Texts: Constructing Racial and Linguistic Conscientization*
María Fránquiz, *University of Texas*
2. *Beyond Linguistic Competence: Positionalities, Power, and Researcher as Instrument in Biliteracy Research*
Minda Morren Lopez, *Texas State University-San Marcos*
3. *When Data Collection Gets Messy: Navigating Translation and Transcription in Biliterate and Bilingual Research*
Carol Brochin Ceballos, *The University of Texas at El Paso*

10:30AM - 12:00PM
SYMPOSIUM SESSION

GRAND 3

Widening the Circle of Teachers and Students Engaged in Evidence-Based Argumentation in the Academic Disciplines

Chair: Taffy E. Raphael, *University of Illinois at Chicago*
Discussant: Elizabeth Moje, *University of Michigan*

This symposium features work being conducted by two projects funded by the IES Reading for Understanding (RFU) network to focus on complex comprehension. Project READI is a five-year multi-institution collaboration focused on improving reading for understanding by sixth - twelfth graders in literature, history, and science. The second is an Educational Testing Service project focused on development of summative assessments for grades K - 12 and applicable to all projects in the RFU network.

1. *Development and Testing of Expanded Models of Complex Reading Comprehension*
Susan R. Goldman, *University of Illinois at Chicago*
2. *Assessment of Progressions in Response to Literature*
Carol D. Lee, *Northwestern University*
Joe Magliano, *Northern Illinois University*
Susan R. Goldman, *University of Illinois at Chicago*
Sarah Levine, *Northwestern University*
George Hillocks, *University of Chicago*
3. *Intervention Development*
Cynthia Greenleaf, *WestED*
Cynthia Shanahan, *University of Illinois at Chicago*
Teresa Sosa, *University of Illinois at Chicago*
Tanya Solomon, *University of Illinois at Chicago*
Ursula Sexton, *WestED*
Irisa Charney, *WestED*
Cindy Litman, *WestED*
Kimberly Lawless, *University of Illinois at Chicago*
MariAnne George, *University of Illinois at Chicago*
4. *ETS: Summative Assessments of Reading for Understanding, K-12: Innovations and Challenges*
Tenaha O'Reilly, *Educational Testing Service*
John Sabatini, *Educational Testing Service*

10:30AM - 12:00PM
PAPER SESSION

ORLANDO

Linking Theory and Assessment in Literacy: What Are We Measuring?

Chair: Amy Pickard, *Rutgers University*
Discussant: Carla K. Meyer, *Appalachian State University*

1. *The Use of Factorial Invariance Research to Understand Children's Development of Literacy Skills*
Jason C. Immekus, *California State University, Fresno*
2. *A Psychometric Evaluation of Three Holistic Fluency Scales*
Rebekah Benjamin, *University of Georgia*
3. *Comparing the CVC Spelling Assessment to the K-1 Sub-Tests of DIBELS: CVC Spelling Better Tracks Progress from Initial to Final to Middle Sounds*
Richard M. Oldrieve, *Bowling Green State University*
Cynthia Bertelsen, *Bowling Green State University*

10:30AM - 11:10AM
ROUNDTABLE

RIVER TERRACE 1

- I. Examining Stories of my Assessment Literacy Instruction Practices with Teacher Candidates**
Mary F. Rice, *Brigham Young University*
- II. Transforming Knowledge and Practice: Understanding Linguistic Diversity through Collaborative Self-Study**
Leah M. Romaine, *Cardinal Stritch University*
- III. Response to Vocabulary Instruction in Tier 2**
Diane C. Nielsen, *University of Kansas*
Hugh Catts, *University of Kansas*
Mindy Bridges, *University of Kansas*
Yi-Chih Chan, *University of Kansas*
- IV. Learning Over the Shoulders of Authors at Work: Grounding Content Knowledge about Revision in Archival Material that Reveals Children's Authors' Choices**
Nancy L. Roser, *The University of Texas at Austin*
Randy Bomer, *The University of Texas at Austin*
Lee Galda, *University of Minnesota*
Michelle Fowler-Amato, *The University of Texas at Austin*
- V. Missed Opportunities: Examining Student Agency during Literacy Instruction**
Margaret M. Vaughn, *University of Idaho*
- VI. Using an Interactive White Board to Teach Running Records to Preservice Teachers**
Rose Marie Codling, *University of Maryland, College Park*
Candice Brie Doyle, *University of Maryland, College Park*
Brecca Faust, *University of Maryland, College Park*
Sarah Beall Zelinke, *University of Maryland, College Park*
- VII. Writing in the Doctoral Program and Beyond: Researchers Listen to Doctoral Student Voices**
Carole Janisch, *Texas Tech University*
Mellinee Lesley, *Texas Tech University*
Anita Nigam, *Texas Tech University*
Heather Kelley, *Texas Tech University*

11:20AM - 12:00PM
ROUNDTABLE

RIVER TERRACE 1

- I. Visual Literacy Learning and Critical Multicultural Perspectives with Latino Children's Literature**
Angie Zapata, *The University of Texas at Austin*
Jesse Gainer, *Texas State University-San Marcos*
- II. Student Teaching Abroad: Expanding Access, Knowledge, and Participation in Global Exemplary Literacy Instruction**
Julie W. Ankrum, *University of Pittsburgh at Johnstown*
Allan Nail, *Columbia College*
- III. Exploring Reading in High School and College: Teaching, Engaging, Integrating, and Assessing**
Allison Escher, *University of Pittsburgh*

IV. Design, Identity, and (Re)appropriation: Creating Digital Comics in a 2nd Grade Classroom

Ting Yuan, *Teachers College, Columbia University*

V. Constructing Competent Counteridentities: The Critical Work of (Re)skilling One Teacher and Six Youth with Learning Disabilities

Elissa Shoaf, *University of Pittsburgh*

VI. Evaluation of the After-School Clubs

Courtney C. Zmach, *Collier County Public Schools*

10:30AM - 12:00PM
SYMPOSIUM SESSION

ST. JOHNS

Toward an Embodied Theory of Reading Print and Teaching Reading

Chair: Elisabeth Johnson, *The College of Staten Island, City University of New York*

Discussant: Jerome Harste, *Indiana University*

This session aims at providing a renewed vision of theorizing print reading by centering the embodied, i.e. the emotional/affective, performative, and lived experience of reading and teaching reading. It brings together findings from research in elementary, secondary, and post-secondary classrooms, and extends sociocultural perspectives on literacy through the poststructural notions of performance and habitus to invite the audience in a conversation on an embodied theory of print text reading.

1. Reading (through) Bodies: Contrasting Students' Multimodal Performances in a Third Grade Classroom

Stavroula Kontovourki, *University of Cyprus*

2. Embodiments of Struggle: Examining the Melancholy, Loss, and Interactions with Print of Two Adolescent Struggling Readers

Grace Enriquez, *Lesley University*

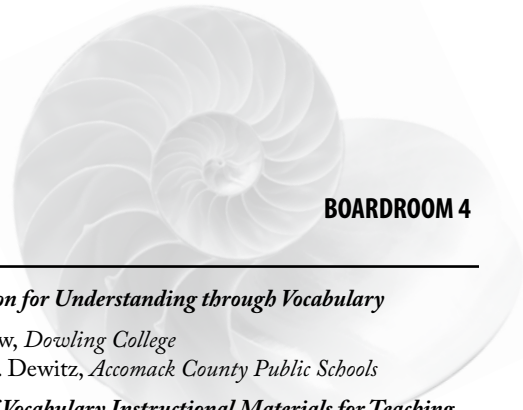
3. "I'm Not Sure If You'll Like It": Embodying and Confounding Canonical Text Connections in High School English

Elisabeth Johnson, *The College of Staten Island, City University of New York*

4. Round Robin Reading: The Embodiment of Print Reading Pedagogies

Stephanie R. Jones, *University of Georgia*

Wednesday



12:00PM – 1:00PM
HISTORY ICG MEETING

BOARDROOM 2

12:00PM – 1:00PM
OSCAR S. CAUSEY AWARD COMMITTEE MEETING

BOARDROOM 3

12:00PM – 1:00PM
RESEARCH COMMITTEE MEETING

BOARDROOM 4

12:00PM – 1:00PM
NEWCOMERS/GRADUATE STUDENT LUNCH

GRAND BALLROOM 4

(Advance Registration Required)

1:15PM - 2:45PM
ALTERNATIVE FORMAT

BOARDROOM 2

Reading to Learn and Learning to Read: Doctoral Students' Perceived Barriers and Reasons for Reading Research

Chair: Marla H. Mallette, *Southern Illinois University*

The findings of this study provide empirical support for the importance of exploring reading at the doctoral level. It seems advantageous to consider that doctoral students are not just reading research to learn, but are also learning to read research. And, based on their perceptions about reading research, the importance of mentoring doctoral students in the process of learning to read research is palpable.

Presenters:

Marla H. Mallette, *Southern Illinois University*
Cindy L. Benge, *Sam Houston State University*
Anthony J. Onwuegbuzie, *Sam Houston State University*
Melissa Burgess, *Texas Virtual Learning Center*

1:15PM - 2:45PM
PAPER SESSION

BOARDROOM 3

Political and Historical Issues in Literacy

Chair: Zaline M. Roy-Campbell, *Syracuse University*

Discussant: Carolyn L. Cook, *Mount St. Mary's University*

- The Intergenerational Salience of Literacy and Education in the Rural U.S. South: Historical Continuities in Practice*
Amy Suzanne Johnson Lachuk, *University of South Carolina*
- Literacy, Human Rights, and Freedom in Cosmopolitan Times*
Judith M. Dunkerly, *University of Nevada, Las Vegas*
- The Politics of Text: Close and Critical Reading(s) of the Stotsky Report*
Gwynne Ellen Ash, *Texas State University-San Marcos*
Leslie S. Rush, *University of Wyoming*
Jane M. Saunders, *Texas State University-San Marcos*

1:15PM - 2:45PM
PAPER SESSION

BOARDROOM 4

Setting the Foundation for Understanding through Vocabulary

Chair: Louise J. Shaw, *Dowling College*

Discussant: Peter A. Dewitz, *Accomack County Public Schools*

- Development of Vocabulary Instructional Materials for Teaching Individual Words to 4th and 5th Graders: Teacher and Researcher Modifications and Enhancements in a Formative Design-Based Experiment*
Heather Peterson, *University of Wyoming*
Jeni Davis, *University of Missouri-Columbia*
- Enhancing Student Reading Comprehension through a Cognitive Science-Based Inductive Vocabulary Model in Grades 3-5*
Nancy R. Romance, *Florida Atlantic University*
Michael R. Vitale, *East Carolina University*

1:15PM - 2:45PM
ALTERNATIVE FORMAT

CITY TERRACE 10

Academia 11: A Panel Discussion about Dissertation Writing, Job Hunting, and Life on the Tenure Track

Chairs: Elizabeth M. Hughes, *Duquesne University*

Jen Scott Curwood, *University of Sydney*

Doctoral students have unique needs as they navigate through graduate programs on the journey to be literacy scholars in faculty positions. The alternative session engages participants to learn about "life in academia" from new and experienced faculty. Topics of discussion will include (but are not limited to): maintaining a work/life balance, being a student parent, making it through preliminary exams, collecting data, publishing articles and book chapters, writing the dissertation, job hunting, and life as a faculty member.

Presenters:

Elizabeth M. Hughes, *Duquesne University*
Jen Scott Curwood, *University of Sydney*
Linda B. Gambrell, *Clemson University*
Amy Alexandra Wilson, *University of Georgia*
Sonia Q. Cambell, *University of Virginia*


1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 12

Standards and the Preparation of Reading Teachers

Chair: Beth LaForce, *George Fox University*

Discussant: Jan A. Harting-McChesney, *St. Joseph's College*

-  *Offering Complexity to Definitions of College and Career Readiness: Teacher Identities, Deficit Perspectives, and Standards in an ELA Methods Course*
Holly Hungerford-Kresser, *The University of Texas at Arlington*
- The Design of Early Literacy Coursework in Mississippi After a Mandate to Increase Phonics in Teacher Education: The Impact of Policy on Practice*
Devon Brenner, *Mississippi State University*

3. *Reading Preparation of Secondary ELA Teachers: A National Survey of State Requirements and a Preliminary Investigation of Their Relationship to Achievement*

Gail E. Lovette, *University of Virginia*
Michael C. McKenna, *University of Virginia*
Kristin Conradi, *North Carolina State University*

1:15PM - 2:45PM

CITY TERRACE 4

SYMPOSIUM SESSION

Expanding Access, Knowledge, and Participation through Discussion and Discourse

Chair: Suzanne Porath, *University of Wisconsin-Madison*
Discussant: Michael K. Thomas, *University of Wisconsin-Madison*

This symposium examines various ways literacy educators, in collaboration with researchers, are examining their own practices in an effort to move from traditional teacher-centered practices to student-focused and student-centered instruction, which fosters expanded equity and access in education. Two major themes emerge from these studies. Literacy researchers can have a positive impact on changing classroom practice through their work with practitioners and an examination of discussion, in multiple contexts, is crucial to understanding improved practice and change.

1. *The Role of Classroom Context and Mentor Relationships in Learning to Teach English and Facilitate Discussion in Urban Classrooms*
Lauren Gatti, *University of Wisconsin-Madison*
2. *Reading Conferences: Responding to Students and Teachers*
Suzanne Porath, *University of Wisconsin-Madison*
3. *Imagining Authentic Conversations: Dialogism in Literature Discussion Groups*
Mary Guay, *University of Wisconsin-Madison*
4. *Secondary Literacy Coaches as Critical Change Agents: A Critical Discourse Analysis*
Laura Lang, *University of Wisconsin-Madison*

1:15PM - 2:45PM

CITY TERRACE 5

PAPER SESSION

Trends in Online Reading Comprehension Strategy Use

Chair: Deborah J. Augsburger, *Lewis University*
Discussant: Donald J. Leu, *University of Connecticut*

1. *An Examination of Adolescent Readers' Constructive Strategy Use in a Critical Internet Reading Task: Types and Patterns of Strategies*
Byeong-Young Cho, *Iowa State University*
2. *The Contributions of Inhibition, Spatial Working Memory and Set Shifting to Measures of Online and Print-based Reading*
Michelle Schira Hagerman, *Michigan State University*
3. *Six Undergraduates' Online Searching and Reading Strategies in Light of their Epistemic Beliefs*
Paul M. Morsink, *Michigan State University*

1:15PM - 2:45PM

CITY TERRACE 6

ALTERNATIVE FORMAT

A Multimodal Analysis of Narrative Worlds: Digital Book Trailers as Sites of Persuasion and Identity Construction

Chair: Bernadette Dwyer, *St. Patrick's College*
Discussant: Elizabeth (Betsy) A. Baker, *University of Missouri*

Video book trailers are an emerging genre of multimodal composition. In this alternative session, we combine a gallery walk, 4 papers, and a group-constructed conceptual map to examine 32 award-winning book trailers created by K-12 students for the StoryTubes contest. We applied varied theoretical and methodological perspectives to develop a genre framework and understand students' complex interplay of mode, medium, and book factors as they composed persuasive story-within-story worlds.

1. *Children's Digital Book Trailers: An Emerging Multimodal Persuasive Text*
Bridget Dalton, *Vanderbilt University*
Blaine Smith, *Vanderbilt University*
Robin Jocius, *Vanderbilt University*
Christian Ehret, *Vanderbilt University*
Nathan C. Phillips, *Vanderbilt University*
2. *Narrative Worlds: Connections between Text and Constructed Identities*
Robin Jocius, *Vanderbilt University*
Summer Wood, *Vanderbilt University*
3. *Exploring the Potential of a Deleuzian Analysis of Digital Book Trailers*
Ty Hollett, *Vanderbilt University*
Christian Ehret, *Vanderbilt University*
4. *Multimodality and Aurality: Sound as Semiotic Resource in Student Digital Book Trailers*
Nathan C. Phillips, *Vanderbilt University*
Blaine Smith, *Vanderbilt University*

1:15PM - 2:45PM

CITY TERRACE 7

SYMPOSIUM SESSION

Youth and Teachers on the Margins: Institutional Literacy and Language Practices at Odds with Our Perceptions

Chair: Loukia K. Sarroub, *University of Nebraska, Lincoln*
Discussant: Amanda Haertling Thein, *University of Iowa*

This session offers four complementary qualitative research studies of youth and teachers in settings where literacy learning is both visible and invisible and where language use is complicated by institutional identities that are in contrast with students' perceptions of who they are. Teacher beliefs about the study of language, after-school community center goals, the juvenile detention system, and boys in high school reading classes all serve as spaces where marginalized youth congregate as learners when the mainstream institutions do not serve them. The session offers an opportunity to reconsider how literacy and language learning can be conceptualized (again) in an effort to enhance public school experiences for marginalized youth.

Wednesday

1. *Exploring Native Speaker ESL Teachers' Beliefs Regarding Grammar in Middle Public Schools*
Sevda Budak, *University of Nebraska, Lincoln*
2. *Labeling, Literacy, and Juvenile Justice Education*
Sarah Staples-Farmer, *University of Nebraska, Lincoln*
3. *The Lighthouse: On Supporting Literacy among Middle School and High School Students in Lincoln, Nebraska*
Bonodji Nako, *University of Nebraska, Lincoln*
4. *Boys, Boredom, and Books: A Case of Three High School Boys and Their Encounters with Literacy*
Todd Pernicek, *University of Nebraska, Lincoln*
Loukia K. Sarroub, *University of Nebraska, Lincoln*

1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 8

Use of Transnational Online Publishing, Culturally Reflective Texts, and Voice to Teach Diverse Students

Chair: Mary A. Avalos, *University of Miami*

Discussant: Minda Morren Lopez, *Texas State University-San Marcos*



1. *"How Do You Translate 'Blog' to Spanish?" Making Sense of Online Publishing in Transnational Spaces*
Silvia C. Noguero, *University of Georgia*
2. *Sa-Ra's Finding Voices: "Who has the Right to Define Something Significant as Insignificant?"*
Cheonghwa Cheong, *University at Albany, State University of New York*
3. *The Influence of Culturally Reflective Texts on the Reading Progress of African American Children Who Struggle with Learning to Read*
Kathleen F. Clark, *Marquette University*
Doris Walker-Dalhouse, *Marquette University*
Christine Reinders, *Marquette University*

1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 9

Teaching and Motivating Upper Elementary Readers

Chair: Diane Santori, *West Chester University of Pennsylvania*

Discussant: Michelle E. Jordan, *Arizona State University*

1. *"I Had to Read it from My Teacher": Reading the New Classroom World*
Jenny C. Wilson, *Texas A&M University-San Antonio*
2. *Fourth Graders and Book Club: Reading and Talking about Good Literature has Students on the Edge of Their Seats*
Laura Pardo, *Hope College*
3. *Reading and the Boy Crisis*
Cheryl L. Wozniak, *University of San Francisco*

1:15PM - 2:45PM
SYMPOSIUM SESSION

CLEARWATER

Reflections on Teaching with Participatory Media: Teacher Research

Chair: Mellinee Lesley, *Texas Tech University*

Discussant: Donna Alvermann, *University of Georgia*

This symposium presents three inter-related studies on using DIY media in literacy instruction. The first study reports a professor's teacher research on the impact of a class in DIY media on teachers' attitudes and proclivity to use DIY media for education. The other papers report her participating teachers' efforts to use DIY media and the impact of doing so on their students' participation and achievement in literacy.

1. *Teacher Research on Teaching Teachers to Teach with Participatory Media*
Barbara Guzzetti, *Arizona State University*
2. *Teacher Research on Teaching with Virtual Worlds in Secondary English*
Felipe Baez, *Arizona State University*
3. *Teacher Research on Podcasting and Digital Storytelling with Elementary Students*
Leslie Foley, *Arizona State University*
Rosalba Lagunas, *Arizona State University*

1:15PM - 2:45PM
SYMPOSIUM SESSION

DAYTONA

The Text and the Language—But What about the Learner? Understanding Literacy Learners in Multilingual and Multicultural Settings

Chair: Anne Simpson, *Texas Woman's University*

Discussant: Cynthia H. Brock, *University of Nevada, Reno*

This symposium presents a broad perspective of multilingual/multicultural learners across a wide array of contexts. Each study responds to the question: How does the learner construct opportunities for his/her learning? While multiple theoretical lenses frame the studies, the findings highlight how learners uniquely structure and solve problems successfully as literacy learners. Common to each study is how learners individually construct learning through identity, through sharing of culture, through responses to culturally relevant texts, and through conversations with peers.

1. *Adolescent ELLs' Journey to Success and Identity Negotiation*
Bogum Yoon, *Binghamton University, State University of New York*
2. *English Language Learners' Voices about Their Own Learning*
Claudia Haag, *Texas Woman's University*
Margaret Compton, *Texas Woman's University*
3. *Second Grade African American Children Construct Ways of Responding to Culturally Relevant Texts*
Saba Vlach, *Texas Woman's University*
4. *Distinctive Learners: The Writing Development of First-grade English Language Learners Engaged in Peer Writing Conferences*
Marlene Montgomery, *Maryville University*

1:15PM - 2:45PM
ALTERNATIVE FORMAT

GRAND 1

Literacy in International Contexts

Chair: Katina Zammit, *University of Western Sydney*

In this alternative format session of 11 posters sponsored by the LRA International Innovative Community Group, researchers examine literacy in ten different countries. It invites interaction with the authors and discussion of findings and issues. The posters cover: 1) literacy and literacy education in different countries (Mexico, Singapore, Sudanese refugees in Canada, Grenada, and South Africa), 2) specific literacy strategies (China, Taiwan, and Ghana), and 3) pre-service and in-service professional development (United Arab Emirates, USA, Cyprus, and Ireland)

1. Literacy and Literacy Education

Katina Zammit, *University of Western Sydney*
Ileana Seda-Santana, *JILCED/Universidad Nacional Autonoma de Mexico*
Yvonne Pek, *University of Wisconsin-Madison*
Marianne McTavish, *University of British Columbia*
Laurie J. Curtis, *Kansas State University*
Xiaoming Liu, *Towson University*

2. Specific Literacy Strategies

Ran Hu, *East Carolina University*
Suhua Huang, *Midwestern State University*
Amma K. Akrofi, *Texas Tech University*

3. Pre-Service and Inservice Professional Development (PD)

Patience A. Sowa, *Zayed University*
Cynthia Schmidt, *University of Missouri-Kansas City*
Julia Kara-Soteriou, *Central Connecticut State University*
Eithne Kennedy, *St. Patrick's College*

1:15PM - 2:45PM
ALTERNATIVE FORMAT

ORLANDO

Codeswitching among Latino Children and in Latino Children's Literature

Chair: Jeanne Fain, *Middle Tennessee State University*
Discussant: Iliana Reyes, *University of Arizona*

In this alternative format session we will explore what the professional literature can tell us about codeswitching in Latino children and Latino children's literature. Presenters will review literature related to the role of codeswitching in the lives of Latino children, how codeswitching can help children make meaning while reading, and what challenges codeswitching raises in the writing and publishing of Latino children's literature. The audience will then break into groups to discuss research challenges and possibilities.

1. Codeswitching and Linguistic Issues among Latino Children

Jeanne Fain, *Middle Tennessee State University*

2. Responding to Latino Children's Literature that Contains Codeswitching: Codeswitching in Response to Latino Children's Literature

Julia Lopez-Robertson, *University of South Carolina*

3. Codeswitching in Latino Children's Literature

Janine M. Schall, *The University of Texas-Pan American*

1:15PM - 1:55PM
ROUNDTABLE

RIVER TERRACE 1

I. A Profile for Teacher Decision Making: An Examination of Teachers' Beliefs and Practices Related to Decision Making

Robin Griffith, *Texas Christian University*

II. Teacher Education as Community Involvement: Preservice Teachers Experience Service Learning

Lydia Criss Mays, *Georgia State University*
Caitlin McMunn Dooley, *Georgia State University*

III. Changing Up Middle School Literacy Instruction: The Impact of a 10-Week Instructional Intervention Characterized by Discussion and 21st Century Skills

Elizabeth A. Swaggerty, *East Carolina University*
Kelley B. Bunn, *Beaufort County Schools*
Tanya B. Cannon, *East Carolina University*
Eiichi Murakami, *East Carolina University*
Amy D. Broemmel, *University of Tennessee at Knoxville*
Kristin E. Davis, *East Carolina University*

IV. Writing and College Students: Gender Differences in Attitudes and Writing Environments

Meryem Yilmaz-Soylu, *University of Nebraska, Lincoln*
Mary Garro Zeleny, *University of Nebraska, Lincoln*

V. Addressing Linguistic Diversity: Creating Spaces for Pre-Service Teachers' Understanding of Literacy and Language

Eurydice Bauer, *University of Illinois at Urbana-Champaign*
Beatriz Guerrero, *University of Illinois at Urbana-Champaign*

1:15PM - 2:45PM
SYMPOSIUM SESSION

ST. JOHNS

Adolescents as Informants for Relevant Literacy Practices

Chair: Randy Bomer, *The University of Texas at Austin*
Discussant: Kelly Chandler-Olcott, *Syracuse University*

This symposium will present three papers that explore the literate and schooling lives of adolescents "in and out of school" using the multi-modal literacy tools with which young people are so familiar. These examinations considered how youths' outside school literacies inform secondary English language arts curricula and pedagogies. Relying on adolescents as informants of relevant literacy practices, presenters will dynamically share how literacy educators might orient their pedagogies around youths' life and school experiences.

1. Appreciative Curriculum: A Teacher Builds Upon Adolescents' Literacy Practices

Randy Bomer, *The University of Texas at Austin*

2. Literate Lives In and Out of School

Allison Skerrett, *The University of Texas at Austin*
Michelle Fowler-Amato, *The University of Texas at Austin*
Katharine L. Chamberlain, *The University of Texas at Austin*
Caron Sharp, *The University of Texas at Austin*

3. Seeing Culturally Relevant Literacy Practices

Kristien Zenkov, *George Mason University*

Wednesday

🕒 2:05PM - 2:45PM
ROUNDTABLE

RIVER TERRACE 1

- I. **Literacy Coaching: Revisiting Coaches' Expectations and Experiences**
Jennifer I. Hathaway, *University of North Carolina at Charlotte*
Maryann Mraz, *University of North Carolina at Charlotte*
- II. **An Investigation of Teachers' Representations of Comprehension Instruction and Assessment**
Linda L. Kucan, *University of Pittsburgh*
Annemarie S. Palincsar, *University of Michigan*
Virginia A. Ramirez-Deltoro, *University of Pittsburgh*
Michelle A. Ciancosi-Rimbey, *University of Pittsburgh*
Tracy J. Humes-Busse, *University of Pittsburgh*
- III. **Examining the Relationship between Images and Comprehension in Narrative Texts**
Poonam Arya, *Wayne State University*
Karen M. Feathers, *Wayne State University*
- IV. **Effects of Online Literature Discussions on Children's Writing**
Il-Hee Kim, *Indiana University-Purdue University Fort Wayne*
- V. **Global Perspectives Enriched through International Children's Literature in Middle School Spanish Language Classrooms**
Ragina D. Shearer, *University of North Texas*
Janelle B. Mathis, *University of North Texas*
- VI. **A Korean Bilingual Child's Hybrid Literacy Experiences in the Home**
Kwangok Song, *The University of Texas at Austin*

🕒 3:00PM - 4:30PM
PAPER SESSION

BOARDROOM 2

Issues and Models of Literacy Policies and Research

Chair: Pamela J. Dunston, *Clemson University*

Discussant: David B. Yaden, *University of Arizona*

1. **And this Year "Reading" and "Literacy" Mean What?: A Critical Analysis of Current Federal Literacy Policy Discourse**
Kathryn A. Ohle, *University of North Carolina at Chapel Hill*
Julie Ellison Justice, *University of North Carolina at Chapel Hill*
2. **Florida's Adolescent Literacy Policy: An Alternative Reading and Response**
Diane C. Kroeger, *University of South Florida*
3. **Expanding the Field of Literacy Research: A Theoretical Model for Health Literacy**
Laura E. Nimmon, *University of British Columbia*

🕒 3:00PM - 4:30PM
SYMPOSIUM SESSION

BOARDROOM 3

The Microstructure of Teaching: What Is and Is Not Happening in Preschool Classrooms

Chair: Jill F. Grifenhagen, *Vanderbilt University*

Discussant: Deborah Wells Rowe, *Vanderbilt University*

This symposium includes research from two research teams examining in detail the teaching and learning dynamics in preschool classrooms serving children from low-income homes. We closely examine teachers' scaffolding, vocabulary instruction, questioning, and curriculum adherence using a variety of methods and perspectives.

1. **Meeting the Needs of All Children: The Use and Impact of Scaffolding in the Preschool Classroom**
Jill M. Pentimonti, *The Ohio State University*
Laura M. Justice, *The Ohio State University*
Anita S. McGinty, *The Ohio State University*
Andrew J. Mashburn, *University of Virginia*
2. **Curriculum Effects on Teachers' Language Practices during Shared Reading in Head Start Classrooms**
Erica M. Barnes, *Vanderbilt University*
David K. Dickinson, *Vanderbilt University*
3. **Nurturing Word Learners: Early Childhood Teachers' Vocabulary Instruction**
Jill F. Grifenhagen, *Vanderbilt University*
David K. Dickinson, *Vanderbilt University*
4. **A Case Study of Head Start Teachers' Adherence to Curriculum and Its Impact on Creating an Effective Learning Environment**
Jin-Sil Mock, *Vanderbilt University*
David K. Dickinson, *Vanderbilt University*

🕒 3:00PM - 4:30PM
PAPER SESSION

BOARDROOM 4

Analysis of Engagement and Literacy Learning in Content-Area Classrooms

Chair: Lauren J. Becker, *Baltimore County Public Schools*

Discussant: Jeanne Swafford, *University of North Carolina at Wilmington*

1. **Reading Engagement in Social Studies: The Evolution of a Middle School Content-Area Literacy Curriculum**
Ana Taboada, *George Mason University*
Michelle M. Buehl, *George Mason University*
Julie K. Kidd, *George Mason University*
Elizabeth G. Sturtevant, *George Mason University*
Leila N. Richey, *George Mason University*
Jori Beck, *George Mason University*
2. **Expanding our Knowledge of Literacy to Build Bridges to Mathematical Learning**
Jacquelynn A. Malloy, *Anderson University*
Jennifer M. Suh, *George Mason University*
3. **A Formative Study of Student Engagement in Integrated Literacy and Social Studies Tasks**
Seth Parsons, *George Mason University*
Jacquelynn A. Malloy, *Anderson University*
Allison Ward Parsons, *George Mason University*
Sarah Cohen Burrowbridge, *Lynbrook Elementary School*

Wednesday

3:00PM - 4:30PM
PAPER SESSION

CITY TERRACE 10

Immigrant Home Literacies and the Role of Teacher Questioning on English Learners' Literacy

Chair: Lara J. Handsfield, *Illinois State University*
Discussant: Theresa A. Roberts, *California State University, Sacramento*

- 1. *Moving between Worlds: A Multisite Study of Immigrant Mothers' Creation of Hybrid Home Literacy Practices***
Ching-Ting Hsin, *University of Wisconsin-Madison*
Yvonne Pek, *University of Wisconsin-Madison*
- 2. *Scaffolding Emergent Bilinguals' Participation in Spanish and English Shared Storybook Reading: An Analysis of Type and Pattern of Teacher Questioning***
Mileidis Gort, *University of Miami*
Sabrina Sembiante, *University of Miami*
Ryan Pontier, *University of Miami*
- 3. *Type and Prevalence of Teacher Questions in Dual-Language Read-Aloud Activities: Expanding Access, Knowledge, and Participation for Young Emergent Bilinguals***
Mileidis Gort, *University of Miami*
Ryan Pontier, *University of Miami*
Sabrina Sembiante, *University of Miami*

3:00PM - 4:30PM
PAPER SESSION

CITY TERRACE 12

Text Factors and Instructional Practices Associated with Digital Storybooks

Chair: Craig A. Young, *Bloomsburg University of Pennsylvania*
Discussant: W. Ian O'Byrne, *University of New Haven*

- 1. *Listening Comprehension and Digital Storybooks: Presentation Matters?***
Kathleen A. Paciga, *Purdue University Calumet*
- 2. *Moving Picture Books: Moving Children's Incidental Learning through E-Books***
Anne McGill-Franzen, *University of Tennessee*
Maria Cahill, *Texas Woman's University*
Jennifer Lubke, *University of Tennessee*
- 3. *e-Reading and e-Responding: An Examination of Reader Factors, Text Factors, and Instructional Approaches***
Lotta Larson, *Kansas State University*

3:00PM - 4:30PM
PAPER SESSION

CITY TERRACE 4

Struggling Readers: Indentity, Intervention, and Policy

Chair: Kandy C. Smith, *University of Tennessee at Knoxville*
Discussant: Marjorie Siegel, *Teachers College, Columbia University*

- 1. *Literacy Instruction in RTI Schools: Collaboration, Cooperation, and Community***
Rita M. Bean, *University of Pittsburgh*
- 2. *The Social and Identity Construction of Two Struggling Readers***
Chinwe H. Ikpeze, *St. John Fisher College*
- 3. *RTI Policy: Implemented, Interpreted, and Interrupted***
Kandy C. Smith, *University of Tennessee at Knoxville*

3:00PM - 4:30PM
SYMPOSIUM SESSION

CITY TERRACE 5

Designing New Clinical Structures to Support Beginning Teachers' Learning of Key Elementary Literacy Practices

Chair: Annemarie S. Palincsar, *University of Michigan*
Discussant: Susanna Hapgood, *University of Toledo*

This symposium reports on three research projects that investigated newly developed literacy teacher education clinical structures. Each structure focused on explicit teaching of high-leverage literacy practices in diverse settings. This work blurred the boundaries between university-based coursework and fieldwork and drew directly on the skills and knowledge of classroom mentor teachers. Research findings offer direction for further development of school-based clinical structures.

- 1. *Getting Inside One Teacher's Practice: Embedding Beginning Teachers of Elementary Writing in a First Grade Classroom***
Catherine H. Reischl, *University of Michigan*
Lisa Teshima, *Ann Arbor Public Schools*
- 2. *Short-Term Small-Group Teaching Experiences as a Context for Learning to Lead Text-based Discussions***
Debi Khasnabis, *University of Michigan*
Julie Donnelly, *Ann Arbor Public Schools*
- 3. *Using Task-Based Professional Development to Unpack Guided Reading Instruction***
Kristine M. Schutz, *University of Michigan*
Emily Mihocko, *University of Michigan*
Catherine H. Reischl, *University of Michigan*

3:00PM - 4:30PM
ALTERNATIVE FORMAT

CITY TERRACE 6

Multimodal Literacies Implementation and Integration in a Rural School System

Chair: Nora Vines, *Appalachian State University*

When interdisciplinary faculty come together to expand knowledge rather than focus on test scores, dialog occurs among people who might not otherwise talk about literacy issues, and ideas stretch beyond disciplinary walls. This alternative session will explore ways in which members of one learning community (secondary content-area teachers and interdisciplinary university faculty) involved in a professional develop-

Wednesday

ment grant in one southern rural school district work together to incorporate and scaffold multimodal literacies across the curriculum.

1. **Multimodal Composition across the Curriculum: High School Teachers' Expansive Learning Experiences**
Leslie S. Cook, *Appalachian State University*
2. **Maintaining the Reading/Writing Connection: Challenging Teachers to Reflect on Technology's Role**
Mark W. Vogel, *Appalachian State University*
3. **The Role of Peer Coaching in Developing Multimodal Literacies Pedagogies**
Carla K. Meyer, *Appalachian State University*

3:00PM - 4:30PM CITY TERRACE 7 PAPER SESSION

Developing Literacy Coaches and Teacher Leaders

Chair: Courtney C. Zmach, *Collier County Public Schools*
Discussant: Anthony J. Applegate, *Holy Family University*

1. **Examining How Literacy Coaches Evolve Over Time**
Susan K. L'Allier, *Northern Illinois University*
Laurie Elish-Piper, *Northern Illinois University*
2. **Beginning to Coach and Structured Field-based Experiences**
Misty Sailors, *The University of Texas at San Antonio*
Dennis S. Davis, *The University of Texas at San Antonio*
3. **Entrepreneurial Teacher Leaders: Collaborative Innovation for Children's Literacy Learning**
Janet S. Gaffney, *University of Illinois at Urbana-Champaign*
Carol B. Frericks, *Western Community Unit School District*
Raymond L. Price, *University of Illinois at Urbana-Champaign*

3:00PM - 4:30PM CITY TERRACE 8 PAPER SESSION

Studies in Writing Evaluation, Assessment, and Reading Development

Chair: Jill Castek, *University of California, Berkeley*
Discussant: Gae Lynn McInroe, *McMurry University*

1. **Duration of High School English Classroom Writing Conferences: Thin-Slicing the Short One-to-One Instructional Encounter**
Annamary L. Consalvo, *The University of Texas at Austin*
2. **Theoretical Influences on Large-Scale Writing Assessments across Canada**
Shelley Stagg Peterson, *University of Toronto*
Jill McClay, *University of Alberta*
3. **Magazines and Middle-Schoolers: The Results of a Longitudinal Study**
Rachael Gabriel, *University of Connecticut*
Richard Allington, *University of Tennessee*
Monica T. Billen, *University of Tennessee*

3:00PM - 4:30PM SYMPOSIUM SESSION

CITY TERRACE 9

Stories of Hope: Explorations of the Literacy Narratives of Children and Families

Chair: Amy Suzanne Johnson Lachuk, *University of South Carolina*
Discussant: Patricia Edwards, *Michigan State University*

This symposium explores the lives of literacy learners of diverse ages, backgrounds, and contexts who are all-too often marginalized in society, in schools, or educational research and will allow those voices to be heard at LRA. In addition to children and families, the papers consider the role of narrative texts in participants' lives as they narrate stories of struggle or read and respond to narrative texts.

1. **(Grand)mothers' Pedagogical Narratives: An Ethnopoetic Analysis of Using Story to Teach the Significance of Education**
Amy Suzanne Johnson Lachuk, *University of South Carolina*
2. **"I Have a Lot of Guilt": Stories from Parents of Struggling Readers**
Kathleen McGrath, *Niagara University*
Mary McVee, *University at Buffalo, State University of New York*
3. **Personal and Family Literacy Practices: Children and Their Mothers as Recovering Addicts Living in a Homeless Shelter**
Laurie MacGillivray, *University of Memphis*
Amy Ardell, *University of Memphis*
Margaret Saucedo Curwen, *Chapman University*

3:00PM - 4:30PM PAPER SESSION

CLEARWATER

Responding to and Supporting Student Needs

Chair: Dana Rosen, *Penn State University*
Discussant: Juliet L. Halladay, *University of Vermont*

1. **Using Explicit Strategy Instruction and Blogging to Integrate Disciplinary Literacy into Middle-School and Teacher Education**
Jamie R. Colwell, *Clemson University*
2. **Instructional Responsiveness Widens the Circle of Literacy: Stories of Growth**
Diane Lapp, *San Diego State University*
Barbara Moss, *San Diego State University*
Maria Grant, *California State University, Fullerton*
Douglas Fisher, *San Diego State University*
Nancy Frey, *San Diego State University*
3. **A Description of Effective Verbal Scaffolding: Widening the Circle of Exemplary Practices**
Julie W. Ankrum, *University of Pittsburgh at Johnstown*
Elizabeth G. Belcastro, *Geneva College*
Maria Genest, *University of Pittsburgh*



3:00PM - 4:30PM
ALTERNATIVE FORMAT

DAYTONA

Caring and Justice: Ethical Issues in Collaborative Writing and Publication

Chair: Nancy Flanagan Knapp, *University of Georgia*
Discussant: Kenneth J. Weiss, *Central Connecticut State University*

Publication is vital to the careers of most literacy researchers, but complex ethical issues/dilemmas arise as we increasingly collaborate with others in our research and writing. In this alternative session, participants in small groups will investigate ethical issues in writing and publication with peer colleagues, graduate students, and research informants/participants. Facilitators will share current literature, report back on group discussions, and form networks for ongoing discussion/action.

1. ***Writing and Publishing with Academic Peers and Colleagues***
Janet C. Richards, *University of South Florida Tampa*
Carole S. Rhodes, *Queens College, City University of New York*
2. ***Writing and Publishing with Graduate Students***
Nancy Flanagan Knapp, *University of Georgia*
Lois K. Haid, *Barry University*
3. ***Writing and Publishing with Research Participants/Informants***
Barbara Guzzetti, *Arizona State University*
Kristien Zenkov, *George Mason University*
4. ***What University and Organizational Codes of Ethics Say (or Should Say) about Ethical Collaboration in Writing and Publishing***
Barbara Laster, *Towson University*

3:00PM - 4:30PM
SYMPOSIUM SESSION

GRAND 1

New Literacies, Virtual Worlds, and Learning: Exploring Semiotic Domains in Learning and Literacy

Chair & Discussant: Hannah R. Gerber, *Sam Houston State University*

This symposium examines MUVE and video game activities in relation to academic practices in an effort to explore the extent to which online culture influences students' conceptions of texts and the degree to which students may validate their MUVE and video game experiences as "real" literacy practices in the face of traditional, test-based assumptions of literacy. This symposium draws upon data from multiple related case studies of video gaming, MUVEs, and literate activities.

1. ***Video Games and Writing Life among Adolescent Males***
Hannah R. Gerber, *Sam Houston State University*
2. ***Knowledge Acquisition, Virtual Worlds, and Learning***
Sandra S. Abrams, *St. John's University*
3. ***Second Language Acquisition and World of Warcraft***
Jason Lee, *Penn State University*
4. ***Second Life and Developmental Readers: A Mixed-Method Study of Learning and MUVES***
Melissa Burgess, *Texas Virtual Learning Center*

3:00PM - 4:30PM

GRAND 2

CONFERENCE CHAIR INVITED SESSION

S.T.A.R. Mentoring Program Poster Session

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

The S.T.A.R. (Scholars of color Transitioning into Academic Research) mentoring program intends to support researchers who conduct high-quality, literacy-related research that addresses the issues and opportunities related to diversity. In this poster session, the STAR mentees will provide an overview of their current research project(s) and how they relate to issues of multiculturalism, diversity, and equity in literacy education. A great opportunity to meet and greet the members of the three cohorts participating in this program, and to engage in meaningful conversations on literacy research within culturally and linguistically diverse communities.

Presenters:

- Marcelle Haddix, *Syracuse University*
- Grace Enriquez, *Lesley University*
- Ying Guo, *University of Cincinnati*
- Yoo Kyung Sung, *University of New Mexico*
- Carol Brochin Ceballos, *The University of Texas at El Paso*
- Tisha Y. Lewis, *Georgia State University*
- Seemi Aziz, *Oklahoma State University*
- Marva Solomon, *Angelo State University*
- P. Zitlali Morales, *University of Illinois at Chicago*
- Silvia C. Nogueron, *University of Georgia*

3:00PM - 4:30PM

GRAND 3

ALTERNATIVE FORMAT

Enacting a New Vision of Early Childhood Literacy Education

Chair & Discussant: Renee T. Clift, *University of Arizona*

This alternative format session involves discussion around a design-based research project that aims to transform early childhood teaching and early childhood teacher education through exploring the ways in which families, community members, educators, and prospective educators can interact collaboratively to enhance children's literacy development. The session is organized around four design principles. Data collection and initial findings around each principle will be briefly presented followed by time to reflect on questions about that principle and ending with audience interaction.

1. ***Design-Based Research on Early Childhood Teacher Education***
Renee T. Clift, *University of Arizona*
2. ***Promote Understanding of Cultural Knowledge and Competencies within Diverse Communities***
Ana Christina DaSilva Iddings, *University of Arizona*
3. ***Use Literature and Story as a Base for Children's Understandings***
Kathy G. Short, *University of Arizona*
Maria V. Acevedo, *University of Arizona*
4. ***Involve Families in Literacy Education with Their Children***
Iliana Reyes, *University of Arizona*
5. ***Provide Opportunities for Educators to Work Together in Community and School Settings***
Donna J. Jurich, *University of Arizona*

Wednesday

3:00PM - 4:30PM
SYMPOSIUM SESSION

ORLANDO

The Common Core State Standards: Problems and Possibilities for Content Area Literacy

Chair & Discussant: Roni Jo Draper, *Brigham Young University*

In this symposium content-area educators will discuss the CCSS and the problems and possibilities they present to educators seeking to create quality literacy programs for adolescents. This review and critique is rooted in the disciplines from which the presenters work. By viewing the CCSS through disciplinary lenses, we highlight the progress in adolescent and content-area literacy embodied in the CCSS and suggest ways the CCSS can be extended to address unique disciplinary literacies.

1. ***Review and Critique of the CCSS: A View from English Language Arts***
Sirpa Grierson, *Brigham Young University*
2. ***Review and Critique of the CCSS: A View from Science and History***
Jeffery D. Nokes, *Brigham Young University*
Jennifer Nielson, *Brigham Young University*
3. ***Review and Critique of the CCSS: A View from the Arts***
Paul Broomhead, *Brigham Young University*
Amy P. Jensen, *Brigham Young University*
Daniel Barney, *Brigham Young University*
4. ***Mathematical Literacies as a Lens for Expanding the CCSS***
Daniel Siebert, *Brigham Young University*
5. ***The Possibility of the CCSS to Promote Content-area Literacy Instruction***
Roni Jo Draper, *Brigham Young University*

3:00PM - 4:30PM
SYMPOSIUM SESSION

ST. JOHNS

Community-Engaged Scholarship: Working with Educators to Develop an Effective, Theory-Driven Response to Intervention Program

Chair: Karen A. Erickson, *University of North Carolina at Chapel Hill*
Discussant: Patricia Cunningham, *Wake Forest University*

This symposium will describe community-engaged scholarship as a means for widening the circle of literacy research and practice. The theoretical model of silent reading comprehension that served as the basis of the RTI program will be described. The program structure, research and intervention methods, and results from more 1,200 students across two school years will be shared. Finally, approaches to response to intervention and the strengths and weaknesses of each will be explored.

1. ***The Whole-to-Part Model of Silent Reading Comprehension***
James W. Cunningham, *University of North Carolina at Chapel Hill*
2. ***A Theory-Driven Response to Intervention Approach***
Karen A. Erickson, *University of North Carolina at Chapel Hill*
3. ***Alternative Approaches to Response to Intervention***
David Koppenhaver, *Appalachian State University*

3:00PM - 3:40PM
ROUNDTABLE

RIVER TERRACE 1

- I. ***A Journey through Justice...Letting Go of the Power***
Lori Czop Assaf, *Texas State University-San Marcos*
Carol J. Delaney, *Texas State University-San Marcos*
- II. ***Youth Literacies and the Middle School Library Program***
Elizabeth Friese, *University of Georgia*
- III. ***Listen to Boys who Struggle to Read: Their Self-Perceptions as Readers and Preferred Reading Materials***
Xiaoming Liu, *Towson University*
Elizabeth Dicembre, *Towson University*
- IV. ***Providing a "Pocket Tutor": Being Explicit about Before, During, and After Metacomprehension***
Ula Manzo, *California State University, Fullerton*
Erica Bowers, *California State University, Fullerton*
Melissa Base, *California State University, Fullerton*
- V. ***A Post-Colonial Critique on the Representation of Chinese, Chinese Americans, and Chinese Culture in Children's Literature***
Kathryn Pole, *Saint Louis University*
Lina Sun, *Saint Louis University*

3:50PM - 4:30PM
ROUNDTABLE

RIVER TERRACE 1

- I. ***An Exploration of the Ways in Literary Elements are Developed through Pictures and Text in Picturebooks for Younger and Older Readers***
Miriam G. Martinez, *The University of Texas at San Antonio*
Janis Harmon, *The University of Texas at San Antonio*
- II. ***Literacy Teacher Education: What's Known, What to Do, and What's Needed?***
Mary F. Roe, *Arizona State University*
Charlotte Frambaugh-Kritzer, *University of Hawaii at Manoa*
- III. ***Collaborative Teacher Network: Improving Teachers' Use of Content Area Reading Strategies to Support Students with Disabilities***
Michelle Parker-Katz, *University of Illinois at Chicago*
Marie Tejero Hughes, *University of Illinois at Chicago*
Jennifer Olson, *University of Illinois at Chicago*
Tiffany Ko, *University of Illinois at Chicago*
Jaime Zurheide, *University of Illinois at Chicago*
- IV. ***One Book, Three Instructors: Students Mediating Heteronormativity***
Laura M. Jiménez, *Michigan State University*
Kristin K.A. McIlhagga, *Michigan State University*
- V. ***Widening the Circle: Including Content Area Teachers in the Literacy Discussion***
Ramona Pittman, *Texas A&M University-San Antonio*
Charles Dukes, *Florida Atlantic University*
Jenny C. Wilson, *Texas A&M University-San Antonio*

Wednesday

VI. *Blogging as a Tool for Political Action: New Literacies and the 2011 Save Our Schools March*

Kathryn Dixon, *University of North Texas*
Leslie Patterson, *University of North Texas*
Teddi Martin, *University of North Texas*
Marla K. Robertson, *Texas Woman's University*
Sabrina Izbrand, *Texas Woman's University*
Jennifer Smith, *Texas Woman's University*

4:45PM - 6:00PM

GRAND BALLROOM 4

PRESIDENTIAL ADDRESS

Chair: Robert T. Jiménez, *Vanderbilt University*

I. *Welcome*

Robert T. Jiménez, *Vanderbilt University*

II. *Student Outstanding Research Award Presentation*

Marla Mallette, *Southern Illinois University Carbondale*

III. *J. Michael Parker Award Presentation*

William Muth, *Virginia Commonwealth University*

IV. *Introduction of Speaker*

Diane L. Schallert, *The University of Texas at Austin*

V. *2011 Presidential Address: Widening the Circle of Literacy Research: Sampling the Past—Envisioning Possibilities*

Patricia L. Anders, *University of Arizona*

6:00PM – 7:30PM

GRAND BALLROOM FOYER

PRESIDENT'S RECEPTION

Thursday • December 1, 2011

Thursday

***Widening the Circle for Literacy Research and Practice:
Expanding Access, Knowledge, and Participation***
*61st Annual Conference of the Literacy Research Association
November 30 - December 3, 2011 • Jacksonville, FL*

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.



ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS

focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant's comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS

focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS

bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Conference from 7:30a.m. – 8:30a.m.



AREA CHAIRS AWARD SESSIONS

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Content Area Chairs. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

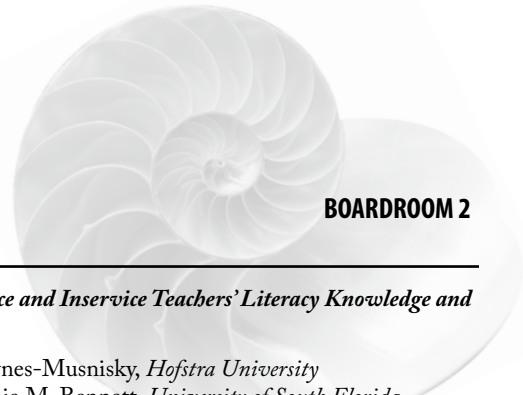
CONFERENCE CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2011 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES

are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.

Thursday



7:30AM – 8:30AM
YEARBOOK EDITORIAL BOARD BREAKFAST

RIVER TERRACE 1

8:45AM - 10:15AM
PAPER SESSION

BOARDROOM 2

7:30AM – 8:30AM
STUDY GROUPS

SEE PAGES 6-7

- Adult Literacy Study Group BOARDROOM 2
- The Critical Race Study Group - Victim to Victor in Literacy, Teaching, and Research BOARDROOM 3
- Approaches to Discourse Analysis BOARDROOM 4
- Response to Intervention: The Roles of Reading Researchers and Educators CITY TERRACE 10
- Creating and Sustaining Collaborations between Literacy and Content-area Researchers CITY TERRACE 12
- Cool Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher CITY TERRACE 4
- Word Study: Phonics, Vocabulary, and Spelling CITY TERRACE 5
- Early Literacy Study Group CITY TERRACE 6
- History of Literacy Study Group CITY TERRACE 7
- Motivation to Read CITY TERRACE 8
- Living the Writerly Life in Academia CLEARWATER
- Writing Research Study Group: Writing Assessment and Measurement With Special Guests Kristen Ritchey, Ralph Ferreti, and William Lewis DAYTONA
- Teacher Education Research Study Group (TERSG). GRAND 1
- Online Literacy Teacher Education GRAND 2
- Literacy Lab/Reading Clinic Study Group GRAND 3
- Approaches to Video Data Analysis: Discussing New Methods and Directions for Reading Research ORLANDO
- Doctoral Students' Study Group ST. JOHNS

Developing Preservice and Inservice Teachers' Literacy Knowledge and Practice

Chair: Elizabeth Hynes-Musnisky, *Hofstra University*
Discussant: Stephanie M. Bennett, *University of South Florida*

1. ***Foregrounding Disciplinary Literacy in Teacher Education: Teacher Candidates and Literacy Coaches***
Mark W. Conley, *University of Memphis*
Shannon Henderson, *University of Arkansas at Little Rock*
2. ***Preservice Teachers' Reflective Writing: Exploring the Need for Scaffolding***
Erik S. Rawls, *Florida State University*
Alysia D. Roehrig, *Florida State University*
Meagan C. Arrastia, *Florida State University*
Elizabeth H. Brinkerhoff, *Florida State University*
3. ***Expanding Professional Knowledge of Relative Contributions to Young Adolescents Success/Struggles with Silent Reading Comprehension***
Kristin M. Nellenbach, *University of North Carolina at Chapel Hill*

8:45AM - 10:15AM
PAPER SESSION

BOARDROOM 3

Individual and Collective Meaning Making-Making in Digital Spaces

Chair: Julia Kara-Soteriou, *Central Connecticut State University*
Discussant: Elisabeth Johnson, *The College of Staten Island, City University of New York*

1. ***Thoughtful Threads: A Critical Examination of Readers' Engagement in Online Literature Discussion***
Lotta Larson, *Kansas State University*
Leah McKeeman, *Kansas State University*
2. ***Life History of a Message: How One Message Brings a Class Together to Co-Construct Meaning in an Online Discussion***
Jane S. Vogler, *The University of Texas at Austin*
The D-Team, *The University of Texas at Austin*
3. ***'Dear Internet': Composing Life on Facebook***
Audra K. Roach, *The University of Texas at Austin*

8:45AM - 10:15AM
SYMPOSIUM SESSION

BOARDROOM 4

"Timescapes:" Children's Use of Time and Place Markers in Different Narratives

Chair: Poonam Arya, *Wayne State University*
Discussant: G. Pat Wilson, *University of South Florida Sarasota-Manatee*

We report a study of 13 second graders' constructs of time and place shown through their retellings of three stories. Retellings were qualitatively analyzed for language of time and place and quantitatively for story content. Eight types of time markers and three for place emerged, as did the influence of story structure on whether time or place was

8:00AM – 6:00PM **2ND FLOOR - ESCALATOR FOYER**
ATTENDEE REGISTRATION OPEN

8:00AM – 6:00PM **2ND FLOOR - ESCALATOR FOYER**
BOOK DISPLAY/SILENT AUCTION/EXHIBITS

8:00AM – 6:00PM **BOARDROOM 1**
CYBER CAFÉ OPEN

emphasized in retellings. Results are considered through theories (Lofty, Bakhtin, de Certeau) of time and place.

1. **Constructs of Time and Place**
G. Pat Wilson, *University of South Florida Sarasota-Manatee*
2. **Children's Use of Time and Place Markers in Different Narratives**
Prisca Martens, *Towson University*
3. **Time and Place Markers: What We've Learned**
Poonam Arya, *Wayne State University*

8:45AM - 10:15AM PAPER SESSION

CITY TERRACE 10

Designing Literacy Lessons Using Digital Media and Online Tools

Chair: Patricia N. Chrosniak, *Bradley University*
Discussant: Elizabeth (Betsy) A. Baker, *University of Missouri*

1. **Digital Literacies and The Kite Runner: An Exploration of Adolescents' Multimodal Responses to Literature**
Robin Jocius, *Vanderbilt University*
2. **Examining Preservice Teachers' Developing Knowledge of Effective Technology Integration in Literacy-Related Lessons**
Rachel Karchmer-Klein, *University of Delaware*
Chrystalla Mouza, *University of Delaware*
Valerie Shinas, *University of Delaware*
3. **Using Digital Media and Collaborative Writing Tools to Make Literacy More Accessible to Secondary English Language Arts Students**
Jennifer M. Conner-Zachocki, *Indiana University-Columbus*
Mary Beth Hines, *Indiana University-Bloomington*
Jenna McWilliams, *Indiana University-Bloomington*
Rebecca Rupert, *Bloomington New Tech High School*

8:45AM - 10:15AM PAPER SESSION

CITY TERRACE 12

Developing and Evaluating Literacy Assessments

Chair: Rebecca A. Binks, *National Louis University*
Discussant: Lane Roy Gauthier, *University of Mississippi*

1. **Motivation for Vocabulary Learning of College Students**
Qizhen Deng, *University of Nebraska, Lincoln*
Guy Trainin, *University of Nebraska, Lincoln*
2. **A Computer-Analytic Writing Ability Developmental Scale: A Validity Study**
Hal Burdick, *MetaMetrics*
Carl Swartz, *MetaMetrics*
Jack Stenner, *MetaMetrics*
Jill Fitzgerald, *MetaMetrics*
Don Burdick, *MetaMetrics*
Sean Hanlon, *MetaMetrics*
3. **An Evaluation of the Comparability of a Paper- and Computer-based ESL Reading Assessment**
Dennis Murphy Odo, *University of British Columbia*
Lee Gunderson, *University of British Columbia*
Reginald D'Silva, *University of British Columbia*

8:45AM - 10:15AM SYMPOSIUM SESSION

CITY TERRACE 4

Innovative Adult Literacy Practices within Informal and Non-Formal Learning Settings: Implications for Adult Literacy Educators and Schools

Chair: Minda Morren Lopez, *Texas State University-San Marcos*
Discussant: Patrick H. Smith, *The University of Texas at El Paso*

This panel presents innovative approaches to addressing the teaching, learning, and everyday practice of English literacy in informal and non-formal adult education settings. The first paper presents pen pals as a catalyst to promote literacy development for authentic communication purposes. The next study explores issues of numeracy and financial literacy with Latina/o parents. The last paper focuses on the literacy practices and experiences of a Latino family in a border town in south Texas.

1. **Literacy Partnership between Adult Learning Master's Students and Latina/o Parents Developing English Literacy: A Pen Pals' Experience**
Clarena Larrotta, *Texas State University-San Marcos*
2. **Numeracy and Financial Literacy as Social Practices in the Lives of Adult English Learners**
Arlene Serrano, *Texas State University-San Marcos*
3. **Literacy Stories from Brownfield, Texas: Mami—A Story of Agency, Community, and Survival**
Leticia Romero Grimaldo, *The University of Texas at Austin*

8:45AM - 10:15AM PAPER SESSION

CITY TERRACE 5

Literacies in and out of School

Chair: Silvia C. Nogueron, *University of Georgia*
Discussant: Mary Frances Buckley, *University of Pennsylvania*

1. **The Future is Now: An Examination of the Impact of Out-of-School Literacy on Career Goals and Educational Aspirations**
Lorraine C. Savage, *Temple University*
2. **Timescales of School Literacy and the Disciplining of Young Writers**
Lorraine Falchi, *La Escuelita*
Marjorie Siegel, *Teachers College, Columbia University*
3. **Teachers and English Learners Re-Authoring Selves: Additive Pedagogy through Writer's Workshop**
Teresa R. Fisher, *Georgia State University*
Amy Seely Flint, *Georgia State University*
Tammy Frederick, *Georgia State University*
Jennifer LaBell, *Georgia State University*

8:45AM - 10:15AM PAPER SESSION

CITY TERRACE 6

Precursors of Successful Reading Development

Chair: Gina Cervetti, *University of Michigan*
Discussant: Amanda P. Goodwin, *Vanderbilt University*

Thursday

1. **Early Oral Language and Later Reading Development in Spanish-Speaking English Language Learners: Evidence from a Nine-Year Longitudinal Study**
Michael J. Kieffer, *Teachers College, Columbia University*
2. **Multiple Case Studies of Microgenesis During Early Literacy Development**
Melanie Reaves, *University of Wyoming*
Cheryl Stewart, *University of Wyoming*
George Kamberelis, *University of Wyoming*
3. **Improving Prekindergarten Children's Comprehension of Storybooks**
William Mira, *University of Georgia*
Paula J. Schwanenflugel, *University of Georgia*
Stephanie A. Lai, *University of Georgia*
Dianne Tolentino, *University of Georgia*

8:45AM - 10:15AM ALTERNATIVE FORMAT

CITY TERRACE 7

Talking about Race and Social Justice Using Children's and Adolescents' Literature in Schools and Teacher Education Programs

- Chair:** Keonghee Tao Han, *University of Wyoming*
Discussants: Cynthia H. Brock, *University of Nevada, Reno*
Fenice Boyd, *University at Buffalo, State University of New York*

As members of the Critical Race Study (CRT) Group, we recognize racism is endemic in our society and the world. To counteract racism in our work places, the CRT group discussed ways to incorporate racial and social justice education into our annual meetings at Literacy Research Association. The purpose for this alternative session is to provide a space to talk about race and social justice issues in schools and teacher education programs through incorporating multicultural children's adolescent literature and multimodal materials.

1. **Textual Representation of Muslims**
Seemi Aziz, *Oklahoma State University*
Rohany Nayan, *University of Wisconsin-Madison*
2. **African American Literature in the Elementary Classroom**
Ashlen Currie, *Oakland University*
Toni Williams, *University of North Carolina at Greensboro*
3. **Multicultural Literature in Teacher Preparation**
Keonghee Tao Han, *University of Wyoming*
Marga Madhuri, *University of La Verne*
4. **Making Space for Space Traders in the Middle School Classrooms**
Judson Laughter, *University of Tennessee at Knoxville*
5. **Making Space for Space Traders with Pre-service Teachers**
Donna King, *Penn State University*

8:45AM - 10:15AM PAPER SESSION

CITY TERRACE 8

Early Childhood Literacy in North and South America

- Chair:** Liqing Tao, *The College of Staten Island, City University of New York*
Discussant: Joan Williams, *Sam Houston State University*

1. **Kindergarten Spanish Speakers Learning to Write in English**
Diane E. DeFord, *University of South Carolina*
Lucy Spence, *University of South Carolina*
Hope Reardon, *University of South Carolina*
2. **Exploring the Quality of Literacy Environment and Instructional Practices in Chilean Preschool Classrooms**
Carolina Melo, *Universidad de los Andes*
Pelusa Orellana, *Universidad de los Andes*
3. **The Development of Voice in Young ELLs' Writing**
Xun Zheng, *University of Illinois at Urbana-Champaign*

8:45AM - 10:15AM ALTERNATIVE FORMAT

CLEARWATER

Expanding the Investigation: Exploring the Impact of Teacher Preparation Programs on the Instructional Practices of Teacher Candidates

- Chair:** Elizabeth Dobler, *Emporia State University*
Discussants: Dana L. Grisham, *National University*
Sandy Chambers, *Kutztown University of Pennsylvania*

In the second year of a three-year longitudinal project, TERSG researchers analyze evidentiary links between teacher preparation programs and instruction that teacher candidates provide to K-6 students during student teaching at 11 universities in the United States. Three phases link the literacy components of teacher preparation programs with the International Reading Association's Standards (Phase I), to teacher candidate performance during student teaching (Phase II), and finally to teacher education candidates' enactments of instructional knowledge during their first year of teaching (Phase III). Phase I is summarized and preliminary data from Phase II is reported in this session.

1. **Theoretical Overview**
Linda S. Wold, *Loyola University Chicago*
Roya Qualls Scales, *Western Carolina University*
2. **Phase I Findings**
Susan Lenski, *Portland State University*
Thomas DeVere Wolsey, *Walden University*
3. **Methodology for Phase II**
Karen K. Yoder, *Touro University*
Linda Smetana, *California State University, East Bay*
4. **Phase II Findings**
Kathy A. Ganske, *Vanderbilt University*
Janet Young, *Brigham Young University*
Cristina Alfaro, *San Diego State University*

8:45AM - 10:15AM

DAYTONA

CONFERENCE CHAIR INVITED SESSION

LRA Yearbook: Opportunity to Serve on the Doctoral Student Editorial Review Board

Chair: Linda B. Gambrell, *Clemson University*

This session is for doctoral students who would like to review manuscripts for the *LRA Yearbook*. The *LRA Yearbook* co-editors will provide information about the manuscript review process, explain the review form, and involve participants in the process of reviewing a sample paper. Doctoral students who served as reviewers for the 2011 *Yearbook* will discuss their experiences. The session will conclude with a Question and Answer period.

Presenters:

- Pamela J. Dunston, *Clemson University*
- Linda B. Gambrell, *Clemson University*
- Victoria Gillis, *Clemson University*
- Kathy Headley, *Clemson University*
- Pamela Stecker, *Clemson University*
- Susan K. Fullerton, *Clemson University*
- Celeste Bates, *Clemson University*
- Chris Massey, *Clemson University*

8:45AM - 10:15AM

GRAND 2

AREA CHAIRS INVITED SESSION

Young Adult Literature and Literary Theory: Providing (Struggling) Readers with (More) Opportunities to Learn

Chairs: Leigh A. Hall, *University of North Carolina at Chapel Hill*
Sharon O'Neal, *Texas State University*
Janine M. Schall, *The University of Texas-Pan American*

Research shows that engagement with reading and motivation to read increase when adolescents read young adult novels, thus leading to more competent reading (e.g., Graves & Philippot, 2002; Ivey & Broadus, 2001; McGill-Franzen & Allington, 2001). However, we have a responsibility to move students—especially “struggling” readers—beyond enjoyment and improved reading scores. By including literary theory in our instruction, we provide all students with greater and equitable opportunities to learn.

Presenter:

Lisa Schreff, *Florida State University*

8:45AM - 10:15AM

GRAND 1

ALTERNATIVE FORMAT

A Gift from the American People: (Re)Positioning Literacy Research and the Literacy Research Community in Promoting Basic Literacy Achievement in Africa

Chair: James V. Hoffman, *The University of Texas at Austin*

In this alternative format session, we propose to examine issues of aid to African countries designed to promote literacy achievement. Further, we propose to examine the role of the research community in shaping these efforts. We will frame this symposium around a recently published document entitled “First Principles” for aid to developing countries that was produced by the International Reading Association with the support of USAID and the RTI (Research Triangle).

1. **First Principles for Early Grades Reading Programs in Developing Countries (International Reading Association): A Summary**
Theresa Rogers, *University of British Columbia*
2. **The Perspective: Reading—Liberia in a Post-Conflict West African Country**
Charles Temple, *Hobart & William Smith Colleges*
3. **The Perspective from Malawi: Applying Quality Criteria to Material Development**
James V. Hoffman, *The University of Texas at Austin*
Henri Chilora, *Malawi Institute of Education*
4. **The Perspective: Donated Books Programs: Responding to the Local Needs**
Wendy Saul, *University of Missouri–St. Louis*
5. **The Perspective: An International NGO's Comprehensive Readership Initiative**
Scott Walter, *Canadian Organization for Development through Education*



8:45AM - 10:15AM

GRAND 3

ALTERNATIVE FORMAT

Bridging the Everyday/Academic Divide in Adolescents' Literacies

Chair: Kathleen Hinchman, *Syracuse University*
Discussant: Donna Alvermann, *University of Georgia*

Digital media and social networking, like texting, Facebook, gaming, and video sharing, allow youth to communicate globally—even while some youth remain on the periphery. This session will include roundtable conversations about eight research projects exploring efforts to bridge everyday and academic literacies. These will be followed by discussion asking session participants to consider affordances and challenges to widespread efforts in this area. The session will end with remarks by a middle school teacher, representing several teachers' perspectives toward these issues, and by a researcher with related interests.

1. **Research Roundtables**

- Stergios Botzakis, *University of Tennessee at Knoxville*
- Barbara Guzzetti, *Arizona State University*
- Marcia Mardis, *Florida State University*
- Marcelle Haddix, *Syracuse University*
- Margaret Hagood, *College of Charleston*
- Gay Ivey, *James Madison University*
- Eliane Rubenstein-Avila, *University of Arizona*
- Eli Tucker-Raymond, *TERC*
- Kelly Wissman, *University at Albany, State University of New York*
- Lalitha Vasudevan, *Teachers College, Columbia University*

8:45AM - 10:15AM

ORLANDO

ALTERNATIVE FORMAT

Identity Construction Zone: The Dialogical Self and Literacy Practice

Chair: Bob Fecho, *University of Georgia*
Discussant: Bob Fecho, *University of Georgia*

This alternative session focuses on identity and literacy as seen through the concept of the dialogical self: (1) a study focused on how adolescent

Thursday

learners construct themselves and are constructed as struggling readers, (2) a second on the ways Korean American adolescents use a book club to fashion identities as learners in U.S. literacy classrooms, and (3) a third study that explores how Korean American adolescents are marginalized but yet cultivate a sense of invisibility.

1. **Unsigned Manuscripts: The Authoring of Adolescent Readers**
Dawan Coombs, *University of Georgia*
2. **Joining the Book Club: Identity, Culture, and Literacy Practices of Six Korean American Adolescents**
Hye-Young Park, *University of Georgia*
3. **To Be Silent and Invisible: Korean American Students and Literacy Classrooms in a Suburban High School**
Bob Fecho, *University of Georgia*

8:45AM - 10:15AM SYMPOSIUM SESSION

ST. JOHNS

Multimodal Composing in Preschool

Chair & Discussant: Deborah Wells Rowe, *Vanderbilt University*

Each paper in this symposium studies preschoolers' multimodal composing activities. Presenters will report observations of preschoolers' participation in a hands-on concept mapping activity, digital composing opportunities (e-mail, digital photography, and e-book compositions), and science journals.

1. **Concept Mapping: Constructing Multimodal Representations of World Knowledge through Play**
Summer Wood, *Vanderbilt University*
2. **Affordances of Digital Tools for Multimodal Composing**
Emily Culver Bigelow, *Vanderbilt University*
3. **Using Science Journals during Guided Inquiry Science in Preschool**
Tanya Flushman, *Vanderbilt University*

10:30AM - 12:00PM OSCAR S. CAUSEY ADDRESS

GRAND BALLROOM 4

Chair: Richard Beach, *University of Minnesota*

- I. **Oscar S. Causey Award Introduction**
William Teale, *University of Illinois at Chicago*
- II. **Oscar S. Causey Award Presentation for the 2011 Awardee**
Lesley Mandel Morrow, *Rutgers, the State University of New Jersey*
- III. **Introduction of Speaker**
Diane H. Tracey, *Kean University*
- IV. **2010 Oscar S. Causey Address— Theory, Research, Policy, Practice: IMPACT**
Lesley Mandel Morrow, *Rutgers, the State University of New Jersey*

12:00PM – 1:00PM COMMITTEE/ICG MEETINGS:

- Albert J. Kingston Award Boardroom 2
Distinguished Scholar Lifetime Achievement Award
. Boardroom 3
Early Career Achievement Award Boardroom 4
Ethics City Terrace 12
Field Council St. Johns
International ICG Clearwater
J. Michael Parker Award City Terrace 6
Multi-Lingual/Transcultural Literacies ICG Daytona
Policy & Legislative City Terrace 7
Publications City Terrace 9
Student Outstanding Research Award City Terrace 4
Technology City Terrace 5

1:15PM - 2:45PM PAPER SESSION

BOARDROOM 2

Agency and Identity in Children and Young Adult Texts

Chair: James A. Erikson, *University of Northern Colorado*

Discussant: Seemi Aziz, *Oklahoma State University*

1. **The Journey of U. S. Korean Children: (Re)Constructing Bicultural Identities in Picture Books**
Eun Hye Son, *Boise State University*
Yoo Kyung Sung, *University of New Mexico*
2. **Demonstrations of Agency in International Children's and Adolescent Literature: A Critical Content Analysis across Personal, Social, and Cultural Dimensions**
Janelle B. Mathis, *University of North Texas*
3. **Identity Constructions and Depictions in Recent Young Adult Novels that Incorporate Digital Communication Technologies**
Melanie D. Koss, *Northern Illinois University*
Eli Tucker-Raymond, *TERC*

1:15PM - 2:45PM SYMPOSIUM SESSION

BOARDROOM 3

Early Literacy as Meaning Making

Chair: Jim Anderson, *University of British Columbia*

Discussant: Jon Shapiro, *University of British Columbia*

This symposium addresses the challenging but interesting topic of environmental and individual differences in early literacy development. It examines some of the factors related to the meaning-making process in early literacy, including children's interactions with adults and the print media, the characteristics of the language, and children's understanding of assessment tasks in early literacy concepts. Collectively, these papers represent the complex ways in which young children construct meaning about written language.

1. **Parent-Child Shared Reading across Different Storybook Modes: Digital Texts, Leapfrog, and Traditional Print Formats**

Ji Eun Kim, *University of British Columbia*
Jim Anderson, *University of British Columbia*

2. **Bilingual Children's Understanding of Alphabetic and Logographic Systems in Early Writing Development**

Tina Tsai, *The Literacy Guild*
David B. Yaden, Jr., *University of Arizona*

3. **Young Learners: Understanding Children's Early Literacy Reasoning using Two-Tier Tasks**

Esther M.-C. Chan, *University of Melbourne*

1:15PM - 2:45PM

BOARDROOM 4

SYMPOSIUM SESSION

Examining Writing Instruction with Multilingual/Multicultural Students: Creating Accessible and Transformational Contexts

Chair & Discussant: Marcelle Haddix, *Syracuse University*

The purpose of the papers in this symposium is to contribute to the growing research on sociocultural theories of writing that privilege the voices of multilingual and multicultural learners. This symposium is significant to the LRA audience because it highlights the role that students have in creating hybrid spaces in support of each other's writing development.

1. **Resistance and Renegotiation in the Writing Classroom: Making Room for Peers to Co-Construct Curriculum**

Margarita Zisselsberger, *University of Miami*

2. **"I Am Brown and Proud": Enriching Migrant Youths' Literacy and Identity Development through Young Writers' Programs**

Elizabeth Lewis, *Dickinson College*

3. **Creating Legitimate Spaces for African American Adolescent Girls to Write It Out**

Gholnecsar E. Muhammad, *University of Illinois at Chicago*

1:15PM - 2:45PM

CITY TERRACE 10

SYMPOSIUM SESSION

Researching and Teaching Literacies in Texas Border Colonias

Chair: Patrick H. Smith, *The University of Texas at El Paso*

Discussant: Richard Meyer, *University of New Mexico*

This symposium presents four examples of literacy research in Texas border colonias. First we provide an overview of colonias as sites for literacy research and practice. Next we examine the development of Spanish literacy by colonia families and children in and out of school. Paper three focuses on the digital literacy practices of colonia youth. The final paper describes a case study project in which teachers learned to teach with local literacies found in border colonias.

1. **Border Colonias as Sites for Literacy Research**

Patrick H. Smith, *The University of Texas at El Paso*
Amabilia V. Valenzuela, *The University of Texas at El Paso*

2. **Spanish Literacy Development in a Texas Border Colonia**

María E. Díaz, *The University of Texas at Brownsville*

3. **Widening the Circle to Include Colonia Children's Technology Use: Literacy and Language Issues**

Kathy Bussert-Webb, *The University of Texas at Brownsville*
María E. Díaz, *The University of Texas at Brownsville*

4. **Promoting Biliteracy Development with Children and Parents in Border Colonias: A Case Study Approach to Teacher Preparation**

Luz A. Murillo, *The University of Texas-Pan American*

1:15PM - 2:45PM

CITY TERRACE 12

ALTERNATIVE FORMAT

Widening the Circle for Adolescent Literacy Research Focusing on Technology

Chair: Sharon M. Pitcher, *Towson University*

Discussant: Carol J. Delaney, *Texas State University-San Marcos*

Research suggests that technology has not been embraced as crucial to literacy learning in secondary schools in the U.S. The purpose of this study is to present research from the multiple perspectives of professional development, English language learners, new literacies, motivation to read, and content area literacy on how literacy engagement can be enhanced through technology. We invite researchers to join in the conversation to inspire future research blending perspectives.

1. **Widening Middle School Teachers' Understanding of Using Technology through Use of Technology**

Sharon M. Pitcher, *Towson University*

2. **Making Mini Movies to Develop Reading, Writing, Listening, and Speaking Motivation in English Language Learners**

Gilda Martinez, *Towson University*

3. **Engaging Struggling Readers Using I-Search Projects**

Sandra Matson, *Texas State University-San Marcos*
Carol J. Delaney, *Texas State University-San Marcos*

4. **Examining the Role of Technology in College Students' Academic Literacy Practices**

Sarah Lohnes Watulak, *Towson University*
Dean Whitfield, *Towson University*

1:15PM - 2:45PM

CITY TERRACE 4

SYMPOSIUM SESSION

Widening the Circle of Literature Research: Narrative, Transnational, and Critical Sociocultural Theory in the Study of Latino/a Children's and Young Adult Literature

Chair: Patricia Enciso, *The Ohio State University*

Discussant: Robert T. Jiménez, *Vanderbilt University*

We aim to extend the scholarship on Latino/a literature by applying the tools of literary narrative analysis along with transnational, Latino/a narrative, and critical discourse theories. In addition to presentations of close readings and applications of interdisciplinary critical analytic frames, we articulate the implications and possibilities of teaching contemporary Latino/a children's and young adult literature and developing new approaches to transnational, multicultural, and multilingual literacy and literature research.

1. **Analyzing "Pretextual Gaps" in Victor Martinez's Parrot in the Oven: Mi Vida—A Critical Sociocultural Perspective on Literature and Reading**

Patricia Enciso, *The Ohio State University*

2. **Critical Fictions of the Global: Transnational Narratives in Latino/a Literature**

Carmen L. Medina, *Indiana University-Bloomington*
Carol Brochin Ceballos, *The University of Texas at El Paso*

Thursday

3. **"I'm Just Saying What You Have Already Said and Are Saying Again": Becoming the Spanish-Speaking Orator of My Shoes and I**
Samuel Saldivar, *The Ohio State University*
4. ***In Search of the Ideal Reader for Children's Non-Fiction Books about el Dia de Los Muertos***
Denise Davila, *The Ohio State University*

1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 5

Reading Comprehension: Identity, Affect, and Metacognition

Chair: Jayne C. Lammers, *University of Rochester*

Discussant: Meghan M. Parkinson, *University of North Florida*

1. ***The Role of Identity in Reading Comprehension Development***
Leigh A. Hall, *University of North Carolina at Chapel Hill*
Heather Greene, *Chapel Hill-Carrboro City Schools*
2. ***The Psychological Reality of Affective Components in Reading: An Examination of Three Measures***
Kristin Conradi, *North Carolina State University*
3. ***Ten Expert Readers Reading in Two Languages: The Biliterate Metacognitive Reading Process***
Hyunjoo Kwon, *The University of Texas at Austin*
Diane L. Schallert, *The University of Texas at Austin*

1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 6

Using Technology in Preservice Reading Teacher Preparation

Chair: Catherine M. Weber, *Arizona State University*

Discussant: Katie Hilden, *Radford University*

1. ***"Gotta Love Technology!" Preservice Teachers' Transformation in a Blended Online Multicultural Literature Course***
Ruth M. Lowery, *University of Florida*
Mary Ellen Oslick, *University of Central Arkansas*
2. ***An Examination of Online Discussions of Educational Research Conducted by Teachers-in-Training***
Susan Dougherty, *Rutgers University*
3. ***Coaching Preservice Teachers with Blogs***
Jennifer Moon Ro, *State University of New York College at Fredonia*
Kathleen Magiera, *State University of New York College at Fredonia*
Rhea Simmons, *State University of New York College at Fredonia*
Kathleen Gradel, *State University of New York College at Fredonia*
Gregory Harper, *State University of New York College at Fredonia*

1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 7

Teacher Development and Literacy Instruction in the Content Areas

Chair: Jaime Berry, *Texas A&M University*

Discussant: Joyce H. Jennings, *Northeastern Illinois University*

1. ***Exploring the Impact of Critical Literacy Theory and Practice in a Graduate Content Area Literacy Course***
Kyle F. Kaalberg, *University of Nevada, Las Vegas*
Thomas W. Bean, *University of Nevada, Las Vegas*
Jennifer Wimmer, *Brigham Young University*
2. ***Integrating Literacy, Social Studies, and History: Exploring Teacher Learning and the Process of Instructor Collaboration***
Cynthia H. Brock, *University of Nevada, Reno*
Kathy Obenchain, *Purdue University*
Suzette M. Youngs, *University of Northern Colorado*
3. ***Content Area Teachers in Secondary Grades and Reading: Needs, Practice, and Reflections***
Vicky I. Zygouris-Coe, *University of Central Florida*
Bonnie Swan, *University of Central Florida*

1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 8

Students' Collaborative Engagement in Literacy Groups

Chair: Laura A. May, *Georgia State University*

Discussant: Althier Lazar, *Saint Joseph's University*

1. ***Exploring ADHD Middle Level Readers and the Social Aspect of Reading: A Case Study of ADHD Students' Perceptions about Participating in Literature Circles***
Xiufang Chen, *Rowan University*
2. ***"When You Stand Up Tall and Straight You are Brave": Elementary Teachers and Children Responding to Critical Conversations***
Amy Seely Flint, *Georgia State University*
3. ***Writing with Readers in Mind: Audience Awareness in Elementary Writers***
Lorien Chambers Schuldt, *Stanford University*

1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 9

Supportive Discourse for Literacy Learning

Chair: Lane Roy Gauthier, *University of Mississippi*

Discussant: Amy E. Burke, *The University of Texas at Austin*

1. ***Can SFL and Genre Theories Mediate Critical Literacy Discourses and Challenge the Domination of Transmission Practices in U.S. Classrooms?***
Patricia C. Paugh, *University of Massachusetts Boston*
Jorgelina Abbate-Vaughn, *University of Massachusetts Boston*
Geoff Rose, *Boston Public Schools*
2. ***Teacher Talk that Builds Students' Vocabulary Knowledge***
Evelyn Ford-Connors, *Boston University*
3. ***The Nature of Engagement with Concrete Literacy Tools in Fourth-Grade Classrooms***
Misty Sailors, *The University of Texas at San Antonio*
Tracey Kumar, *The University of Texas at San Antonio*
Lorena Villarreal, *The University of Texas at San Antonio*
Troy Wilson, *The University of Texas at San Antonio*
Idalia Nunez, *The University of Texas at San Antonio*
Shannon Blady, *The University of Texas at San Antonio*

1:15PM - 2:45PM
SYMPOSIUM SESSION

CLEARWATER

Adolescent Literacy, Achievement, and Identity: Looking Beyond Scores and Labels

Chair: Elizabeth Moje, *University of Michigan*

Discussant: Kris Gutierrez, *University of Colorado at Boulder*

We will present three studies of literacy achievement and identity among adolescents from different urban areas. The studies all explore literacy and achievement from multiple data sources and with an expansive view of what counts as achieving. We will discuss the consequences of achievement labels for adolescents' identity development, their sense of self-concept, and their risk and resilience and argue that these competencies, along with skills and strategies, are crucial for literacy development and achievement.

1. *Complicating "Achievement" in Adolescent Literacy: Exploring Differences between Higher and Lower Achieving Adolescent Readers*

Darin B. Stockdill, *University of Michigan*
Julie Learned, *University of Michigan*
Michelle Nguyen, *University of Michigan*
Emily Rainey, *University of Michigan*
Natasha Rappa, *University of Michigan*
Elizabeth Moje, *University of Michigan*

2. *Academic Literacy in the Eleventh Hour: Possibilities and Imperatives for Profoundly Underprepared High School Students*

Cynthia Greenleaf, *WestED*
Cindy Litman, *WestED*

3. *Individual Uptake of Collective Supports in Cultural Modeling Literature Classrooms*

Carol D. Lee, *Northwestern University*
Malayna Bernstein, *West Virginia University*
Ama R. Thompson, *Betty Shabazz International Charter Schools*

1:15PM - 2:45PM
SYMPOSIUM SESSION

DAYTONA

Reaching Teachers and Students: Studies of Professional Development Programs in Writing

Chair: Marilyn McKinney, *University of Nevada, Las Vegas*

Discussant: Linda Friedrich, *National Writing Project*

This symposium presents four studies that investigate practices in professional development, focusing on change in teacher practice and student outcomes. The impact of professional development programs emphasizing long-term university-school partnerships, teacher inquiry, and authentic literacy experiences for students will be explored, demonstrating ways researchers can "widen the circle" for literacy through professional development partnerships in K-12 schools.

1. *Factors that Influence the Adoption of New Instructional Practices by Teachers Experiencing Professional Development in Writing Instruction*

Sarah Hunt-Barron, *Converse College*
Rebecca Kaminski, *Clemson University*

2. *The Language of Teaching and Learning when Teachers Enact the Principles and Practices of Culturally Mediated Writing Instruction with Adolescent English Language Learners*

Carol Wickstrom, *University of North Texas*
Leslie Patterson, *University of North Texas*
Jennifer Isgitt, *Keller Independent School District*

3. *Teacher Change and Student Growth: Studying the Impact of a Professional Development Model*

Keri Franklin, *Missouri State University*
Amy Lannin, *University of Missouri*

4. *"I'm Beginning to See and Understand that Writing Is Every Day, All Day": The Influence of Long-Term Professional Development in Writing*

Diane Santori, *West Chester University of Pennsylvania*

1:15PM - 2:45PM
SYMPOSIUM SESSION

GRAND 1

Writing: It Still Matters

Chair: Denise N. Morgan, *Kent State University*

Discussant: Randy Bomer, *The University of Texas at Austin*

Writing research is often neglected due to the overwhelming focus on reading research. Yet, there are repeated calls for increased attention to writing instruction at all levels (NCTE 204, 208, 209; National Commission on Writing for America's Families, Schools and Colleges, 203, 204). The purpose of this symposium is to present four studies that investigate the teaching of writing.

1. *Using Writing to Build Adolescents' Mathematical Knowledge*

Dixie D. Massey, *University of Washington*
Lance E. Riley, *American School in Taichung*

2. *A Research Synthesis of Preservice Teachers and Writing*

Denise N. Morgan, *Kent State University*
Kristine E. Pytash, *Kent State University*

3. *Love That Blog! Digital Writing in a Preservice Elementary Language Arts Methods Course*

Lea Calvert Evering, *Indiana University of Pennsylvania*

4. *"I Thought Poems Had To Rhyme" Preservice Teachers' Evolving Understandings about Teaching Poetry in a Writing Methods Course*

Belinda S. Zimmerman, *Kent State University*
Denise N. Morgan, *Kent State University*
Melanie K. Kidder-Brown, *Kent State University*
Katherine E. Batchelor, *Kent State University*

Thursday



1:15PM - 2:45PM

GRAND 2

AREA CHAIRS INVITED SESSION

What to Do, What Not to Do: Elements of Excellence and Fundamental Flaws in Literacy Research

Chairs: Marla H. Mallette, *Southern Illinois University*
Nell K. Duke, *Michigan State University*

Discussant: P. David Pearson, *University of California, Berkeley*

Many LRA members have reviewed manuscripts, which they see as having fundamental flaws in research design and/or interpretation. The purpose of this session is to draw attention to common flaws, as well as elements of excellence, in literacy research in hopes of improving the quality of future research. The session will include reports of empirical studies on common errors in research, perspectives of journal editors, and a discussion of the implications of the session's presentations.

1. ***Common Analytical and Interpretational Errors in Quantitative and Qualitative Research***
Anthony J. Onwuegbuzie, *Sam Houston State University*
2. ***Current and Former Editors' Perspectives on Elements of Excellence and Fundamental Flaws in Literacy Research***
Diane Barone, *University of Nevada, Reno*
Donna Alvermann, *University of Georgia*
Ian Wilkinson, *The Ohio State University*

1:15PM - 2:45PM

GRAND 3

ALTERNATIVE FORMAT

Promising Practices in Literacy Teacher Education: Researchers of Literacy Teacher Education Share Best Practices

Chair: Deborah Litt, *Trinity University*

Discussant: Victoria Risko, *Vanderbilt University*

During three rounds of concurrent small group sessions, members of the Teacher Education Research Study Group will describe an assignment, activity, or structure they have found to be particularly effective in developing strong literacy teachers. Research on these practices will also be shared.

Presenters:

Marsha Riddle Buly, *Western Washington University*
Tracy Coskie, *Western Washington University*
Sherry Dismuke, *Boise State University*
Douglas Fisher, *San Diego State University*
Kathy A. Ganske, *Vanderbilt University*
Diane Lapp, *San Diego State University*
Lotta Larson, *Kansas State University*
Deborah Litt, *Trinity University*
Susan Martin, *Boise State University*
Leah McKeeman, *Kansas State University*
Nancy Place, *University of Washington Bothell*
Antony T. Smith, *University of Washington Bothell*
Karen Smith, *University of Manitoba*
Thomas De Vere Wolsey, *Walden University*

1:15PM - 2:45PM

PAPER SESSION

ORLANDO

Variables and Factors Influencing Second Language Literacy

Chair: Patience A. Sowa, *Zayed University*

Discussant: Amanda P. Goodwin, *Vanderbilt University*

1. ***Is Oral English Ability Related to Young Latinos' English-Reading Growth?***
E. Jackie Relyea-Kim, *University of North Carolina at Chapel Hill*
Steve Amendum, *North Carolina State University*
Sandra Garcia, *University of North Carolina at Chapel Hill*
Jill Fitzgerald, *MetaMetrics*
2. ***An Exploratory Study of Factors Affecting Fourth Grade Hmong Students' Reading Proficiency***
Megan C. Mahowald, *Indiana University*
3. ***Exploring the Relationships among First (L1) and Second Language (L2) Writing, Reading Comprehension, and Other Background Variables***
Reginald D'Silva, *University of British Columbia*
Dennis Murphy Odo, *University of British Columbia*
Lee Gunderson, *University of British Columbia*

1:15PM - 2:45PM

PAPER SESSION

ST. JOHNS

Differentiating Instruction or Responding to Individual Needs

Chair: Earl Cheek, *Louisiana State University*

Discussant: Carol Lloyd Rozansky, *University of Nebraska, Omaha*

1. ***Expanding Access, Knowledge, and Participation through the Involvement of Faculty with Response to Intervention***
Valerie J. Robnolt, *Virginia Commonwealth University*
Jodi Welsch, *Frostburg State University*
Katherine A. D. Stahl, *New York University*
Jennifer Jones, *Radford University*
Sharon Green, *Fairleigh Dickinson University*
Kevin Flanigan, *West Chester University of Pennsylvania*
2. ***A Road Less Traveled: A Systematic Review of Differentiated Instruction***
Kelly Puzio, *Vanderbilt University*
3. ***Waiting for Special Education: Intended and Unintended Influences of RTI on Literacy Instruction***
Janice F. Almasi, *University of Kentucky*
Patricia Edwards, *Michigan State University*
Susan J. Hart, *University of Kentucky*

🗨️ 1:15PM - 1:55PM

RIVER TERRACE 1

ROUNDTABLE

- I. ***Exploring Two Interventions to Promote Graduate Education Majors' Dispositions toward Culturally Responsive Teaching in a Summer Literacy Camp***
Janet C. Richards, *University of South Florida Tampa*
Stephanie M. Bennett, *University of South Florida*
Patriann Smith, *University of South Florida Tampa*

II. *The Effects of Goals on Revisions of Persuasive Text by Students in Grades 1 through 4—Beliefs about Writing and Description of Students' Persuasive Writing*

Zoi A. Philippakos, *University of Delaware*
Charles A. MacArthur, *University of Delaware*

III. *Year 1 of a Collaborative, Longitudinal Professional Development Project*

Seth Parsons, *George Mason University*
Allison Ward Parsons, *George Mason University*
Stiles X. Simmons, *Howard Road Academy*
Leila N. Richey, *George Mason University*

IV. *Re-Evaluating the Literacy Professional's Role in the Era of High-Stakes Testing: A Collaborative Project between an Urban School District and College Literacy Faculty and Literacy Graduate Candidates*

Ekaterina Midgette, *The College of Saint Rose*
Jillian Caisse, *The College of Saint Rose*
Stefania Tedesco, *Green Island School District*

V. *Reading One's Reading: Exploring How Preservice English Teachers Read Literature and Why "How" Matters for Teaching*

Sue Ringler Pet, *Manhattanville College*

VI. *Becoming Leaders de la Lectura: Elementary Students Facilitating Bilingual Dialogic Reading with Young Children*

Kate Brayko, *Seattle University*

**2:05PM - 2:45PM
ROUNDTABLE**

RIVER TERRACE 1

I. *Understanding Responses to High School Exit Exams in Literacy: A Bourdieusian Analysis of Poetic Transcriptions*

Andrew P. Huddleston, *University of Georgia*

II. *How do Active Learning Strategies and Interactive Whiteboards Promote Value-Added Learning?*

Chyllis E. Scott, *Texas A&M University*
Erin McTigue, *Texas A&M University*

III. *Expanding Access, Knowledge, and Participation During In-School Independent Reading Time*

Lunetta M. Williams, *University of North Florida*
Katrina W. Hall, *University of North Florida*
Wanda B. Hedrick, *University of North Florida*

IV. *Investigating Preservice Teachers' Beliefs Toward Cultural Diversity Employing Inquiry through Literature (ITL) Approach*

Dusadee Rangseechatchawan, *Sam Houston State University*
Debra Price, *Sam Houston State University*

V. *What Do First-Grade Teacher Interviews Reveal about First-Grade Reading Instruction?*

Mariam Jean Dreher, *University of Maryland*
Candice Brie Doyle, *University of Maryland, College Park*

VI. *Supporting the Literacy Development of English Language Learners through Scaffolded Writing*

Heather J. McCrea-Andrews, *Clemson University*
Susan K. Fullerton, *Clemson University*
Kimberly Robson, *Clemson University*
Ashley Welton, *Clemson University*

**3:00PM - 4:30PM
PAPER SESSION**

BOARDROOM 2

Academic Access and Achievement for Young Adults with Low Literacy

Chair: Leslie S. Rush, *University of Wyoming*

Discussant: Sheila Benson, *University of Northern Iowa*

1. ***A Highway, A Treadmill, and A Fishbowl: Students' Conceptualizations of College Reading and Writing***
Eric J. Paulson, *Texas State University-San Marcos*
Sonya L. Armstrong, *Northern Illinois University*

2. ***Expanding Access, Knowledge, and Participation to Successful Young Adults with Low Literacy Skills***
Donita J. Massengill Shaw, *University of Kansas*
Laurel Disney, *Michigan State University*

3. ***The Dyslexic Prom Queen: Passing as Literate***
Ellen B. Hurst, *Atlanta Speech School*

**3:00PM - 4:30PM
PAPER SESSION**

BOARDROOM 3

Students' and Teachers' Engagement with Texts

Chair: Betty J. Herzhauser, *University of South Florida Tampa*

Discussant: Corrine M. Wickens, *Northern Illinois University*

1. ***Engagement with Young Adult Literature: Processes, Consequences and Limits***
Gay Ivey, *James Madison University*
Peter H. Johnston, *University at Albany, State University of New York*

2. ***Students' Deeply Personal Responses during Open-Ended Dialogue about Literature***
Jo Worthy, *The University of Texas at Austin*
Katharine L. Chamberlain, *The University of Texas at Austin*
Katie E. Peterson, *The University of Texas at Austin*
Caron Sharp, *The University of Texas at Austin*
Pei-Yu Shih, *The University of Texas at Austin*

3. ***Teacher Read-Aloud Style and Delivery: Fiction and Non-Fiction Texts***
Debra Price, *Sam Houston State University*
Mary Robbins, *Sam Houston State University*

**3:00PM - 4:30PM
PAPER SESSION**

BOARDROOM 4

Literacy, Language and Reading Instruction in Globalized and International Settings

Chair: Nina L. Hasty, *Michigan State University*

Discussant: Kristen H. Perry, *University of Kentucky*

1. ***Using Critical Discourse Analysis to Understand Contextual Influences on Immigrant Adolescents' Construction of Learner***

Thursday

Identities and Situated Motivation to Learn Korean in a Korean School

Jung-In Kim, *University of Colorado at Denver*

2. *International Literacy Educator: Global Life and Lessons*
Leslie M. Cavendish, *High Point University*
3. *A Mixed-Methods Study of Middle School English Reading Instruction in China*
Ran Hu, *East Carolina University*
Guili Zhang, *East Carolina University*

3:00PM - 4:30PM
PAPER SESSION

CITY TERRACE 10

Analysis of Dialogic Tensions in Literacy Practices, Voices, Spaces, and Identity Construction

Chair: Jill Castek, *University of California, Berkeley*

Discussant: Virginia J. Goatley, *International Reading Association*

1. *High School Students' Construction of Drama Scripts: Reframing School Events as a Critical Inquiry Practice*
Richard Beach, *University of Minnesota*
2. *Voicing Resistance: The Negotiation of Male Voice and Identity in Multiple Classroom Literacy Contexts*
Linda S. Bausch, *Dowling College*
3. *Cards, Letters, Forms, and Applications: Re-Examining the Literacy Event in Roadville and Trackton*
Kimberly Lenters, *University of Calgary*

3:00PM - 4:30PM
PAPER SESSION

CITY TERRACE 12

Writing in the 21st Century

Chair: Eileen M. Kaiser, *Northeastern Illinois University*

Discussant: Pamela A. Mason, *Harvard Graduate School of Education*

1. *Multimedia Composition as Creative Problem Solving: Investigating Mediating "Tactics"*
Deborah Kozdras, *University of South Florida*
James R. King, *University of South Florida*
2. *Digital Storytelling for Response in Historical Fiction Book Clubs*
Ted B. Kesler, *Queens College, City University of New York*
3. *Examining the Relationship between Performance Literacy and Writing: Comparing Traditional and Digital Storytelling*
Ashley Thesen, *West Hartford Public Schools*
Julia Kara-Soteriou, *Central Connecticut State University*
Helen R. Abadiano, *Central Connecticut State University*

3:00PM - 4:30PM
SYMPOSIUM SESSION

CITY TERRACE 4

Exploring Preservice Teacher Beliefs and Literacy Practices through Accelerated Reader, Definitions of Literacy, Poetry, and Interactive White-Board Technology

Chair: Devon Brenner, *Mississippi State University*

Discussant: Heather Pleasants, *University of Alabama*

The four papers in this symposium examine the nature and sources of teacher beliefs about literacy and literacy instruction and the teacher education practices that elicit and challenge those beliefs. The intent is to deepen our understanding of the interaction between literacy teachers' beliefs, their use of technology, and their literacy pedagogy.

1. *When Quizzes and Points Kill Reading: Accelerated Reader and Preservice Teachers' Views of Themselves as Readers*
Devon Brenner, *Mississippi State University*
2. *Expanding Definitions of Literacy: Secondary Preservice Teachers Rethink Meaning-Making in their Content Areas*
Robyn B. Seglem, *Illinois State University*
Kara Lycke, *Illinois State University*
3. *An Examination of Pre-Service Teachers' Dispositions toward Poetry*
J. Kevin Dupre, *Athens State University*
4. *Pedagogical Beliefs and Practices Surrounding Interactive Whiteboard Technology*
John Bishop, *University of Southern Mississippi*

3:00PM - 4:30PM

CITY TERRACE 5

ALTERNATIVE FORMAT

"You Can't Teach Them, You Don't Even Look or Sound Like Them": Developing a Social Justice Research Agenda for Teacher Education

Chair: Kinga Varga-Dobai, *Georgia Gwinnett College*

In this cross-ethnic and institutional session three junior scholars of color and of diverse linguistic background bring their teaching methods, practices, and developing praxis into spheres of discourse. Their negotiation of multiple identities as both literacy teacher educators and women of color teaching mostly white, young preservice teachers in the southeast is a delicate interplay of understanding the complexities and intersectionalities of their work as they draw from scholarship related to critical literacy, social justice, and feminism/womanism.

Presenters:

Rachelle D. Washington, *Clemson University*

Kinga Varga-Dobai, *Georgia Gwinnett College*

Julia Lopez-Robertson, *University of South Carolina*

3:00PM - 4:30PM

CITY TERRACE 6

SYMPOSIUM SESSION

Content Literacy Discourse Communities from Pre-School to College: Do Patterns of Content Literacy Discourse Shape Us or Do We Choose Them Based on Our Fit?

Chair & Discussant: Richard M. Oldrieve, *Bowling Green State University*

Three studies found similar profiles and ways of knowing at preschool, middle school, and college levels. The "creative" way of knowing of preschoolers aligned with the visualization and processing speed characteristics of college 3-D artists, math teachers, and ambidextrous music majors. The "conceptual" aligned with language arts and social studies teachers. while the "procedural" aligned with strongly handed music majors and science teachers. The affordances and gestures of middle school content-area teachers fit similar patterns.

1. **Interest Orientations of Preschoolers**
Carin Neitzel, *University of Tennessee at Knoxville*
2. **Analyzing the Written and Visual Representations of Four Middle School Disciplines**
Amy Alexandra Wilson, *University of Georgia*
3. **Processing Differences by Collegiate Academic Major**
Richard M. Oldrieve, *Bowling Green State University*
Cynthia Bertelsen, *Bowling Green State University*

3:00PM - 4:30PM

CITY TERRACE 7

ALTERNATIVE FORMAT

Sins of the Father: Portraits of (Il)lteracy in Three Acts

Chairs: Jenifer Jasinski Schneider, *University of South Florida Tampa*
Susan Constable, *Otterbein University*

Discussant: Carrie Blosser Scheckelhoff, *Otterbein University*

In this session we use performance ethnography (Denzin, 2003) and ethnotheatre (Salda, 2005) to explore the construction of (il)lteracy in the lives of three adult participants (two pre-service teachers and a non-student adult). The researchers bring to life the historical, social, political, and instructional forces that shape our subjects' (il)lteracy experiences through this arts-based performance.

1. **"I Don't Want to be a Dumbass.": Cam's Quest toward Literacy and Cultural Capital**
Susan Constable, *Otterbein University*
2. **Testing the Limits of Accommodation: (Il)lteracy in Teacher Education**
Carrie Blosser Scheckelhoff, *Otterbein University*
3. **"Text, but i (Don't) Teach: Navigating" Literacy**
Jenifer Jasinski Schneider, *University of South Florida Tampa*

3:00PM - 4:30PM

CITY TERRACE 8

PAPER SESSION

Teacher Professional Development in ELL Technology as well as through Literacy Coaching

Chair: Margaret Saucedo Curwen, *Chapman University*

Discussant: Matt J. Hollibush, *Mount Saint Mary College*

1. **Building and Rebuilding a Statewide Support System for Literacy Coaches**
Sharon Walpole, *University of Delaware*
Michael C. McKenna, *University of Virginia*
Julie K. Morrill, *Georgia Department of Education*
2. **Teacher Perspectives on Improving Professional Development on the Integration of Technology into Literacy Instruction**
Amy Hutchison, *Iowa State University*
3. **Vocabulary Development in English Language Learners and Monolinguals: The Role of Intense and Targeted Professional Development**
Paula Quinn, *University of Massachusetts Donahue Institute*
Linda Camp, *Early Language Matters*

3:00PM - 4:30PM

CITY TERRACE 9

SYMPOSIUM SESSION

Literacy, Identity, and Learning: A Three-Year Longitudinal Study with Immigrant Families

Chair: Dana Hagerman, *University of Wisconsin-Madison*

Discussant: Catherine Compton-Lilly, *University of Wisconsin-Madison*

This session examines the ways members of immigrant families make sense of schooling and literacy over a three-year period as children move from kindergarten through grade three. While the case studies in this symposium draw on the same data set, each takes a unique approach to the data—highlighting new perspectives and insights.

1. **Islamic Identity in Children of Muslim Immigrants: Holding a Tiger By Its Tail**
Rohany Nayan, *University of Wisconsin-Madison*
2. **Literacy and Identity Work: Lili's Figured Worlds**
Yvonne Pek, *University of Wisconsin-Madison*
3. **Learning within Identity Construction: Elina Learns to Read and Write**
Dana Hagerman, *University of Wisconsin-Madison*

3:00PM - 4:30PM

CLEARWATER

ALTERNATIVE FORMAT

Learning about Literacy in Pre-Service and In-Service Settings: Research and Developments from the Literacy Achievement Research Center

Chairs: Douglas K. Hartman, *Michigan State University*
Nell K. Duke, *Michigan State University*

Teacher learning about literacy is increasingly studied in the context of pre-service and in-service settings. The nature of these studies can vary considerably from one setting, program, and project to another. In this alternative format session, we juxtapose 10 studies that represent varying ways literacy and teacher learning have been paired to understand and improve pre-service and in-service education.

1. **Comprehensive, but Not Coherent: Addressing a Contemporary Problem of Practice in Elementary Literacy Education in an Internship Program**
Susan Florio-Ruane, *Michigan State University*
Chad H. Waldron, *Michigan State University*
2. **Mentoring Beginning Teachers as Learners: An Investigation of Three Novice Teachers' Experiences Learning to Lead Discussions**
Sarah Little, *Michigan State University*
Randi Stanulis, *Michigan State University*
Erin Wibbens, *Michigan State University*
3. **Using Inquiry to Improve Pedagogy and Build Coherence in an Elementary Literacy Education Program**
Cheryl Rosaen, *Michigan State University*
Lynne Watanabe, *Michigan State University*
Amber Meyer, *Michigan State University*
4. **Entertaining OR Didactic: Pre-Service Teachers Confronting Assumptions about Children's Literature in the Classroom**
Kristin K.A. McIlhagga, *Michigan State University*
5. **Writing Digitally: Pre-Service Teachers Blogging in the College Classroom**
Todd Ide, *Michigan State University*
6. **Applying Research in the Classroom: Beyond a Common Text**
Laura M. Jiménez, *Michigan State University*

Thursday

- 7. Professional Development for In-Service Teachers of ELLs: A Team-Training Approach**
Guofang Li, *Michigan State University*
Maria Selena Protacio, *Michigan State University*
Jackie Sweeney, *Michigan State University*
Kaliamma Ponnann, *Michigan State University*
Sergio Keck, *Lansing School District*
- 8. The Impact of Technology Integration on Four Upper Elementary Teachers' Conceptions of Literacy and Literacy Practices**
Paul M. Morsink, *Michigan State University*
Michelle Schira Hagerman, *Michigan State University*
Anne Heintz, *Michigan State University*
Matthew Boyer, *Michigan State University*
Kristen Kereluik, *Michigan State University*
Robin Harris, *Michigan State University*
Douglas K. Hartman, *Michigan State University*
- 9. Culturally Relevant Pedagogies: Theory and Research on Literacy in Multicultural Settings**
Patricia Edwards, *Michigan State University*
Susan V. Piazza, *Western Michigan University*
- 10. Issues in Teacher Preparation and Professional Development for Deep and Open Reading to Learn on the Web**
Rand J. Spiro, *Michigan State University*
Michael DeSchryver, *Michigan State University*

3:00PM - 4:30PM SYMPOSIUM SESSION

DAYTONA

Critical Responses to Children's Literature in the Classroom, the University, and the Media

Chair: Jerome Harste, *Indiana University*

Discussant: Patricia Enciso, *The Ohio State University*

This symposium presents three studies that demonstrate how to create readers who are savvy consumers of text and have the know-how to unpack these texts for purposes of repositioning themselves and taking action. The mantra "Enjoy, Dig Deeply, Take Action," is at the center of this work. Each study examines how multimodal responses or media references to children's literature complicate textual and world understandings.

- 1. U.S. History with an Edge: Digging Deeper into Children's Literature and Textbooks**
Mitzi Lewison, *Indiana University-Bloomington*
- 2. Exploring Stereotypes and Counter Narratives through Transmediation**
Chris Leland, *Indiana University-Purdue University Indianapolis*
- 3. At the Intersection of Children's Literature and Pop Culture**
Jerome Harste, *Indiana University*
Vivian Vasquez, *American University*
Peggy Albers, *Georgia State University*

3:00PM - 4:30PM PAPER SESSION

GRAND 1

Literacy Leadership and International Perspectives

Chair: Krishna Seunarinensingh, *University of West Indies*

Discussant: Michael Manderino, *Northern Illinois University*

- 1. Toward a Framework Defining Literacy Leadership: Widening the Circle of Literacy Research to Include the Elementary Principal**
Margaret-Mary Sulentic Dowell, *Louisiana State University*
Bonnie L. Hoewing, *Gateway Community College*
Dana L. Bickmore, *Louisiana State University*
- 2. Read Malawi: Implementation Design and Feasibility**
Misty Sailors, *The University of Texas at San Antonio*
James V. Hoffman, *The University of Texas at Austin*
Henri Chilora, *Malawi Institute of Education*
Davie Kaambankadzanja, *Malawi Institute of Education*
P. David Pearson, *University of California, Berkeley*
Jaran Shin, *University of California, Berkeley*
- 3. Orthographic Development of Chinese Language: A Historical Examination and Its Implications for Today**
Liqing Tao, *The College of Staten Island, City University of New York*
Gaoyin Qian, *Lehman College, City University of New York*

3:00PM - 4:30PM

GRAND 2

AREA CHAIRS INVITED SESSION

Considering the "State" of Literacy Teacher Education in a High-Stakes Accountability Era

Chairs: Jim S. Furman, *University of New Orleans*
Seth Parsons, *George Mason University*
Mark D. Vagle, *University of Georgia*

At a time when schooling is primarily defined by standards and high-stakes tests designed to evaluate students, teachers, and schools relative to those standards, this session brings together leading literacy scholars to consider implications for literacy teacher education. The session will include issues such as the preparation of reading teachers with NCLB in mind; the influence of common core standards; and how critically oriented literacy teacher education is situated given the present policy context.

Panelists:

James V. Hoffman, *The University of Texas at Austin*
Deborah R. Dillon, *University of Minnesota*
Victoria Risko, *Vanderbilt University*
Sheila Valencia, *University of Washington*

3:00PM - 4:30PM

GRAND 3

AREA CHAIRS INVITED SESSION

Subject Area Writing and Writing Instruction in Middle and High Schools

Chair: Judith A. Langer, *University at Albany, State University of New York*

This session will present results from the National Study of Writing Instruction, which is examining the nature of the writing students do and the instruction they receive in middle and high school English, science, social science/history, and mathematics. Papers will examine changes in instruction over the past 30 years, uses of writing in mathematics and science, writing with ELLs, and contrasts between schools serving high- and low-poverty student populations.

- 1. Overview of NSWI**
Arthur N. Applebee, *University at Albany, State University of New York*
- 2. Writing and Disciplinary Thinking in Science and Math**
Marc Nachowitz, *University at Albany, State University of New York*
- 3. English Language Learners and Writing across the Disciplines**
Kristen Wilcox, *University at Albany, State University of New York*
- 4. Contrasts in Writing Instruction among Schools Serving Higher- and Lower-Proportions of Students in Poverty**
Judith A. Langer, *University at Albany, State University of New York*

3:00PM - 3:40PM
ROUNDTABLE

RIVER TERRACE 1

- I. The Effects of Visual Imagery and Keyword Clues on Third Grade Readers' Memory, Comprehension, and Vocabulary**
Heather R. Brooker, *Clemson University*
- II. What Matters in Professional Development: Accessing a Wider Community for Literacy Reform through Professional Development in Adolescent Literacy for Teachers, Administrators, and School Board Members**
Karen F. Thomas, *Western Michigan University*
Lauren Freedman, *Western Michigan University*
- III. Can Active Engagement Strategies Help Better Prepare Future Reading Teachers?**
Erin K. Washburn, *Binghamton University, State University of New York*
Chyllis E. Scott, *Texas A&M University*
- IV. Teachers' and Students' Views of Reading Fluency: Issues of Consequential Validity in Adopting One-Minute Reading Fluency Assessments**
Theresa A. Deeney, *University of Rhode Island*
- V. Putting Literacy First: Expanding the Possibilities for At-Risk Adolescents**
Elizabeth S. Heeren, *Memphis City Schools*
- VI. Exploring the Double-Entry Journal's Influence on 4th Grade Students' Elaborative Reading Comprehension**
Shawn L. Coskey, *East Stroudsburg University of Pennsylvania*
- VII. Problematizing Second Language and Literacy from the Indian Context**
Sunita Singh, *Le Moyne College*

3:50PM - 4:30PM
ROUNDTABLE

RIVER TERRACE 1

- I. Literacy Teaching Practices and Teachers' Response to Reform: An Ethnographic Study of an Urban Elementary School in Times of Change**
Melody Zoch, *The University of Texas at Austin*

- II. Why are You Here? Undergraduate Participation at the National Reading Conference**
Sheila Delony, *Abilene Christian University*
Stephanie Talley, *Abilene Christian University*
Katie Hathorn, *Abilene Christian University*
Austin G. Sherwood, *Abilene Christian University*
- III. Narrative Writing in the Academic Register: A Comparison of Oral and Written Narratives in Grades 5 and 7**
Scott F. Beers, *Seattle Pacific University*
- IV. Assessing Vocabulary Knowledge in Young Learners: The OVT (Oral Vocabulary Test)**
Maria Carlo, *University of Miami*
Kristen Doorn, *University of Miami*
- V. No Longer the Black Sheep of the Literacy Family: Six Activities for Teachers to Improve Writing Instruction in the Classroom**
Carolyn L. Carlson, *Washburn University*
- VI. Relations among Emergent Literacy Skills and Vocabulary Skills in Young English Language Learners**
Kimberly McDowell, *Wichita State University*
Jason Felihkatubbe, *Wichita State University*
- VII. Building Communities of Practice: A Classroom Teacher, Reading Specialist, and ESOL Teacher Collaborate in One Classroom**
Afra A. Hersi, *Loyola College in Maryland*
Allison Skerrett, *The University of Texas at Austin*

4:45PM - 6:00PM
PLENARY ADDRESS

GRAND BALLROOM 4

Chair: Fenice Boyd, *University at Buffalo, State University of New York*

- I. Early Career Achievement Award Presentation**
David O'Brien, *University of Minnesota*
- II. Distinguished Scholar Lifetime Achievement Award Presentation**
Lea McGee, *The Ohio State University*
- III. Introduction of Speaker**
Patricia Enciso, *The Ohio State University*
- IV. The Arizonification of America: The Pedagogical Implications of Latina(o) Students Under Siege**
Donaldo Macedo, *University of Massachusetts Boston*

6:15PM - 7:15PM
TOWN HALL MEETING

GRAND BALLROOM 3

Friday • December 2, 2011

***Widening the Circle for Literacy Research and Practice:
Expanding Access, Knowledge, and Participation***
*61st Annual Conference of the Literacy Research Association
November 30 - December 3, 2011 • Jacksonville, FL*

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.



ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS

focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant's comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS

focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS

bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Conference from 7:30a.m. – 8:30a.m.



AREA CHAIRS AWARD SESSIONS

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Content Area Chairs. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

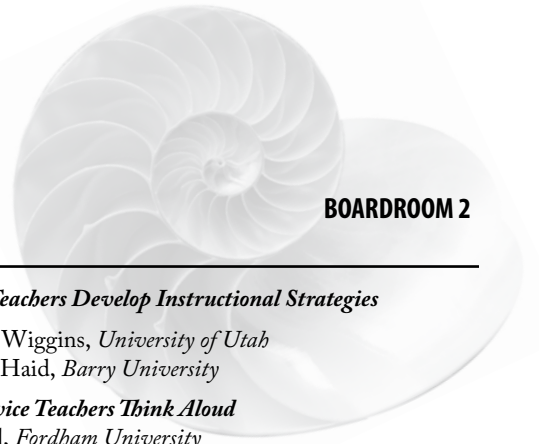
CONFERENCE CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2011 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES

are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.

Friday



7:30AM – 8:30AM **RIVER TERRACE 1**
JLR EDITORIAL BOARD BREAKFAST

7:30AM – 8:30AM **SEE PAGES 6-7**
STUDY GROUPS

- Adult Literacy Study Group BOARDROOM 2
- The Critical Race Study Group - Victim to Victor in Literacy, Teaching, and Research BOARDROOM 3
- Approaches to Discourse Analysis BOARDROOM 4
- Response to Intervention: The Roles of Reading Researchers and Educators..... CITY TERRACE 10
- Creating and Sustaining Collaborations between Literacy and Content-area Researchers..... CITY TERRACE 12
- Cool Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher CITY TERRACE 4
- Word Study: Phonics, Vocabulary, and Spelling CITY TERRACE 5
- Early Literacy Study Group CITY TERRACE 6
- History of Literacy Study Group CITY TERRACE 7
- Motivation to Read..... CITY TERRACE 8
- Living the Writerly Life in Academia CLEARWATER
- Writing Research Study Group: Writing Assessment and Measurement With Special Guests Kristen Ritchey, Ralph Ferreti, and William Lewis. DAYTONA
- Teacher Education Research Study Group (TERSG)GRAND 1
- Online Literacy Teacher Education..... GRAND 2
- Literacy Lab/Reading Clinic Study Group GRAND 3
- Approaches to Video Data Analysis: Discussing New Methods and Directions for Reading Research.. ORLANDO
- Doctoral Students' Study Group ST. JOHNS

8:00AM – 3:30PM **2ND FLOOR - ESCALATOR FOYER**
BOOK DISPLAY/SILENT AUCTION

8:00AM – 6:00PM **2ND FLOOR - ESCALATOR FOYER**
EXHIBITS

8:00AM – 6:00PM **2ND FLOOR - ESCALATOR FOYER**
ATTENDEE REGISTRATION OPEN

8:00AM – 6:00PM **BOARDROOM 1**
CYBER CAFÉ OPEN

8:45AM - 10:15AM **BOARDROOM 2**
PAPER SESSION

Helping Preservice Teachers Develop Instructional Strategies

Chair: Christine M. Wiggins, *University of Utah*
Discussant: Lois K. Haid, *Barry University*

1. *Helping Preservice Teachers Think Aloud*
Molly Ness Hill, *Fordham University*
2. *“What’s the Big Idea?”—Supporting Interns to Lead Rich and Rooted Text–Based Discussions*
Debi Khasnabis, *University of Michigan*
Catherine H. Reischl, *University of Michigan*
3. *Developing Disciplinary Literacy in the Secondary Classroom: Pre-Service Teachers and the Implementation of Project-Based Learning*
David Gallagher, *Mount Saint Mary College*
Matt J. Hollibush, *Mount Saint Mary College*

8:45AM - 10:15AM **BOARDROOM 3**
PAPER SESSION

Gaming as a Component of Literacy Learning

Chair: Betty J. Herzhauser, *University of South Florida Tampa*
Discussant: Dana Wilber, *Montclair State University*

1. *Subversive Literacies: Reframing Understandings of Video Games and Literacy*
Heather L. Lynch, *Georgia State University*
2. *Digital Games as Text: Towards a Transactional Theoretical Perspective*
Hiller A. Spires, *North Carolina State University*
3. *Muslim Kids, Literacy Practices and Video Games*
Michael K. Thomas, *University of Wisconsin–Madison*

8:45AM - 10:15AM **BOARDROOM 4**
PAPER SESSION

Academic Literacy in History, Science, and Literature

Chair: Rebecca A. Binks, *National Louis University*
Discussant: Betty J. Herzhauser, *University of South Florida Tampa*

1. *The Effects of Academic Literacy Instruction on Engagement and Conceptual Understanding of Biology of Ninth-Grade Students*
Sue Larson, *Judson University*
2. *Disciplinary Literacy Pedagogy: Instructional Literacy and Disciplinary Practices Within and across History, Science, and Literature Classrooms*
Megan E. Hughes, *University of Illinois at Chicago*
Mary Pat Sullivan, *University of Illinois at Chicago*
Jacquelynn S. Popp, *University of Illinois at Chicago*
3. *Disciplinary Literacy in New Literacies Environments: Expanding the Intersections of Literate Practice for Adolescents*
Michael Manderino, *Northern Illinois University*

8:45AM - 10:15AM
PAPER SESSION

CITY TERRACE 10

Investigating Content Area Reading Courses

Chair: Ellen Spitler, *University of Hawaii at Manoa*

Discussant: Monica Gordon Pershey, *Cleveland State University*

1. *Secondary Teaching Candidates Adapt Literacy Strategies in Content Area Instruction: Third Space of Access and Participation*
Sandra M. Webb, *Georgia College and State University*
2. *From Resistance to Advocacy for Math Literacy: A Preservice Teacher's Literacy Identity Transformation*
Ellen Spitler, *University of Hawaii at Manoa*
3. *What Work Samples Reveal about Secondary Preservice Social Studies Teachers' Use of Literacy Strategies*
Susan Lenski, *Portland State University*
Gayle Thieman, *Portland State University*

8:45AM - 10:15AM
PAPER SESSION

CITY TERRACE 12

Language and Cognitive Processes in Early Literacy

Chair: Kathryn L. Roberts, *Wayne State University*

Discussant: Kristin M. Gehsmann, *Saint Michael's College*

1. *Concept Sorts and Storybook Read-Alouds in the Vocabulary Learning of Diverse Kindergarten Children*
Karen Carpenter, *Coker College*
2. *Evolution of Children's Problem-Solving Activities in Beginning Reading*
Lea M. McGee, *The Ohio State University*
Kathryn S. Nelson, *The Ohio State University*
Anita C. Gonzalez, *The Ohio State University*
3. *Cognitive Development During the Transition to Conventional Literacy: A Dynamic Systems Perspective*
George Kamberelis, *University of Wyoming*
Melanie Reaves, *University of Wyoming*
Cheryl Stewart, *University of Wyoming*

8:45AM - 10:15AM
ALTERNATIVE FORMAT

CITY TERRACE 4

Accessible Methodologies across 15 Clinical Sites: Linking Reading Clinic/Literacy Labs and Teacher Practice

Chair: Barbara Laster, *Towson University*

Discussant: Jeanne Cobb, *Coastal Carolina University*

This alternative session will share a successful model for making research accessible to both novice and veteran researchers across multiple, geographically distant sites for three years. Besides reporting on 15 new cases that used this methodology to examine what teachers/reading specialists learn in reading clinic/literacy lab that becomes part of their school-based practice, we will offer a forum for an emerging research project on the use of videotaping within clinical practica.

1. *Historical Background and the Development of an Accessible Research Methodology*
Barbara Laster, *Towson University*

2. *Three Years of Fine-tuning the Methodology*
Cheryl Dozier, *University at Albany, State University of New York*
Theresa A. Deeney, *University of Rhode Island*
3. *Results of Transfer and Transformation from Reading Clinics/Literacy Labs: The 3rd Year*
Stephan Sargent, *Northeastern State University*
Dolores Gaunty-Porter, *Vanguard University*
Tammy Milby, *University of Richmond*
Meagen Eeg, *Northeastern State University*
Tammy Ryan, *Jacksonville University*
Mary Applegate, *Saint Joseph's University*
Erica Bowers, *California State University, Fullerton*
Evan Ortlieb, *Texas A&M University-Corpus Christi*
Sharon Peck, *State University of New York College at Geneseo*
Mary Swanson, *Northeastern State University*
Belinda S. Zimmerman, *Kent State University*
Debra Gurvitz, *National Louis University*
4. *Videotaping for Assessing Teacher Performance*
Lee Dubert, *Boise State University*
Stephanie McAndrews, *Southern Illinois University Edwardsville*
JoAnne Vazzano, *Northeastern Illinois University*
5. *Videotaping for Reflective Teaching*
Debra Gurvitz, *National Louis University*
Jeanne Cobb, *Coastal Carolina University*
Barbara Laster, *Towson University*

8:45AM - 10:15AM

CITY TERRACE 5

ALTERNATIVE FORMAT

Preparing and Submitting a Paper for the Student Outstanding Research Award

Chair: Marla H. Mallette, *Southern Illinois University*

Past recipients along with current award reviewers will discuss how to prepare and submit papers for consideration for the LRA Student Outstanding Research Award.

1. *Preparing and Submitting a Student Research Paper*
Alanna Rochelle Dail, *Syracuse University*
2. *What Reviewers are Looking for in an Outstanding Student Research Paper*
Antony T. Smith, *University of Washington Bothell*
Deborah A. Horan, *Metropolitan State College of Denver*
3. *Advice for Preparing an Outstanding Student Research Paper from Past Recipients*
Amanda P. Goodwin, *Vanderbilt University*

8:45AM - 10:15AM

CITY TERRACE 6

PAPER SESSION

Using Digital and Traditional Texts to Boost Literacy Instruction in the Elementary Grades

Chair: Sunita Singh, *Le Moyne College*

Discussant: Judith T. Lysaker, *Purdue University*

1. *Readers Creating Narratives: Making a Story out of a Picture*
Rebecca R. Norman, *Mount Saint Mary College*
Laura M. Jiménez, *Michigan State University*

Friday

2. *Collaborative Blogging in Elementary School: An Exploration of a Blogging Approach to Literacy and Learning*
Lisa Zawilinski, *University of Hartford*



3. *Exploring the Role of Executive Function in Reading Fluency: Effects of Cognitive Flexibility Training on Elementary Students' Rate and Expressiveness*
Kelly B. Cartwright, *Christopher Newport University*
Mariah Covington, *Newport News Public Schools*
Cathy Huemer, *Newport News Public Schools*
Sarah Paparelli, *Newport News Public Schools*
Joan Payne, *Newport News Public Schools*

8:45AM - 10:15AM PAPER SESSION

CITY TERRACE 7

Improving Literacy Teaching and Learning in Urban Schools

Chair: Eileen M. Kaiser, *Northeastern Illinois University*
Discussant: Dea M. Conrad-Curry, *Illinois State University*

1. *From Inservice to Practice: The Development, Implementation, and Refinement of an RTI Framework in One Urban School*
Amy Feiker Hollebeck, *DePaul University*
2. *Creating Sustainable Literacy Learning Communities: An Urban School's Journey in Adopting Writer's Workshop*
Eileen M. Kaiser, *Northeastern Illinois University*
3. *Collaborating to Improve Literacy in Urban School Systems: Learning How to Be a Partner*
Mark W. Conley, *University of Memphis*
Brenda Harris, *Memphis City Schools*
Shannon Henderson, *University of Arkansas at Little Rock*
Linda Kennard, *Memphis City Schools*

8:45AM - 10:15AM PAPER SESSION

CITY TERRACE 8

Considering Culture in Preservice Teacher Preparation

Chair: Jennifer Gallo-Fox, *Loyola College in Maryland*
Discussant: Danielle V. Dennis, *University of South Florida*

1. *An Examination of Preservice Teacher Development of Culturally Relevant Read-alouds using Traditional Children's Books and E-books*
Laura A. May, *Georgia State University*
Gary Bingham, *Georgia State University*
Katharine Kurumada, *Georgia State University*
Meghan Pendergast, *Georgia State University*
2. *Investigating Preservice Teachers' Development as Literacy Teachers Via Sociocultural Theory and Crystallization Imagery*
Janet C. Richards, *University of South Florida Tampa*
3. *Learning to Teach in a Community of Practice Tutoring Program: READING ROCKS!*
Minda Morren Lopez, *Texas State University-San Marcos*
Lori Czop Assaf, *Texas State University-San Marcos*

8:45AM - 10:15AM SYMPOSIUM SESSION

CITY TERRACE 9

Home-School Partnerships: Increasing Children's Opportunities to Learn by Bridging Home and School Literacies

Chair & Discussant: Jeanne Paratore, *Boston University*

Research demonstrates that families play a significant role in children's language and literacy development and children benefit from collaborative support from families and teachers. Yet, home-school partnerships can be difficult to establish and maintain, especially for those students who are linguistically and culturally different from the mainstream population. This symposium includes three studies of home/school partnerships designed to increase children's opportunities to interact with text by developing links between children's home and school literacy environments.

1. *General Principles of Successful Home-School Partnerships*
Jeanne Paratore, *Boston University*
2. *Parents as Partners in Literacy*
Alisa Hindin, *Seton Hall University*
3. *Fostering Children's Literacy Development by Creating Strong Home-School Partnerships*
Lilly Steiner, *Monmouth University*
4. *Promoting Male Participation in Children's Early Literacy Experiences*
Susan Dougherty, *Rutgers University*

8:45AM - 10:15AM SYMPOSIUM SESSION

CLEARWATER

Literacy Teacher Preparation: The Long and Short of It

Chair & Discussant: James V. Hoffman, *The University of Texas at Austin*

In this symposium, we examine data that takes the short view (looking carefully within our field-based programs) and the long view (looking longitudinally into the first years of teaching) to address the following questions: What does the preparation of thoughtfully adaptive teachers of literacy look like in a practice-based setting? What are the challenges? How do teachers prepare to become thoughtful and adaptive in field-based programs transition into full-time teaching responsibilities?

1. *Navigating Practice-Based Teaching in Literacy Methods Courses: Learning in, from, and with Schools*
Sheila Valencia, *University of Washington*
2. *The Role of Context and Curriculum in Learning to Teach Writing: Two Case Studies*
Heather Hebard, *University of Washington*
3. *Exploring Teachers' Visions and Their Adaptive Teaching: A Longitudinal Study*
Seth Parsons, *George Mason University*
Jacquelynn A. Malloy, *Anderson University*
Leslie La Croix, *George Mason University*
4. *"I Had a Choice to Stay or Move. I Chose to Move.": Beginning Literacy Teachers Respond to Institutional Pressures*
James V. Hoffman, *The University of Texas at Austin*
Melissa Mosley, *The University of Texas at Austin*
Katie Russell, *The University of Texas at Austin*
Audra K. Roach, *The University of Texas at Austin*

8:45AM - 10:15AM
ALTERNATIVE FORMAT

DAYTONA

Vocabulary Learning in Electronic Gaming Environments

Chair: Naomi Hupert, *Education Development Center/Center for Children and Technology*

Discussant: Katie Culp, *Education Development Center/Center for Children and Technology*

This alternative format presentation invites participants to consider how digital games for middle grades core content can support vocabulary learning. Participants will be introduced to three games developed to support science, social studies, and language arts content areas; will have a chance to play these games; will hear about pilot testing outcomes; and will engage in discussions about how to link game activities to classroom instruction with researchers and designers from each game.

Presenters:

Andrea Rizzo, *Education Development Center/Center for Children and Technology*

Jim Diamond, *Education Development Center/Center for Children and Technology*

Jay Bachhuber, *Education Development Center/Center for Children and Technology*



8:45AM - 10:15AM
SYMPOSIUM SESSION

GRAND 1

Orthographic and Morphological Development and Word Study Instruction among Secondary Students

Chair: Donald R. Bear, *University of Nevada, Reno*

Discussant: Kevin Flanigan, *West Chester University of Pennsylvania*

This symposium presents research that studied orthographic and morphological development and word study instruction with secondary students. The first study examined academic vocabulary knowledge. The second study examined how teachers perceived generative vocabulary lessons. The third study focused on the orthographic knowledge and literacy development of secondary English learners. Together, these studies offer a broad look at vocabulary and spelling development and instruction with secondary students.

1. *Different Dimensions of Academic Word Knowledge for Older Readers*

Dianna Townsend, *University of Nevada, Reno*

Donald R. Bear, *University of Nevada, Reno*

2. *Generative Vocabulary Instruction: A Phenomenological Analysis of Teachers' Beliefs about Morphology in the Classroom*

J-Lynn VanPelt, *University of Nevada, Reno*

3. *The Literacy Development of Secondary English Language Learners*

Darl Kiernan, *University of Nevada, Reno*

Donald R. Bear, *University of Nevada, Reno*

8:45AM - 10:15AM
CONFERENCE CHAIR INVITED SESSION

GRAND 2

Tips for More Effective Presentations and Talks

Chair: David Reinking, *Clemson University*

Cumulatively, the three presenters have approximately 90 years of experience presenting their research at LRA in various formats, from individual papers, symposia, round tables, to plenary sessions. Based on that experience, the presenters will share resources and personal insights they have found useful in making effective presentations and talks. The session will also provide an opportunity for members of the audience to react and to share their own experiences and what those experiences have revealed about effective presentations and talks.

Presenters:

Lee Gunderson, *University of British Columbia*

Taffy E. Raphael, *University of Illinois at Chicago*

David Reinking, *Clemson University*

8:45AM - 10:15AM
SYMPOSIUM SESSION

GRAND 3

Reading Culturally: Constructing Intercultural Understandings through Global Literature

Chair & Discussant: Vivian Yenika-Agbaw, *Penn State University*

This symposium focuses on research about the influence of reading culturally on intercultural understanding. The studies examine the responses of readers, both children and preservice teachers, as they engage in critical conversations around global literature as well as critical content analyses of the representations of cross-cultural encounters within global literature. These studies highlight the voices of readers and protagonists as they struggle with cultural awareness and global perspectives.

1. *Developing Intercultural Understanding through Global Children's Literature*

Kathy G. Short, *University of Arizona*

2. *Representations of Intercultural Learning in Children's Literature*

Yu-Ying Hou, *University of Arizona*

3. *Intercultural Learning: The Meaning of Storytelling, Memories, and Artifacts*

Kinga Varga-Dobai, *Georgia Gwinnett College*

8:45AM - 10:15AM
SYMPOSIUM SESSION

ORLANDO

Perceptions, Rejections, and Negotiations: New Teachers and the Literacy Curriculum

Chair: Catherine Darrow, *University of North Carolina at Chapel Hill*

Discussant: Victoria Risko, *Vanderbilt University*

Using qualitative and mixed-methods approaches to study early-career teachers' practices, the papers in this symposium illuminate multiple influences on teachers' literacy curriculum. Taking a "teaching as ongoing practice" (Lave, 1996) approach, the authors explore how the teachers' conceptions of curriculum, learners, texts, and themselves as literacy educators interact to influence their development and implementation

Friday

of literacy curricula. Factors discussed are the discourses of pre-service methods courses, teachers' senses of the efficacy of the reading curriculum, and the relationship between the university and field site during student teaching.

1. **Secondary English Teacher Candidates' Negotiations of the Place of New Media in the English Education Curriculum**
Blake Tenore, *Vanderbilt University*
2. **Early Career Teachers' Perceptions of Reading Curriculum Effectiveness**
Catherine Darrow, *University of North Carolina at Chapel Hill*
Julie Ellison Justice, *University of North Carolina at Chapel Hill*
Jennifer Job, *University of North Carolina at Chapel Hill*
Jonathan Bartels, *University of North Carolina at Chapel Hill*
3. **Student Teachers' Rejection of the Teacher Education Curriculum**
Jim S. Furman, *University of New Orleans*

8:45AM - 10:15AM SYMPOSIUM SESSION

ST. JOHNS

Towards a Reconceptualization of Individual Differences in Reading

Chair: Peter Afflerbach, *University of Maryland, College Park*

Discussant: P. David Pearson, *University of California, Berkeley*

The purpose of this symposium is to propose a reconceptualization of individual differences in reading, towards the end of broadening the manner in which students' reading development and reading achievement are conceptualized. The results of this reconceptualization of individual differences in reading have implications for the construct of reading development, as well as reading curriculum, instruction, and assessment.

1. **The History and Current State of Individual Differences Research**
Peter Afflerbach, *University of Maryland, College Park*
2. **Individual Differences in Engagement and Motivation**
Byeong-Young Cho, *Iowa State University*
Maria E. Crassas, *University of Maryland, College Park*
3. **Individual Differences in Metacognition**
Peter Afflerbach, *University of Maryland, College Park*
Byeong-Young Cho, *Iowa State University*
4. **Individual Differences in Self-Efficacy and Agency**
Maria E. Crassas, *University of Maryland, College Park*
Jong-Yun Kim, *University of Maryland, College Park*
5. **Individual Differences in Epistemologies**
Jong-Yun Kim, *University of Maryland, College Park*
Peter Afflerbach, *University of Maryland, College Park*

10:30AM - 12:00PM PAPER SESSION

BOARDROOM 2

Vocabulary and Comprehension Development in the Preschool Years

Chair: Louise J. Shaw, *Dowling College*

Discussant: Catherine Maderazo, *California State University, Fullerton*

1. **Preschool Children's Vocabulary Growth in Relation to Peers' Vocabulary Ability**
Ying Guo, *University of Cincinnati*
Laura M. Justice, *The Ohio State University*
Virginia Tompkins, *The Ohio State University*
Yaacov Petscher, *Florida Center for Reading Research*

2. **The Relation between Vocabulary and Comprehension in Emergent Readers' Buddy "Reading"**
Tanya Christ, *Oakland University*
X. Christine Wang, *University at Buffalo, State University of New York*
Ming Ming Chiu, *University at Buffalo, State University of New York*
3. **Shared Reading in Prekindergarten: Strengthening Practice through Professional Development**
Karen J. Kindle, *University of South Dakota*

10:30AM - 12:00PM PAPER SESSION

BOARDROOM 3

Teaching Writing in the Elementary Classroom

Chair: Sherry L. Sanden, *Illinois State University*

Discussant: Kathleen Moxley, *Central Michigan University*

1. **Process Writing Instruction in Elementary Classrooms: Evidence of Effective Practices from the Research Literature**
Vicki McQuitty, *Towson University*
2. **Faithfully Following, Adapting, and/or Rejecting Writing Curriculum: Elementary Teachers' Writing Instruction**
Sarah McCarthey, *University of Illinois at Urbana-Champaign*
Rebecca Woodard, *University of Illinois at Urbana-Champaign*
3. **Writing a Way Out: A Case Study of Two Women Elementary School Teachers Learning to Teach Writing**
Karla J. Zisook, *Georgia State University*

10:30AM - 12:00PM PAPER SESSION

BOARDROOM 4

Adolescent Writers

Chair: Kay Hong-Nam, *Texas A&M University-Commerce*

Discussant: Kara Moloney, *New Mexico Highlands University*

1. **"I Don't Want to Write for Them": An At-Risk Latino Youth's Out-of-School Literacies**
Mary Amanda Stewart, *University of North Texas*
2. **Cross-Level Motivation to Write Profile: A Mixed-Methods Study of Writers' Self-Perceptions**
Donna E. Werderich, *Northern Illinois University*
Sonya L. Armstrong, *Northern Illinois University*
3. **Self-Regulation and Meta-Talk during Collaborative Writing**
Dennis S. Davis, *The University of Texas at San Antonio*
Carin Neitzel, *University of Tennessee at Knoxville*

10:30AM - 12:00PM PAPER SESSION

CITY TERRACE 10

Literacy Teacher Development and Strategy Instruction

Chair: Krishna Seunarineasingh, *University of West Indies*

Discussant: George Hruby, *University of Kentucky*

1. Scaffolding Expert Language of Coaching while Debriefing Video-Recorded Strategy Lessons

JoAnne Vazzano, *Northeastern Illinois University*
Janet L. Pariza, *Northeastern Illinois University*
Christina L. Madda, *Northeastern Illinois University*

2. Concept Mapping and Questioning on Students' Organization and Retention of Science Knowledge while Using Interactive Informational Read-Alouds

Jaime Berry, *Texas A&M University*
Erin McTigue, *Texas A&M University*
John Helfeldt, *Texas A&M University*

3. Digital Video: Mediating Inservice Teachers' Understandings of Strategy Instruction

Lynn Shanahan, *University at Buffalo, State University of New York*
Andrea Tochelli, *University at Buffalo, State University of New York*

**10:30AM - 12:00PM
PAPER SESSION**

CITY TERRACE 12

Using Read-Alouds and Book Clubs to Enhance Instruction

Chair: Jacquelyn S. Popp, *University of Illinois at Chicago*
Discussant: Claudia J. McVicker, *Southern Illinois University Edwardsville*

1. Second Graders' Participation in Book Clubs in a High-Achieving, High-Poverty Urban Primary School

K. Dara Hill, *University of Michigan-Dearborn*

2. Teacher Read-Alouds with and without Student Companion Texts: Quantitative and Qualitative Findings

Diane H. Tracey, *Kean University*
Jody Rhee, *Kean University*
Ana Abrantes, *Kean University*

3. Informational Text Read-Alouds: Designing Instructional Supports for Interactive Read-Aloud Discussions in the Primary Grades

Jessica L. Hoffman, *Miami University*

**10:30AM - 12:00PM
PAPER SESSION**

CITY TERRACE 4

Literacy Learning in Secondary Classrooms

Chair: Steve Amendum, *North Carolina State University*
Discussant: Richard M. Oldrieve, *Bowling Green State University*

1. Making the Curriculum the Foundation of Assessment: Identifying Vocabulary Words in Fourth- and Fifth-Grade Math and Science

Judith Scott, *University of California, Santa Cruz*
Susan L. Flinspach, *University of California, Santa Cruz*
Jack L. Vevea, *University of California, Merced*

2. Improving the Writing Performance of High School Students with Attention Deficit/Hyperactivity Disorder and Writing Difficulties

Laura T. Jacobson, *University of Nebraska, Lincoln*

3. High Literacy in the Classrooms of Secondary Language Arts Teachers Identified as Exemplary: Integration of Higher-Order Thinking with Authentic and Complex Reading and Writing Tasks
Matt J. Hollibush, *Mount Saint Mary College*

**10:30AM - 12:00PM
PAPER SESSION**

CITY TERRACE 5

Social and Cultural Issues in Literacy Research and Instruction

Chair: Patricia C. Paugh, *University of Massachusetts Boston*
Discussant: Judson Laughter, *University of Tennessee at Knoxville*

1. A Social Network Analysis of Social Capital Theory in Literacy Research

Kevin Leander, *Vanderbilt University*
Mikel W. Cole, *Vanderbilt University*
Robert T. Jiménez, *Vanderbilt University*

2. Positioning Matters: A Study of Two Preservice Language Arts Teachers' Attempts to Enact Culturally Responsive Practice in the Figured Worlds of Schools

Jane M. Saunders, *Texas State University-San Marcos*

3. What Latonya Likes to Read is Hard to Find in School

Susan L. Groenke, *University of Tennessee at Knoxville*
Ann Bennett, *University of Tennessee at Knoxville*
Stephanie Hill, *University of Tennessee at Knoxville*
Tracia Cloud, *University of Tennessee at Knoxville*

**10:30AM - 12:00PM
SYMPOSIUM SESSION**

CITY TERRACE 6

"Opening New Spaces for Immigrant Student Literacy"

Chair & Discussant: Charna D'Ardenne, *University of North Carolina at Chapel Hill*

Immigrants and their children account for more than 20% of the U.S. population, reaching numbers of more than 70 million. Despite this new movement in immigration, relatively little research has examined how schools can support students' literacy development while respecting their identities and home cultures. In this symposium, we will use a sociocultural framework to problematize traditional practices and focus on creating new spaces for nourishing literacy learning among immigrant students.

1. Critical, Parent-Centered Family Literacy Experiences: Opening a Third Space for Collaboration between Latino Families and Schools

Charna D'Ardenne, *University of North Carolina at Chapel Hill*

2. Widening Classroom Practices with Third Spaces in an ESL Classroom

Alison Turner, *University of North Carolina at Chapel Hill*

3. Reading Arab: Literacy Practices of Arab-American Secondary Students

Kate Allman, *University of North Carolina at Chapel Hill*

4. Culturally Responsive Response to Intervention (RTI) Practice with English Language Learners

Elizabeth Cutrer, *University of North Carolina at Chapel Hill*

Friday

10:30AM - 12:00PM PAPER SESSION

CITY TERRACE 7

Reflection and Analysis of Classroom Discourse and Literacy Instruction

Chair: Ellen Spitler, *University of Hawaii at Manoa*

Discussant: Rhonda Goolsby, *University of Oklahoma*

1. *Teacher Talk: Transcript Analysis as a Method of Improving Effectiveness During Comprehension Strategies Instruction*
Dana A. Robertson, *Boston University*
2. *Following the Teacher's Lead in Professional Development to Improve Classroom Discourse Around Texts*
Dot McElhone, *Portland State University*
Teri Tilley, *Portland State University*
3. *Talking about Talking: Collaborative Conversations to Increase Teacher Use of Dialogic Instruction in the Classroom*
Melanie M. Landon-Hays, *Utah State University*

10:30AM - 12:00PM PAPER SESSION

CITY TERRACE 8

Literacy Coaches in Middle and Secondary Schools

Chair: Nina L. Hasty, *Michigan State University*

Discussant: James A. Erekson, *University of Northern Colorado*

1. *Literacy Coaching in the Secondary Schools: A Comparative Case Study*
KaiLonnice Dunsmore, *The Ball Foundation*
Melinda Mangin, *Rutgers University*
2. *School Structure and Coaches' Roles: A Case Study of Middle School Literacy Coaching*
Leslie S. Rush, *University of Wyoming*
Darcie Punches, *University of Wyoming*
3. *Working with Literacy Coaches and Principals to Promote Sustainable Change in Alternative, Secondary Urban Settings*
Ruth L. Rohlwing, *Saint Xavier University*

10:30AM - 12:00PM PAPER SESSION

CITY TERRACE 9

Approaches to Studying Literacy Teacher Education

Chair: Juan J. Araujo, *University of North Texas*

Discussant: Judy A. Abbott, *Stephen F. Austin State University*

1. *Studying Teacher Education Using Four Approaches to Discourse Analysis: Critical Literacy, Inquiry, and Teacher Research*
Rebecca Rogers, *University of Missouri-St. Louis*
Melissa Mosley, *The University of Texas at Austin*
2. *What Distinctions among International Teacher Education/Professional Development Programs Inform Literacy Teacher Preparation?*
Linda S. Wold, *Loyola University Chicago*
Kathy A. Ganske, *Vanderbilt University*
Karen Smith, *University of Manitoba*

3. *Crossing the Equator: Lessons on Collaboration for Teacher Educators from Successful Elementary Schools*
Anne McGill-Franzen, *University of Tennessee*
Susan Benner, *University of Tennessee at Knoxville*
Sherry M. Bell, *University of Tennessee at Knoxville*
Kandy C. Smith, *University of Tennessee at Knoxville*

10:30AM - 12:00PM SYMPOSIUM SESSION

CLEARWATER

The Role of the Principal in Supporting Literacy Achievement in Schools with High Literacy Growth

Chair: Judith Irvin, *Florida State University*

Discussant: Julie Meltzer, *Public Consulting Group (PCG) Education*

Principal leadership for literacy instruction is important; however, little is known about what principals actually do and the links that they make to professional development in schools where structures for promoting adult learning and student achievement have improved. The three studies in this symposium examine what it is that principals and literacy leaders are doing in high-growth schools to promote literacy gains.

1. *Fostering Literacy Achievement by Fostering Adult Learning: The Role of the Principal in Creating and Sustaining a Culture of Ongoing Literacy Learning*
Jacy Ippolito, *Salem State College*
2. *Leadership Roles of K-12 Urban Principals in Schools Achieving High Growth with ELLs*
Nancy Shanklin, *University of Colorado at Denver*
3. *Examining the Impact of High School Principals' Involvement in School-Wide Reading Achievement Using Growth Modeling*
Monica D. Zucker, *Cherry Creek Schools*

10:30AM - 12:00PM SYMPOSIUM SESSION

DAYTONA

Students as Readers and Writers of Online Texts: Collaborative Inquiry, Comprehension, and Content Construction

Chair: Dana L. Grisham, *National University*

Discussant: Elizabeth Moje, *University of Michigan*

The nature of literacy is rapidly evolving. This symposium uses multiple theoretical lenses to investigate shifts in learning due to digital texts. Specifically we examine collaborative: inquiry, comprehension, and content construction in online environments.

1. *Construction and Validation of an Instrument to Measure Critical Online Information Literacies*
Greg McVerry, *Southern Connecticut State University*
W. Ian O'Byrne, *University of New Haven*
2. *Blogging and Audience Awareness in Second Grade*
Thomas De Vere Wolsey, *Walden University*
Diane Lapp, *San Diego State University*
3. *Comprehension of Multiple Multimodal Sources in Online Inquiry: Multiplying Meaning through Disciplinary Literacy*
Michael Manderino, *Northern Illinois University*

10:30AM - 12:00PM
SYMPOSIUM SESSION

GRAND 1

The Power and Promise of Literature to Enhance Student Motivation and Teacher Understanding of Autism

Chairs: Elizabeth M. Hughes, *Duquesne University*
Sarah Hunt-Barron, *Converse College*

Discussant: Barbara A. Marinak, *Mount St. Mary's University*

This symposium shares findings from four research papers that demonstrate the power and promise of literature to aid teachers' understanding of autism, as well as strategies to improve reading motivation of students with autism. Each paper adds unique perspectives and insights for discussion. Findings provide an opportunity to widen the knowledge base about adolescent literature and teacher education programs and encourage discussion about educating individuals with autism, as it relates to teacher education programs.

1. *Examining the Ways in which Graphic Novels Increase the Reading Motivation of Reluctant Adolescent Readers with Autism*
Karen Gavigan, *University of South Carolina*
2. *The Effects of Young Adult Literature and Blogging on Undergraduate Student Learning and Understanding of Autism*
Elizabeth M. Hughes, *Duquesne University*
Sarah Hunt-Barron, *Converse College*
Jen Young Wagner, *Clemson University*
Lea Calvert Evering, *Indiana University of Pennsylvania*
3. *Exploring Fictional Literature and Perceptions of Autism*
Baxter Williams, *University of North Carolina at Pembroke*
4. *Exploring Graduate Students' Understanding of Autism through Reading Literature and Engaging in Literature Conversations*
Chris Massey, *Clemson University*
Deanna Ramey, *Clemson University*
Linda B. Gambrell, *Clemson University*

3. *Issues in Supporting Disciplinary Literacies with the Common Core State Standards*
Roni Jo Draper, *Brigham Young University*
4. *Issues in Developing Reading Comprehension Assessments Aligned with the Common Core State Standards*
Karen Wixson, *University of North Carolina at Greensboro*
Sheila Valencia, *University of Washington*
P. David Pearson, *University of California, Berkeley*

10:30AM - 12:00PM

GRAND 3

ALTERNATIVE FORMAT

Using Formative Experiments to Widen the Circle of Methods, Participation, and Achievable Goals in Literacy Research and Practice

Chairs: Barbara A. Bradley, *University of Kansas*
David Reinking, *Clemson University*

Discussant: James F. Baumann, *University of Missouri-Columbia*

This alternative session will: (a) introduce and illustrate the use of formative experiments as an alternative approach to research aimed at achieving valued pedagogical goals in authentic contexts, and (b) discuss methodological and practical challenges faced by LRA researchers implementing formative experiments. After an introduction to this approach, panelists will share their responses to several guiding questions about conceptualizing their work, standards of rigor, key resources, and benefits and challenges of this approach.

1. *Systemic Transformation of Literacy Instruction within a School District*
Douglas Fisher, *San Diego State University*
Nancy Frey, *San Diego State University*
2. *Developing Eighth-grade Students' Engagement and Identity as Readers*
Leigh A. Hall, *University of North Carolina at Chapel Hill*
3. *Using Young-Adult Fiction to Increase Engagement in Reading*
Gay Ivey, *James Madison University*
Peter H. Johnston, *University at Albany, State University of New York*
4. *Promoting Disciplinary Literacy and Critical Reading with Blogs*
Jamie R. Colwell, *Clemson University*

10:30AM - 12:00PM
AREA CHAIRS INVITED SESSION

GRAND 2

Studying Issues Related to the Implementation of the English Language Arts Common Core State Standards

Chair: Richard Beach, *University of Minnesota*

This session reviews and proposes research on issues related to the implementation of the Common Core State Standards: tensions between formalist, cognitive-processing, and literacy practice learning paradigms shaping instruction, the potential curriculum homogenization at the expense of the local, how standards frame and support disciplinary literacies and texts, and the need to create reading assessments based on learning progressions associated with higher levels of comprehension needed for college and career success.

1. *Analyzing How Formalist, Cognitive-Processing, and Literacy Practices Learning Paradigms are Shaping the Implementation of the Common Core State Standards*
Richard Beach, *University of Minnesota*
2. *Directions for Research into the Place of the Local in the Common Core State Standards*
Amanda Haertling Thein, *University of Iowa*

10:30AM - 12:00PM

ORLANDO

SYMPOSIUM SESSION

Investigating Instructional Practices that Increase Vocabulary Knowledge, Conceptual Knowledge, and the Relationship between the Two

Chair: Julie Dwyer, *Boston University*

Discussant: Kathy Roskos, *John Carroll University*

The observed disparities in vocabulary knowledge between children from different socioeconomic backgrounds are alarming, particularly given findings that vocabulary knowledge is highly predictive of later reading comprehension and school achievement. Building on research demonstrating the inductive potential of taxonomic categories, this symposium investigates the influence and potential of teaching words and concepts in taxonomic structures on young children's vocabulary

Friday

learning, conceptual knowledge acquisition, and the ability to transfer that knowledge to new learning situations.

- 1. *A Bi-Directional Relationship between Word-Learning and Conceptual Organization***
Tanya Kaefer, *University of Michigan*
Susan B. Neuman, *University of Michigan*
- 2. *Evaluating the Efficacy of the World of Words (WOW) Preschool Vocabulary Intervention in Increasing Conceptual Knowledge Acquisition and Transfer***
Julie Dwyer, *Boston University*
Susan B. Neuman, *University of Michigan*
- 3. *Taxonomically Organized Storybooks for Vocabulary and Concept Development***
Ashley M. Pinkham, *University of Michigan*
Susan B. Neuman, *University of Michigan*

10:30AM - 12:00PM
SYMPOSIUM SESSION

ST. JOHNS

Multidiscursive Literacy Practices: Analyzing Youth Multimodal Textual Production across Social and Digital Contexts

Chair: Ty Hollett, *Vanderbilt University*

Discussant: Luis C. Moll, *University of Arizona*

This symposium examines the theoretical and practical research implications for mobilizing the multidiscursive literacy practices arising from youth's expanding multimodal textual production. Analyzing the experiences of Filipino British, Moroccan Dutch, Latino, and Appalachian youth, we investigate the possibilities and constraints of migrating youth identity and literacy practices across social and digital contexts.

Presenters:

Lisa H. Schwartz, *University of Arizona*
Myrrh Domingo, *New York University*
Fleur Prinsen, *Utrecht University*
Kevin Leander, *Vanderbilt University*
Mari tte de Haan, *Utrecht University*
Damiana Gibbons, *Appalachian State University*

10:30AM - 11:10AM
ROUNDTABLE

RIVER TERRACE 1

- I. *Teacher as a Learner: Implementing New Literacies into the Curriculum of a Finnish First-Grade Classroom***
Sari R is nen, *University of Oulu*
Mariam Jean Dreher, *University of Maryland*
Riitta-Liisa Korkeam ki, *University of Oulu*
- II. *Digital Tools for Literacy: Utilizing Mobile Technologies to Impact Teacher Knowledge and Increase Student Learning***
Antony T. Smith, *University of Washington Bothell*
Jane Van Galen, *University of Washington Bothell*
- III. *Narrowing the Achievement Gap Between Low- and High-SES Second-Grade Students in Social Studies and Content Area Literacy: A Design Experiment***
Nell K. Duke, *Michigan State University*
Anne-Lise Halvorsen, *Michigan State University*

Meghan K. Block, *Michigan State University*
Stephanie L. Strachan, *Michigan State University*
Kristy Brugar, *Michigan State University*
Meghan Berka, *Michigan State University*
Jason Brown, *Michigan State University*

- IV. *Exploring the Potential of Using Student-Generated Oral History Narratives as Anchor Texts to Encourage Reluctant ELL Writers to Engage in Authentic Writing Tasks***
Kristiina Montero, *Wilfrid Laurier University*
Maria A. Rossi, *Upper Grand District School Board*
- V. *Literacy Skills in Art, Music, and Physical Education Class: Spur for Pre-Service Teacher Growth***
Judith Smith, *East Carolina University*
Alice Feret, *East Carolina University*
- VI. *"Do You Want an Idea of What They're Doing"? Participant and Researcher Positioning and the Discursive Construction of Classroom Observation Data during Writers Workshop***
Lara J. Handsfield, *Illinois State University*
Thomas P. Crumpler, *Illinois State University*
Carolyn Hunt, *Illinois State University*
- VII. *Breaking New Ground: Conducting Research with Comics and Graphic Novels***
Sergios Botzakis, *University of Tennessee at Knoxville*
Sean P. Connors, *University of Arkansas at Fayetteville*

11:20AM - 12:00PM
ROUNDTABLE

RIVER TERRACE 1

- I. *Expanding Access, Knowledge, and Participation in Online Discussions: The Effectiveness of Four Instructional Strategies***
Rebecca S. Anderson, *University of Memphis*
Fonda Booker, *Memphis City Schools*
Gretchen S. Goode, *Tipton-Rosemark Academy*
Jessica S. Mitchell, *Hardeman County Schools*
Rachael Thompson, *University of Memphis Campus School*
- II. *Perceptions of Success: What At-Risk High School Students, Their Parents, and Their Teachers Say it Takes to Make it in College***
Tammy B.H. Brown, *Marywood University*
Susan S. Nash-Ditzel, *Georgian Court University*
- III. *Create Transnational Bilingual and Bicultural Spaces with Immigrant Children: Using Narratives of Immigrant Teachers***
Gumiko Monobe, *Kent State University*
- IV. *Requirements of the Pre-Service Teachers' Field Experiences and How They Connect to Literacy Coursework: A National Study***
Roya Qualls Scales, *Western Carolina University*
Debra Wellman, *Rollins College*
W. David Scales, *University of North Carolina at Greensboro*
Kathryn Kear, *North Carolina Department of Public Instruction*

V. Writing Instruction in Schools Identified as Recognized or Exemplary According to the Texas Assessment of Knowledge and Skills (TAKS)

Melinda S. Miller, *Sam Houston State University*
Helen Berg, *Sam Houston State University*

VI. Expanding Access, Knowledge, and Participation of English Language Learners through Professional Development for Secondary Content Area Educators

Valerie J. Robnolt, *Virginia Commonwealth University*
Susan P. McKelvey, *Virginia Commonwealth University*
Joan Rhodes, *Virginia Commonwealth University*
Leslie L. Bohon, *Virginia Commonwealth University*

12:00PM – 1:00PM

COMMITTEE/ICG MEETINGS:

Doctoral Student ICG Clearwater
Edward B. Fry Book Award City Terrace 10
Writing for LRA Publications Daytona
Ethnicity, Race, and Multilingualism St. Johns

1:15PM - 2:45PM

BOARDROOM 2

SYMPOSIUM SESSION

Literacies Crossing Borders

Chair: Alberto Esquinca, *The University of Texas at El Paso*
Discussant: Patrick H. Smith, *The University of Texas at El Paso*

This symposium presents four ethnographic studies examining literacy practices crossing national and disciplinary borders. Using a sociocultural approach to literacy, we look at biliterate practices in Spanish and English that cross borders in diverse academic settings (Primary, Middle, Undergraduate, Graduate). Through our presentation we are expanding notions of literacy and border crossing.

- 1. Literacies Crossing Borders: Transnational Students' Literacy Practices in a Dual Language Program along the U.S.-Mexico Border**
Maria Teresa de la Piedra, *The University of Texas at El Paso*
Blanca Araujo, *The University of Texas at El Paso*
- 2. Navigating the Local and the Global: Border-Crossing Graduate Students' Negotiations of Literacy and Identity in a U.S. University**
Erika Mein, *The University of Texas at El Paso*
Lyn McKinley, *The University of Texas at El Paso*
- 3. Teaching, Culture, and Literacy on the Border: The Significance of a Funds of Knowledge Orientation in Bilingual Classrooms**
Joel E. Dworin, *The University of Texas at El Paso*
- 4. Crossing Borders in Mathematics and Literacy Development: The Biliterate Experiences of Pre-Service Teachers in a Borderland University**
Alberto Esquinca, *The University of Texas at El Paso*

1:15PM - 2:45PM

BOARDROOM 3

PAPER SESSION

Discourse Analysis of Literature, Literature Instruction, and Thematic Issues

Chair: Krishna Seunariningsingh, *University of West Indies*
Discussant: Colleen P. Gilrane, *University of Tennessee at Knoxville*

- 1. Shared and Contested Spaces: Fifth Graders' Discourses Surrounding Immigration and Social Inequities during Reader Workshop**
Jennifer M. Graff, *University of Georgia*
Sharon Smith, *University of Georgia*
- 2. Transformation Unrealized: A Text Analysis of A Single Shard**
Cara M. Mulcahy, *Central Connecticut State University*
- 3. "I would if I could": A Discursive Analysis of Literacy Teachers' Resistance to Teaching LGBT Literature and Issues in K-12 Classrooms**
Amanda Haertling Thein, *University of Iowa*

1:15PM - 2:45PM

BOARDROOM 4

PAPER SESSION

Developing Reflective, Responsive Teachers

Chair: Karen L. Bean, *University of Illinois at Chicago*
Discussant: AnnMarie A. Gunn, *University of South Florida St. Petersburg*

- 1. A Critical Review of the Literature on the Reflection and Reflexivity of Preservice Teachers: A Shift from Focusing on Levels to Developing an Understanding of the Complex Nature of Reflection**
Andrea M. Gelfuso, *University of South Florida*
- 2. Becoming Responsive Literacy Teachers in an Adult Literacy Tutoring Practicum**
Melissa Mosley, *The University of Texas at Austin*
Ramon Martinez, *The University of Texas at Austin*
Melody Zoch, *The University of Texas at Austin*
Katharine L. Chamberlain, *The University of Texas at Austin*
Kelly Laudenheimer, *The University of Texas at Austin*
- 3. Conceptions of Effective Teaching: Novice Reading Teachers across the Transition to Teaching**
Catherine M. Kelly, *St. Catherine University*

1:15PM - 2:45PM

CITY TERRACE 10

PAPER SESSION

Bilingualism and Identity in Writing and Composition Research

Chair: Eurydice Bauer, *University of Illinois at Urbana-Champaign*
Discussant: Ana Taboada, *George Mason University*

- 1. When Bilingualism Works: Sixth-Grade Students' Writing**
Christine M. Leighton, *Emmanuel College*
- 2. Expanding Students' Knowledge and Participation as Writers: Enactments of Agency in a Third-Grade Writing Workshop**
Faryl Kander, *Oklahoma State University*

Friday

3. *The Composer's Workshop: A Study of Absence and Visions of the Possible*

Teresa R. Fisher, *Georgia State University*
Amy Seely Flint, *Georgia State University*
Jennifer LaBell, *Georgia State University*
Tammy Frederick, *Georgia State University*

1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 12

Professional Inquiry, Communities of Practice, and Teacher Development

Chair: Catherine M. Weber, *Arizona State University*
Discussant: Michael R. Sampson, *Southern Connecticut State University*

1. *Embedding Practitioner Inquiry within and against No Child Left Behind: Making Literacy More Accessible by Focusing on the Unique Needs and Contexts of the Child*
Jennifer M. Conner-Zachocki, *Indiana University-Columbus*
Mary Beth Hines, *Indiana University-Bloomington*
2. *Cultivating Literacy Teaching Professionals: A Formative Experiment Exploring the Effectiveness, Efficiency, and Appeal of a Co-Constructed Online Professional Community of Practice*
Susan J. Hart, *University of Kentucky*



3. *Supporting Teacher Change through Extended Professional Development*

Kara L. Coffino, *University of Minnesota*
Lori A. Helman, *University of Minnesota*

1:15PM - 2:45PM
SYMPOSIUM SESSION

CITY TERRACE 4

Studying and Measuring Teachers' Knowledge of Beginning Reading Instruction

Chair: Terry Salinger, *American Institutes for Research*
Discussant: Barbara Kapinus, *National Education Association*

The symposium will describe a decade-long stream of research studying relationships among teachers' knowledge, their performance, and student achievement, with a particular focus on early reading teaching and learning. Included has been development of a model for this relationship, innovative items to measure teacher knowledge, and an IES-funded study of pre-service teachers. Current work will validate a tool for researchers to use in efforts to describe and measure the instructional conditions that lead to optimal student learning.

1. *Development and Refinement of a Model of Student Content Engagement*
Terry Salinger, *American Institutes for Research*
Tracy Costigan, *American Institutes for Research*
2. *The Study of Teacher Preparation in Early Reading Instruction*
Lorin Mueller, *American Institutes for Research*
Terry Salinger, *American Institutes for Research*
3. *Refining the Measurement of Teacher Knowledge*
Alex Alonso, *American Institutes for Research*
Lorin Mueller, *American Institutes for Research*
Jennifer Mautone, *Children's Hospital of Philadelphia*

1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 5

Exploring Preservice Teachers' Use of Online Tools for Collaboration, Communication, and Literacy Learning

Chair: Jacquelyn A. Malloy, *Anderson University*
Discussant: Jill Castek, *University of California, Berkeley*

1. *Blogging as a Tool for Literature Discussion among Pre-Service Teachers*
Amy Hutchison, *Iowa State University*
2. *Using Online Tools for Communication and Collaboration: Understanding Educators' Experiences in an Online Course*
Erica C. Boling, *Rutgers University*
Erica Holan, *Rutgers University*
Brent Horbatt, *Rutgers University*
Mary Hough, *Rutgers University*
Jennifer Jean-Louis, *Rutgers University*
Chesta Khurana, *Rutgers University*
Hindi Krinsky, *Rutgers University*
Christina Spiezio, *Rutgers University*



1:15PM - 2:45PM
SYMPOSIUM SESSION

CITY TERRACE 6

Cultural Mediation in the Translation of Children's and Adolescent Literature

Chair: Kathy G. Short, *University of Arizona*
Discussant: Junko Yokota, *National Louis University*

This symposium focuses on three studies across different cultural contexts that examine the cultural dimension of translating literature for children, particularly on how translators mediate cultural differences by adopting domesticating or foreignizing approaches in translating books for children and adolescents.

1. *Cultural Issues in Translating Korean and English Picture Books*
Mi-Kyoung Chang, *University of Arizona*
2. *The Contributions of Translators to Intercultural Understanding among Young Readers*
Ke Huang, *University of Arizona*
3. *Cultural Mediation in the Translation of Humor*
Susan Corapi, *University of Arizona*

1:15PM - 2:45PM
SYMPOSIUM SESSION

CITY TERRACE 7

Caught in the Net: Teacher Perspectives on Integrating New Literacies

Chair: Michael Ayers, *University of Iowa*
Discussant: Donna Alvermann, *University of Georgia*

This symposium combines three studies illuminating the tensions that arise when teachers implement 21st century literacies into schools. From teachers eager to incorporate technology into their practices, to those who see it as a distraction from what's important in their classrooms, these papers represent a broad sample of the way teachers are considering the implications of social media and other digital technologies.

1. *Friends, Fans, and Followers: A Network of Classroom Blogs*
Michael Ayers, *University of Iowa*
2. *"Computers Annoy Me!": Teachers Teaching and Learning about Technology*
Lindsay Laurich, *University of Iowa*
3. *Facebook Creating Tensions at School: Extending the Literacy Classroom*
Stacy Haynes-Moore, *University of Iowa*

1:15PM - 2:45PM
PAPER SESSION

CITY TERRACE 8

Cognitive and Emotional Components of Writing for Kindergarten and Elementary Students

Chair: Thomas P. Crumpler, *Illinois State University*
Discussant: Linda S. Bausch, *Dowling College*

1. *Big Paper Writing: Addressing Process and Product in Young Children's Writing while Fostering Language Development*
Amy H. Staples, *University of Northern Iowa*
Evette Edmister, *University of Northern Iowa*
Beth Huber, *University of Northern Iowa*
Chris Kliewer, *University of Northern Iowa*
2. *Elementary Students' Writing Feedback Perceptions, Self-Efficacy Beliefs, and Success*
Sharon Zumbrunn, *Virginia Commonwealth University*
Roger H. Bruning, *University of Nebraska, Lincoln*
3. *Do Conversations about Writing Matter? The Relationship between Elementary Students' Writing Conversations and Writing Beliefs, Perceptions, and Success*
Sharon Zumbrunn, *Virginia Commonwealth University*
Roger H. Bruning, *University of Nebraska, Lincoln*

1:15PM - 2:45PM
SYMPOSIUM SESSION

CITY TERRACE 9

Labeling and Literacy: The Implications of Discourses Surrounding Terms in Adult Literacy

Chair & Discussant: Kristen H. Perry, *University of Kentucky*

We take a conceptual stance to problematize three terms commonly used in adult literacy: functional literacy, adult learner, and English Language Learner. We will: (a) explore the ways in which adult literacy discourses shape the way we view the field, our students, and ourselves; (b) highlight problematic aspects of the terms as they are currently constructed; (c) review alternative terms; and (d) discuss ways in which terms can be redefined or replaced.

1. *Redefining Functional Literacy*
Kristen H. Perry, *University of Kentucky*
2. *What Exactly Does "Adult Literacy Learner" Mean?*
Erik Jacobson, *Montclair State University*
3. *English as a Second Language, English Language Learners, and Other Problematic Labels*
Carmela A. Romano Gillette, *Michigan State University*

1:15PM - 2:45PM
SYMPOSIUM SESSION

CLEARWATER

Reading Researchers in Search of Common Ground: The Expert Study Revisited

Chair: Rona F. Flippo, *University of Massachusetts Boston*
Discussant: Patricia Edwards, *Michigan State University*

The symposium revisits the Expert Study and presents the results of a follow-up study examining the most important literacy research over the past decade and how findings could inform contexts and practices of reading instruction. Panelists share views based on: use of the Delphi approach; politics and issues that surround literacy; Cognitive Flexibility Theory; and, theory from "the Radical Middle." Attendees are encouraged to share perspectives regarding literacy research over the past decade.

1. *A Look Back: The Expert Study and Past Ten Years of Literacy Research*
Rona F. Flippo, *University of Massachusetts Boston*
2. *Teacher to Teacher, Educator to Researcher*
Yetta M. Goodman, *University of Arizona*
3. *Cognitive Flexibility Theory and New Contexts for Reading*
Rand J. Spiro, *Michigan State University*
4. *Life in the Radical Middle*
P. David Pearson, *University of California, Berkeley*

1:15PM - 2:45PM
SYMPOSIUM SESSION

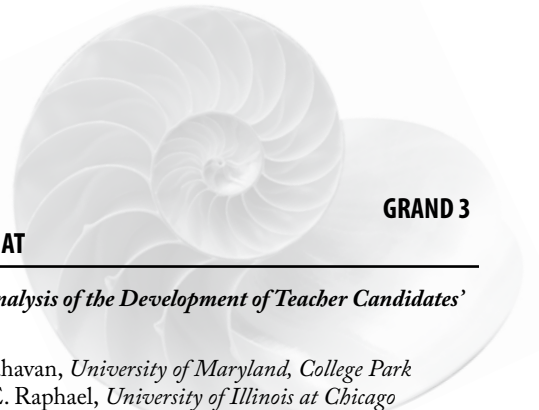
DAYTONA

Considering Technology Innovations and Implementations to Enhance English Reading and Writing of English Language Learners

Chair: Charles K. Kinzer, *Teachers College, Columbia University*
Discussant: Donald J. Leu, *University of Connecticut*

The session is unified in exploring technology uses to enhance English reading and writing of adolescent English Language Learners. The three papers provide theory, data, and implications that: (1) examine Border Theory to understand teen Latino(a)'s online literacy practices and learning, (2) present a web-based tool to enhance 8th-grade Latino(a)'s academic English writing, and (3) explore the design and potential of a massively multiplayer educational role-playing game to teach English vocabulary to Taiwanese middle schoolers learning English.

1. *Latina/o Youth and Literacies in Online Borderlands*
Kristin Gorski, *Teachers College, Columbia University*
2. *Developing and Testing a Digital Writing Space for Emergent Bilingual Adolescents*
Charles K. Kinzer, *Teachers College, Columbia University*
Jo Anne Kleifgen, *Teachers College, Columbia University*
Briana Ronan, *Teachers College, Columbia University*
Kristin Gorski, *Teachers College, Columbia University*
Allison Martin, *Teachers College, Columbia University*
Daniel Hoffman, *Teachers College, Columbia University*
3. *Examining Taiwanese Students' Contextualized and De-contextualized Vocabulary Learning in an Education-Designed Massively Multiplayer Online Role-Playing Game (EdD-MMORPG)*
Kuo-Hsun Hung, *Teachers College, Columbia University*
Charles K. Kinzer, *Teachers College, Columbia University*
Cheng-Ling Alice Chen, *Teachers College, Columbia University*



1:15PM - 2:45PM

GRAND 1

AREA CHAIRS INVITED SESSION

Windows on Formative/Design-Based Research on Vocabulary Instruction: Findings and Methodological Challenges

Chair & Discussant: James F. Baumann, *University of Missouri-Columbia*

This alternative format session presents findings from and addresses methodological issues related to a large, three-year grant that explores the implementation of a multi-faceted vocabulary instruction program in upper-elementary classrooms of linguistically diverse students. Papers in this symposium provide windows on: (a) how qualitative data provide insight on the influence of teachers' actions on native-speaking and English-learning students' struggle to develop nuanced understandings of novel words; (b) the process of and analytical tools employed to understand the benefits and challenges of engaging in formative experimental research with teachers as partners; (c) the place and function of quantitative data in a formative experiment to understanding students' vocabulary development; and (d) the benefits and limitations of employing formative and design research to understand a complex, long-term vocabulary intervention.

1. **Window on Teaching Vocabulary to Fourth- and Fifth-Grade English Learners and Native Speakers: A Qualitative Examination of Student Processing of Instructed Novel Words and Teachers' Instructional Responses**
Patrick C. Manyak, *University of Wyoming*
Heather Peterson, *University of Wyoming*
2. **Window on Teacher Development in the Vocabulary Instruction Project: Designs and Documentation**
Camille L.Z. Blachowicz, *National Louis University*
Char Cieply, *National Louis University*
Ann Bates, *National Louis University*
3. **Window on the Place and Function of Quantitative Data in Formative/Design-Based Research on Vocabulary Instruction**
James F. Baumann, *University of Missouri-Columbia*
Jeni Davis, *University of Missouri-Columbia*
Justin Arner, *University of Missouri-Columbia*
4. **Window on the Benefits and Limitations of Employing Formative/Design-Based Research to Understand a Complex, Long-Term Vocabulary Intervention**
Michael F. Graves, *University of Minnesota*
Shane Templeton, *University of Nevada, Reno*

1:15 PM – 2:45PM

GRAND 2

2011 DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD WINNER'S SESSION

Collaborative Writing: Is There Any Other Kind?

Presenter:

Janet Emig, *Rutgers, the State University of New Jersey*

1:15PM - 2:45PM

GRAND 3

ALTERNATIVE FORMAT

A Mixed-Methods Analysis of the Development of Teacher Candidates' Adaptive Expertise

Chair: John F. O'Flahavan, *University of Maryland, College Park*

Discussants: Taffy E. Raphael, *University of Illinois at Chicago*
Jennifer D. Turner, *University of Maryland, College Park*

Pre-service teachers must learn to interpret and critique their classroom experiences and, ultimately, employ their expertise in an adaptive manner. The study highlighted in this session explores the ways in which case-based pedagogies in a teacher preparation program influenced the development of 75 teacher candidates' adaptive expertise.

1. **Learning Contexts**
Melissa H. Landa, *University of Maryland, College Park*
2. **Data Sources and Analyses**
John F. O'Flahavan, *University of Maryland, College Park*
Melissa H. Landa, *University of Maryland, College Park*
3. **Findings and Implications**
John F. O'Flahavan, *University of Maryland, College Park*
Melissa H. Landa, *University of Maryland, College Park*

1:15PM - 2:45PM

ORLANDO

SYMPOSIUM SESSION

Examining Teachers' Beliefs about Adaptive Instruction

Chair: Samuel Miller, *University of North Carolina at Greensboro*

Discussant: Sandra M. Webb, *Georgia College & State University*

Effective reading teachers are consistently characterized as adaptive. However, little research has studied the factors that influence teachers' adaptability. This symposium presents three research projects that examine factors that may be likely to support adaptive teaching. These studies occurred in different contexts and looked at different factors related to adaptive teaching in attempts to learn more about this important aspect of literacy instruction.

1. **Development of Teachers' Visions Over Time**
Margaret M. Vaughn, *University of Idaho*
Melony Allen, *University of North Carolina at Greensboro*
2. **The Sustainability of Teacher Visioning: A Longitudinal Study**
Roya Qualls Scales, *Western Carolina University*
Russell Binkley, *Western Carolina University*
3. **Forces that Guide Teacher Decision Making**
Robin Griffith, *Texas Christian University*
Dixie D. Massey, *University of Washington*
Terry Atkinson, *East Carolina University*

1:15PM - 2:45PM

ST. JOHNS

PAPER SESSION

Literacy Practices in Today's Culture

Chair: Linda Tuschinski, *Dade County Public Schools*

Discussant: Mona W. Matthews, *Georgia State University*

1. **Widening the Circle for Literacy in an Accountability Culture**
Margaret L. Queenan, *University of Bridgeport*

2. **Widening the Circle to One School District's Literacy Practice and Research**

Donita J. Massengill Shaw, *University of Kansas*
Karen Hurst, *Raymore-Peculiar School District*

3. **The Impact of a Strategy-Based Reading Intervention on Students' Achievement, Strategy Use, and Motivation: Results from One Striving Readers Site**

Susan Cantrell, *University of Kentucky*
Janice F. Almasi, *University of Kentucky*
Janis Carter, *University of Kentucky*
Margaret Rintamaa, *University of Kentucky*

🕒 1:15PM - 1:55PM

RIVER TERRACE 1

ROUNDTABLE

I. **The Effects of an Interactive Vocabulary Strategy on Teachers' and Students' Perceptions of Word Learning**

Karen Wood, *University of North Carolina at Charlotte*
Janis Harmon, *The University of Texas at San Antonio*
Jean Vintinner, *University of North Carolina at Charlotte*

II. **Technology Integration by an Instructional Coach in Two Midwestern Elementary Schools: A Case Study**

Laurie A. Friedrich, *University of Nebraska, Lincoln*
Kathleen M. Wilson, *University of Nebraska, Lincoln*

III. **The Role of Scaffolding in Literacy Teacher Education Programs: Understanding Teacher Educators' Perspectives and Practices**

Joyce E. Many, *Georgia State University*
Eudes Aoulou, *Georgia State University*
Martin Jonsson, *Georgia State University*

IV. **"When I became African and American, but not African American." Accounts of Family History as a Lens for Self-Understanding**

Jenny C. Wilson, *Texas A&M University-San Antonio*
Ramona Pittman, *Texas A&M University-San Antonio*
Jackie M. Ferguson, *The University of Texas at San Antonio*

V. **An Investigation of Rural Teachers' Vocabulary Practices, Perceptions, and Beliefs**

Laura M. Lester, *Virginia Polytechnic Institute and State University*

VI. **The Teaching of Writing as Improv: Widening Conceptions of Listening and Response**

Douglas Kaufman, *University of Connecticut*

VII. **Attributions of Success: Examining the Teaching of Reading in a 90/90/90 School**

Carole Janisch, *Texas Tech University*
Margaret Johnson, *Texas Tech University*
Kathryn Button, *Texas Tech University*
Ammia K. Akrofi, *Texas Tech University*
Anita Nigam, *Texas Tech University*

🕒 2:05PM - 2:45PM

RIVER TERRACE 1

ROUNDTABLE

I. **Fostering Creativity in the Classroom: Identifying Five Teacher Markers**

Nancy T. Walker, *University of La Verne*
Jennifer Wimmer, *Brigham Young University*
Thomas W. Bean, *University of Nevada, Las Vegas*

II. **Investigating How Students Comprehend Using E-Readers and Traditional Text**

Nance S. Wilson, *University of Central Florida*
Vicky I. Zygouris-Coe, *University of Central Florida*
Victoria Cardullo, *University of Central Florida*

III. **Developing Critical Thinkers through Literacy Activities: Literacy Practices in the College EFL Classroom**

Ivy Haoyin Hsieh, *Tamkang University*

IV. **Understanding Non-Native English Speaking (NNES) Pre-Service Teachers' Decision-Making and Practices for Reading Instruction**

Susanna C. Eng, *University of Washington*

V. **Getting Hooked on the Reading Habit: Discovering Best Practices of Exemplary Teachers Who Foster Reading Motivation within Their Students**

Kristine L. Still, *Cleveland State University*

VI. **Forging a Better Understanding of the Role of Visualization by Fifth-Grade Students before They Attempt to Read and Comprehend a Unit of Narrative Text**

Lane Roy Gauthier, *University of Mississippi*

🕒 3:00PM - 4:30PM

BOARDROOM 2

PAPER SESSION

Studies in Responses, Selections, and Illustrations in Children's Books

Chair: Janice J. Strop, *Cardinal Stritch University*

Discussant: Elfrieda H. Hiebert, *TextProject*

1. **Engaging Pre-Kindergarten Children in Repeated Readings of Thematically Related Books**

Barbara A. Bradley, *University of Kansas*
Lisa Hammett Price, *Indiana University of Pennsylvania*

2. **Pre-Kindergarten Teachers' Preferences when Choosing Information Books**

Lisa Hammett Price, *Indiana University of Pennsylvania*
Barbara A. Bradley, *University of Kansas*

3. **Analyzing Illustrations in Children's Books with Deaf Characters**

Debbie B. Golos, *Utah State University*
Annie Moses, *John Carroll University*

🕒 3:00PM - 4:30PM

BOARDROOM 3

SYMPOSIUM SESSION

Heterogeneity among Spanish-Speaking English Language Learners Entering Kindergarten: What's the Same and What's Different?

Chair: Marcia A. Invernizzi, *University of Virginia*

Discussant: Lori A. Helman, *University of Minnesota*

Friday

This symposium explores heterogeneity among Hispanic ELLs entering kindergarten and demonstrates how early literacy assessment in English and Spanish can predict later reading achievement and identify children at risk for developing reading difficulties. Three studies are presented: (1) a cluster analysis exploring heterogeneity in the literacy skills of Hispanic ELLs, (2) a study examining kindergarten literacy variables measured in English predicting English reading achievement, and (3) a study examining kindergarten literacy variables measured in Spanish predicting English reading achievement.

1. ***Heterogeneity of Spanish-Speaking ELL students***
Francis L. Huang, *University of Virginia*
2. ***Kindergarten Predictors of English Literacy Achievement among Hispanic English Language Learners***
Karen L. Ford, *University of Virginia*
3. ***Early Literacy Skills in Spanish as Predictors of Later Reading Outcomes for Hispanic English Language Learners***
Margaret M. Dubeck, *College of Charleston*

3:00PM - 4:30PM SYMPOSIUM SESSION

BOARDROOM 4

Developing Vocabulary in Preschool: Examining Relationships to Other Language Skills and Contexts of Support

Chair: Christina M. Cassano, *Salem State College*
Discussant: Judith A. Schickedanz, *Boston University*

This symposium explores contextual influences on preschoolers' language and emergent literacy development from several perspectives. First, we examine the relationships between preschoolers' phonological and vocabulary skills and the developmental trajectory of those skills in order to understand their mutual influence. We then examine the possibly differential contributions of storybook and information book read-alouds to preschoolers' vocabulary acquisition. The final study examines read-alouds as a context for developing multiple oral language skills, including vocabulary and comprehension.

1. ***Examining Patterns of Development in Vocabulary and Phonological Awareness: An Individual Growth Modeling Approach***
Christina M. Cassano, *Salem State College*
2. ***Preschoolers' Vocabulary Knowledge of Words Instructed During Teachers' Read-Alouds of Storybooks and Information Books***
Jennifer DiBara Crandell, *Salem State College*
Rebecca D. Silverman, *University of Maryland*
3. ***Supporting Vocabulary and Comprehension in Young Children: Multiple Goals for Storybook Reading***
Molly F. Collins, *Vanderbilt University*

3:00PM - 4:30PM PAPER SESSION

CITY TERRACE 10

Writing and Writing Instruction for Students from Diverse Backgrounds

Chair: Blake Tenore, *Hartwick College*
Discussant: Elizabeth G. Sturtevant, *George Mason University*

1. ***Developing Generation 1.5 Writer's Identity for Access to Academic Persuasive Writing in a Secondary Remedial Classroom***
Paula M. Carbone, *University of Southern California*
2. ***Structural and Discourse Features of Narrative Writings by African American Students***
Monica Gordon Pershey, *Cleveland State University*
3. ***Using Strategic and Interactive Writing Instruction (SIWI) with Linguistically Diverse Deaf Students: An Analysis of Perfect and Flawed Grammar***
Kimberly Wolbers, *University of Tennessee at Knoxville*
Hannah Dostal, *University of Tennessee at Knoxville*
Lisa DeLozier, *University of Tennessee at Knoxville*
Shannon Graham, *University of Tennessee at Knoxville*

3:00PM - 4:30PM PAPER SESSION

CITY TERRACE 12

Dimensions of Teacher Knowledge, Learning, and Identity

Chair: Kathleen Hinchman, *Syracuse University*
Discussant: Charles Grattan Baldwin, *Rutgers University*

1. ***We Use the Same Language, But Do We Mean the Same Thing? Considering Differences in Teachers' Beliefs in a Literacy Coaching Setting***
Jennifer I. Hathaway, *University of North Carolina at Charlotte*
2. ***Reflecting and Refracting Rogoff: Examining the Affective Dimension of Teachers' Learning***
Susanna M. Steeg, *George Fox University*
3. ***One New Literacy Specialist's Identity: A Critical Discourse Analysis***
Elizabeth Y. Stevens, *Syracuse University*
Kathleen Hinchman, *Syracuse University*

3:00PM - 4:30PM SYMPOSIUM SESSION

CITY TERRACE 4

Learning to Write in the Preschool Years: Emerging Bilingual/Biliterate Children's Interactions with Family, Peers, and Teachers

Chair & Discussant: Jeanne Fain, *Middle Tennessee State University*

The papers in this symposium use qualitative data to investigate how preschool children formed understandings about writing in two languages. Study participants included preschool speakers of Spanish and other languages who were also learning English, and their families, peers, and teachers. The study contexts included family composing of digital immigration stories, peer interactions during preschool dramatic play, and young second language learners' interactions with their monolingual English-speaking teachers at a preschool writing table.

1. ***Recapturing Severed Histories: Young Children Developing Writing through Their Digital Stories of Immigration***
Ana Christina DaSilva Iddings, *University of Arizona*
2. ***Preschoolers' Emergent Literacy Negotiation during and through Play***
Iliana Reyes, *University of Arizona*

3. ***Building Common Ground: Young Emergent Bilinguals' Interactions with Monolingual Teachers at a Preschool Writing Table***
Deborah Wells Rowe, *Vanderbilt University*

3:00PM - 4:30PM
PAPER SESSION

CITY TERRACE 5

Developing Literacy and Identity with Digital Texts

Chair: Karen E. Wohlwend, *Indiana University-Bloomington*
Discussant: Ted B. Kesler, *Queens College, City University of New York*

1. ***"I'm Snow White": Boys Playing and Critically Engaging Identity Texts in Disney Princess Transmedia***
Karen E. Wohlwend, *Indiana University-Bloomington*
2. ***Adolescents as Change Agents: Digital Text-Making for Social Justice***
Janette M. Hughes, *University of Ontario Institute of Technology*
Anne M. Burke, *Memorial University*
3. ***New Literacy Development in a Classroom Blogging Community***
Binbin Zheng, *University of California, Irvine*
Mark Warschauer, *University of California, Irvine*

3:00PM - 4:30PM
PAPER SESSION

CITY TERRACE 6

Clinical Practice in Literacy Teacher Preparation

Chair: Laura A. May, *Georgia State University*
Discussant: Deanna D. Birdyshaw, *University of Michigan*

1. ***Preservice Teachers' Field Experiences in Urban-Based Professional Development Schools: Ideals and Realities***
Chinwe H. Ikpeze, *St. John Fisher College*
Kathleen A. Broikou, *St. John Fisher College*
2. ***The Impact of Practica Experiences in Urban Settings with Diverse K-6 Learners on Preservice Teachers' Learning and Practices***
Amy R. Frederick, *University of Minnesota*
Megan C. Mahowald, *Indiana University*
Madelein S. Israelson, *University of Minnesota*
Deborah R. Dillon, *University of Minnesota*
Kara L. Coffino, *University of Minnesota*
Eva L. Boehm, *University of Minnesota*
3. ***Moving Beyond the Field vs. Coursework Debate: An Examination of How Preservice Teachers Act as Bricoleurs***
Laura A. May, *Georgia State University*
Teri Holbrook, *Georgia State University*
Vera Stenhouse, *Georgia State University*

3:00PM - 4:30PM
ALTERNATIVE FORMAT

CITY TERRACE 7

The Scholarship of Culturally Responsive Literacy Instruction

Chair: Susan V. Piazza, *Western Michigan University*
Discussant: Althier Lazar, *Saint Joseph's University*

This session will extend educators' understandings of how to engage in culturally responsive literacy instruction across diverse settings. The presenters will focus on teacher responsiveness to diverse learners

labeled "struggling" and English language learners. Three papers will share research that problematizes theoretical issues related to classroom practices. Presenters will address practical applications that are more responsive, in meaningful ways, to the needs of socially, culturally, linguistically, and economically diverse learners.

1. ***Theoretical Frameworks that Influence Research and Teaching in Multicultural Settings***
Susan V. Piazza, *Western Michigan University*
2. ***Empowering Struggling Readers in Middle School Classrooms***
Leigh A. Hall, *University of North Carolina at Chapel Hill*
Leslie D. Burns, *University of Kentucky*
3. ***A Road to Success: ELLs' Literacy Engagement through Online and Offline Social Networks***
Guofang Li, *Michigan State University*

3:00PM - 4:30PM
PAPER SESSION

CITY TERRACE 8

Multiple Orthographies, Morphological Analysis, and Assessment of English Learners

Chair: Janine M. Schall, *The University of Texas-Pan American*
Discussant: Judson Laughter, *University of Tennessee at Knoxville*

1. ***Fostering Literacy in Non-Native English Speakers with Formative Assessment and Direct Instruction on Morphological Analysis***
Jacqueline S. Craven, *University of Mississippi*
2. ***Reading in Multiple Orthographies: Differences and Similarities in Reading in Spanish and English for English Language Learners***
Amanda P. Goodwin, *Vanderbilt University*
Maria Carlo, *University of Miami*
Diane August, *Center for Applied Linguistics*
3. ***Understanding Assessment of the Reader of English as a Second Language***
Keri-Anne J. Croce, *Towson University*

3:00PM - 4:30PM
SYMPOSIUM SESSION

CITY TERRACE 9

Community-Based Experiences in Literacy Teacher Education

Chair: Amy Suzanne Johnson Lachuk, *University of South Carolina*
Discussant: Catherine Compton-Lilly, *University of Wisconsin-Madison*

To address the challenge of preparing teachers for culturally diverse classrooms, teacher educators have restructured teacher education courses and programs to include community-based field experiences. This symposium considers three specific field experiences: one at a juvenile correctional facility; one in an afterschool literacy program; and one in which teachers worked one-on-one with Spanish-speaking adults interested in learning English.

1. ***Teaching in "Third Space": The Perspectives of Pre-Service Teachers Reading with Incarcerated Teens***
Mary Styslinger, *University of South Carolina*
Emily Langdon, *University of South Carolina*
Nicole Walker, *University of South Carolina*

Friday

2. *Exploring the Realm of Interpretation: Insights from Pre-Service Teachers as Community-Based Literacy Partners*
Lisa I. Reid, *University of South Carolina*
3. *Expanding Notions of Culture and Language through an Embedded Field Experience: Perspectives of Practicing Teachers*
Amy Suzanne Johnson Lachuk, *University of South Carolina*
Tracy Swinton Bailey, *University of South Carolina*



3:00PM - 4:30PM

CLEARWATER

ALTERNATIVE FORMAT

Literacy Research that has Effected Standards, Policy, and Practice

Chair: Donna Ogle, *National Louis University*

Discussant: Lesley M. Morrow, *Rutgers University*

This Alternate Format symposium by the Reading Hall of Fame addresses research issues, standards, policy, and practice. We discuss how to be more influential in designing federal policy that results in National standards, high-stakes tests, and curriculum. Speakers address topics such as: policy, new standards, resulting practice, and accountability. Their message is that as researchers we must be a part of the process and do research that will create the policy, practice, and assessment.

1. *Research that has had an Influence on Policy and Practice in the United States*
Timothy Shannahan, *University of Illinois at Chicago*
2. *Research by, with, and for Local Schools*
Robert Calfee, *University of California, Riverside*
3. *Reading Relapse: A Report on the Dismantling of Government-Funded Support for Failing Readers across North America and Europe*
Colin Harrison, *University of Nottingham*
4. *Common Core Standards: Why They Were Created; What Will They Accomplish?*
Karen Wixson, *University of North Carolina at Greensboro*
5. *What Is the Importance of Motivating Children to Read in a Climate that Is Skill Based and Focused on Accountability?*
Linda B. Gambrell, *Clemson University*
6. *Converging Global and National Forces: Insights into the Driving Forces Behind the Common Core State Standards*
D. Ray Reutzell, *Utah State University*

3:00PM - 4:30PM

DAYTONA

SYMPOSIUM SESSION

Urban Students Identify the Value of Literacy Learning: Who Is Listening?

Chair & Discussant: Bess Altwerger, *Towson University*

This symposium shares findings from a year-long study at two urban schools that illuminates stark contrasts between in- and out-of-school literacies for students and teachers. Federal initiatives have stripped power, agency, and control from the main stakeholders, resulting in teaching that has little regard for the sociocultural needs of the students and teachers. Findings from interview and classroom observation data

contrast the school sites and suggest flexibility in implementation in the initiatives are necessary.

1. *Portraits of the Students Living in the City*
Nancy Rankie Shelton, *University of Maryland, Baltimore County*
2. *Portraits from the Classroom: How Much Power and Agency are the Teachers and Students able to Control?*
Cheryl M. North-Coleman, *University of Maryland, Baltimore County*
3. *Before, During, and After RTI: Responsive, Differentiated Instruction in One Urban Classroom*
Bess Altwerger, *Towson University*
Barbara Laster, *Towson University*

3:00PM - 4:30PM

ORLANDO

ALTERNATIVE FORMAT

Two Bites of the Apple: Leveraging L1 to Support L2 Reading Comprehension

Chair: Robert T. Jiménez, *Vanderbilt University*

Discussant: Georgia E. Garcia, *University of Illinois at Urbana-Champaign*

This alternative session's aim is to broaden understanding of the potential of first language support for English language learners (ELLs) to improve reading comprehension while providing access to world and academic knowledge. Findings from a design research project that utilizes translation to improve comprehension with adolescent ELLs will be presented. Findings are examined in terms of contextual factors in the instruction development, social processes involved in collaborative translation, individual student reading comprehension, and case studies.

1. *Designing Bilingual Research in the Crucible of an "English-Only" Setting*
Mikel W. Cole, *Vanderbilt University*
2. *Distributing Intelligence: Collaborative Translation to Support Bilingual Reading Comprehension*
Kelly Puzio, *Vanderbilt University*
3. *Leveraging First Language Practices: The Impact of Translation on Reading Comprehension*
Christopher S. Keyes, *Vanderbilt University*
4. *Quiere Decir: A Case Study of Two Student Translators*
Samuel S. David, *Vanderbilt University*

3:00PM - 4:30PM

ST. JOHNS

SYMPOSIUM SESSION

Vulnerable Observer, Vulnerable Participant: Documenting Trauma Narratives in Literacy Research

Chair: April Whatley Bedford, *University of New Orleans*

Discussant: Laurie MacGillivray, *University of Memphis*

The purpose of this symposium is to explore the ethics, tensions, and possibilities that occur when stories of trauma are shared in research settings by children and families. In considering the invitations for children to express their personal experiences, it is important to consider how those invitations may put children and their families themselves in vulnerable positions. Drawing on scholarship within critical literacy,

New Literacy Studies, and trauma studies, and using case studies from various research contexts, the presenters in this symposium will explore how children and families use their literacy practices to understand and represent trauma both in and out of school and the researcher's role in witnessing and documenting traumatic stories.

1. ***Toward a Pedagogy of the Incomprehensible: Trauma and the Imperative of Witness in Literacy Classrooms***
Elizabeth Dutro, *University of Colorado at Boulder*
2. ***Family's Bedtime Stories: When T.M.I. about Trauma Narratives Brings Discomfort in Digital Literacy Research***
Tisha Y. Lewis, *Georgia State University*
3. ***Writers Workshop: The Contradictory Symbolic Space of the Classroom***
Angela M. Wiseman, *North Carolina State University*
Kelly Wissman, *University at Albany, State University of New York*

**3:00PM - 3:40PM
ROUNDTABLE**

RIVER TERRACE 1

- I. ***Digging Deeper: Language, Literacy, and Learning in the Mine Safety Industry***
Aly Waibel, *University of Arizona*
J.J. Kelley, *University of Arizona*
Patricia L. Anders, *University of Arizona*
- II. ***Preservice Teachers' Reader Responses in an Immersive Virtual World***
Caitlin McMunn Dooley, *Georgia State University*
Jennifer Barrett-Mynes, *Georgia State University*
Meghan Welch, *Georgia State University*
- III. ***Opening Spaces for Critical Literacy through Book Introductions***
Meredith Labadie, *University of Missouri-St. Louis*
Rebecca Rogers, *University of Missouri-St. Louis*
- IV. ***Oral Storytelling: A Circle of Literacy Instruction for English Language Learners and Writing***
Carolyn L. Cook, *Mount St. Mary's University*
- V. ***Real Letters to Real People: An Action Research Project to Help Reluctant Second-Grade Writers***
Carrie Waters, *Glynn County Schools*
Nancy Flanagan Knapp, *University of Georgia*
- VI. ***Chinese Children's Reading of "Foreign" Wordless Picture Books***
Xiaoming Liu, *Towson University*
Amma K. Akrofi, *Texas Tech University*
Carole Janisch, *Texas Tech University*
- VII. ***Investigating Pre-Service Teachers' Foundational Knowledge of Phonics***
Brecca Faust, *University of Maryland, College Park*

**3:50PM - 4:30PM
ROUNDTABLE**

RIVER TERRACE 1

- I. ***Interpretive Trajectories of Picturebook Readings***
Suzette M. Youngs, *University of Northern Colorado*
Frank W. Serafini, *Arizona State University*
- II. ***What Is "New" about New Literacies?: A Social Historical Perspective on Digital Storytelling***
Xiqiao Wang, *Vanderbilt University*
- III. ***High School Commercial Literacy Programs: Are They Effective in Building Adolescent Literacy Skills?***
Jean Vintinner, *University of North Carolina at Charlotte*
Karen Wood, *University of North Carolina at Charlotte*
- IV. ***Literacy Coaching for the Long Haul: An Insider's Critical Review of the Research***
Jaime M. Vasquez, *University of Illinois at Chicago*
- V. ***A Formative Experiment to Increase English Language Learners' Knowledge and Use of Metacognitive Strategies through Reciprocal Teaching: Pushing Toward an End to Silence in the Classroom***
J. Elizabeth Casey, *Clemson University*
Victoria Gillis, *Clemson University*
- VI. ***An Exploration of Third Graders' Interactions with and around Informational Text***
Beth Maloch, *The University of Texas at Austin*
Angie Zapata, *The University of Texas at Austin*
- VII. ***Learning to Teach Reading in Urban Schools: Expanding Our Understanding of Research and Practice through a University-School Partnership***
Cynthia Schmidt, *University of Missouri-Kansas City*
Karen J. Kindle, *University of South Dakota*
Tricia Degraff, *University of Missouri-Kansas City*

4:00PM - 6:00PM

2ND FLOOR - ESCALATOR FOYER

PURCHASE OF SILENT AUCTION BOOKS

**4:45PM - 6:00PM
PLENARY ADDRESS**

GRAND BALLROOM 4

Chair: Douglas Fisher, *San Diego State University*

- I. ***Edward B. Fry Book Award Presentation***
Melanie Kuhn, *Boston University*
- II. ***Introduction of Speaker***
Eurydice B. Bauer, *University of Illinois at Urbana-Champaign*
- III. ***Invisible Teachers: Becoming Literate in a Wider Community***
Eve Gregory, *Centre for Language, Culture, and Learning, Goldsmiths, University of London*

6:15PM - 7:15PM

GRAND BALLROOM 4

ANNUAL BUSINESS MEETING

Saturday • December 3, 2011

***Widening the Circle for Literacy Research and Practice:
Expanding Access, Knowledge, and Participation***
*61st Annual Conference of the Literacy Research Association
November 30 - December 3, 2011 • Jacksonville, FL*

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.



ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS

focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant's comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS

focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS

bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Conference from 7:30a.m. – 8:30a.m.



AREA CHAIRS AWARD SESSIONS

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Content Area Chairs. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

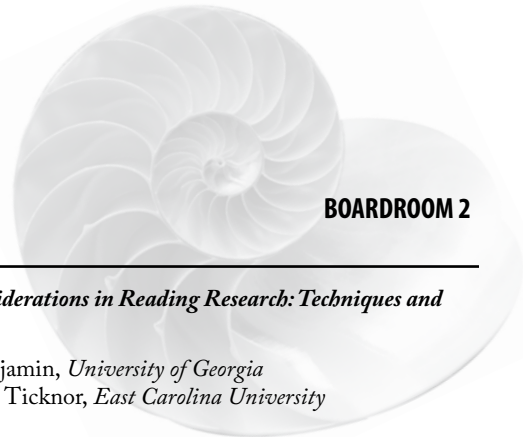
CONFERENCE CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2011 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES

are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.

Saturday



7:30AM – 8:30AM **RIVER TERRACE 1**
2012 PROGRAM AREA CHAIRS' BREAKFAST

7:30AM – 8:30AM **SEE PAGES 6-7**
STUDY GROUPS

- Adult Literacy Study Group BOARDROOM 2
- The Critical Race Study Group - Victim to Victor in Literacy, Teaching, and Research BOARDROOM 3
- Approaches to Discourse Analysis BOARDROOM 4
- Response to Intervention: The Roles of Reading Researchers and Educators CITY TERRACE 10
- Creating and Sustaining Collaborations between Literacy and Content-area Researchers CITY TERRACE 12
- Cool Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher CITY TERRACE 4
- Word Study: Phonics, Vocabulary, and Spelling CITY TERRACE 5
- Early Literacy Study Group CITY TERRACE 6
- History of Literacy Study Group CITY TERRACE 7
- Motivation to Read CITY TERRACE 8
- Living the Writerly Life in Academia CLEARWATER
- Writing Research Study Group: Writing Assessment and Measurement With Special Guests Kristen Ritchey, Ralph Ferreti, and William Lewis DAYTONA
- Teacher Education Research Study Group (TERSG). GRAND 1
- Online Literacy Teacher Education GRAND 2
- Literacy Lab/Reading Clinic Study Group GRAND 3
- Approaches to Video Data Analysis: Discussing New Methods and Directions for Reading Research ORLANDO
- Doctoral Students' Study Group ST. JOHNS

8:00AM – 1:30PM **2ND FLOOR - ESCALATOR FOYER**
ATTENDEE REGISTRATION OPEN

8:00AM – 11:00AM **2ND FLOOR - ESCALATOR FOYER**
PURCHASE OF SILENT AUCTION BOOKS

8:00AM – 1:30PM **BOARDROOM 1**
CYBER CAFÉ OPEN

8:45AM - 10:15AM **BOARDROOM 2**
PAPER SESSION

Methodological Considerations in Reading Research: Techniques and Tools

Chair: Rebekah Benjamin, *University of Georgia*
Discussant: Anne S. Ticknor, *East Carolina University*



1. *Conceptual Tensions in Conducting (and Critically Reading) Meta-Analyses of Literacy Research*

Dennis S. Davis, *The University of Texas at San Antonio*

2. *Developing a Measurement Tool for Multiple Texts Comprehension*

Jong-Yun Kim, *University of Maryland, College Park*
Hyoungtae Cho, *University of Maryland, College Park*

3. *Readability: Review and Recommendations Based on Two Decades of Development*

Rebekah Benjamin, *University of Georgia*

8:45AM - 10:15AM **BOARDROOM 4**
PAPER SESSION

The Role of Texts in the Primary Grades

Chair: Diane C. Sekeres, *University of Alabama*
Discussant: William H. Teale, *University of Illinois at Chicago*

1. *Teaching Text Structure to Improve Young Students' Knowledge Acquisition and Comprehension: A Content Analysis of Information Trade Books*

D. Ray Reutzell, *Utah State University*
Cindy D. Jones, *Utah State University*
Sarah Clark, *Utah State University*

2. *Widening Circles of Intercultural Understanding through Global Literature, Grades 1-2*

Prisca Martens, *Towson University*
Ray Martens, *Towson University*

3. *Making Space for Sense-Making: The Role of Dialogic Text Discussions in a 2nd Grade Classroom*

Maren S. Aukerman, *Stanford University*
Lorien Chambers Schuldt, *Stanford University*
Erika Moore Johnson, *Stanford University*

8:45AM - 10:15AM **CITY TERRACE 10**
SYMPOSIUM SESSION

Notions of Hybridity in Immigrant Families

Chair: Alissa Blair, *University of Wisconsin-Madison*
Discussant: Catherine Compton-Lilly, *University of Wisconsin-Madison*

This symposium draws on the first year of a multi-case collective case study of immigrant families. Of particular interest are the ways family members draw upon social histories, cultural resources, and their own experiences from both native and home countries in hybrid ways to make sense of children's experiences in school and with literacy learning.

Saturday

1. *Hybrid Language and Literacy Practices in a Mexican American Family*
Alissa Blair, *University of Wisconsin-Madison*
2. *Exploring the Pathways: Third Spaces and the Many Multiplicities*
Alyssa Schultz, *University of Wisconsin-Madison*
Andrea Duron, *University of Wisconsin-Madison*
3. *Exploring Notions of Literacy: The Case of a Young Ethiopian-American Learner*
Jay Babcock, *University of Wisconsin-Madison*

8:45AM - 10:15AM

CITY TERRACE 12

ALTERNATIVE FORMAT

Summer Writing Institutes for Youth: Multiple Programs and Perspectives

Chair & Discussant: Elizabeth Lewis, *Dickinson College*

This interactive session takes up the question “Why write?” centered on four summer writing institutes for youth that were designed and implemented by the respective teams of presenters. Programmatic goals included helping students: transition from middle to high school; foster and sustain a peer community; identify as writers through composing in multiple genres; explore constructs of identity, agency, and power through writing; and strengthen literacy skills in students’ native languages.

1. *Reconstructing Writers’ Identities with African American Adolescent Males in a Summer Writing Institute*
Marcelle Haddix, *Syracuse University*
Delicia T. Greene, *Syracuse University*
2. *Enriching Migrant Youths’ Literacy and Identity Development through a Young Writers Program*
Elizabeth Lewis, *Dickinson College*
3. *The Sociocultural Benefits of Writing in a Summer Literacy Collaborative*
Alfred W. Tatum, *University of Illinois at Chicago*
4. *“Uncomfortable in an I’ve-Got-to-Grow Way”: English Teachers’ Perspectives on Co-Teaching in a Summer Writing Institute*
Kelly Chandler-Olcott, *Syracuse University*
Bryan Ripley Crandall, *Syracuse University*
Janine Nieroda, *Syracuse University*

8:45AM - 10:15AM

CITY TERRACE 4

PAPER SESSION

Effects of Preschool for Native English Speakers and English as a Second Language Students

Chair: Nancy Pine, *Mount St. Mary’s College*

Discussant: Tammy Ryan, *Jacksonville University*

1. *Early Childhood Educators Providing a Half-Day Enrichment Program to Boost School Readiness*
Donna Copey Haydey, *University of Winnipeg*
2. *Not So Silent after All: A Contemporary Examination of the Silent (or Receptive) Period in Second Language Acquisition*
Theresa A. Roberts, *California State University, Sacramento*

3. *Reducing Cognitive Demands on Preschoolers and Its Effect on Causal Cohesion: A Preliminary Study*
Stephanie A. Lai, *University of Georgia*
Paula J. Schwanenflugel, *University of Georgia*
William Mira, *University of Georgia*

8:45AM - 10:15AM

CITY TERRACE 5

PAPER SESSION

Making Meaning—Reading, Writing, and Imagination in the Primary Grades

Chair: Alison K. Billman, *University of California, Berkeley*

Discussant: Catherine Maderazo, *California State University, Fullerton*

1. *Implementation of a Writing Intervention: Impact on Early Writing Development for Kindergarten and First Grade Writers*
Erin McTigue, *Texas A&M University*
Kellie Cude, *Texas A&M University*
2. *Narrative Competence and Social Imagination in Fictional Wordless Book Reading*
Judith T. Lysaker, *Purdue University*
3. *A Cross-Case Analysis of Meaning-Making in a Multilingual First-Grade Inquiry Classroom*
Lindsey M. Guccione, *University of Northern Colorado*

8:45AM - 10:15AM

CITY TERRACE 6

PAPER SESSION

Online Literacies and Adolescent Learners

Chair: Mark D. Vagle, *University of Georgia*

Discussant: Cheryl A. Kreutter, *State University of New York College at Geneseo*

1. *Toto, I Have a Feeling We’re not in Reading Class Anymore: We Must be Reading in Cyberspace!*
Joy K. Bowers-Campbell, *Gainesville State College*
Karen Redding, *Gainesville State College*
2. *In School and Online: We’re All Talking at Once*
Mary Frances Buckley, *University of Pennsylvania*
3. *A Profiling of Adolescent Internet Readers: Modes of Reading, Strategy Use, and Textual Environments in Internet Contexts*
Byeong-Young Cho, *Iowa State University*

8:45AM - 10:15AM

CITY TERRACE 7

PAPER SESSION

Engaging Elementary Writers in Process, Persuasiveness, and Pedagogy

Chair: Sara B. McCraw, *East Carolina University*

Discussant: Paula Costello, *Canisius College*

1. *Can Fifth Graders become Writing Tutors?: Implementing Writing Center Pedagogy in the Elementary School*
Jennifer Sanders, *Oklahoma State University*
Rebecca Damron, *Oklahoma State University*
LuElla Putnam, *Oklahoma State University*
Brianna Hook, *Oklahoma State University*

Saturday



2. *Little Writers - Big Opinions: The Influence of First Graders Consuming and Critiquing Persuasive Text on Writing Quality and Knowledge of Elements of Persuasiveness*

Sara B. McCraw, *East Carolina University*

8:45AM - 10:15AM
SYMPOSIUM SESSION

CITY TERRACE 9

Teacher Competency in Adult Basic Education

Chair: Erik Jacobson, *Montclair State University*

Discussant: Sophie Degener, *National Louis University*

For the last decade there has been increased interest in developing credentials for adult basic education teachers. Attempts have been made to have the process balance academic and content knowledge with life experience. Although academic knowledge can be conceived of as a set of discrete skills, life experience is a more subjective element of preparedness. This symposium will address this tension by examining how credentials and competence are conceived in adult basic education programs in the United States and in Japan.

1. *What Does It Mean to be Qualified to Teach? A Case Study of One Adult ESL Literacy Tutor*
Kristen H. Perry, *University of Kentucky*
2. *The Local and Temporal Nature of Competency: Adapting to Change in Japanese Adult Basic Education*
Erik Jacobson, *Montclair State University*
3. *The Intersections and Disconnects between Teacher Competencies, Credentials, and Employment Options in Adult Literacy*
Adam Nathanson, *Virginia Commonwealth University*
Ginger Marie Walker, *Virginia Commonwealth University*

10:30AM-12:00PM
INTEGRATIVE RESEARCH REVIEW

GRAND BALLROOM 4

Chair: Arlette I. Willis, *University of Illinois at Urbana-Champaign*

- I. *Albert J. Kingston Award Introduction*
Donna Alvermann, *University of Georgia*
- II. *Albert J. Kingston Award Presentation for the 2011 Awardee*
Susan L'Allier, *Northern Illinois University*
- III. *Introduction of Speaker*
Alfred W. Tatum, *University of Illinois at Chicago*
- IV. *"From Code-Segregation to Code-Meshing: Finding Deliverance from Deficit Thinking through Language Awareness and Performance"*
Juan C. Guerra, *University of Washington, Seattle*

12:15PM - 2:00PM
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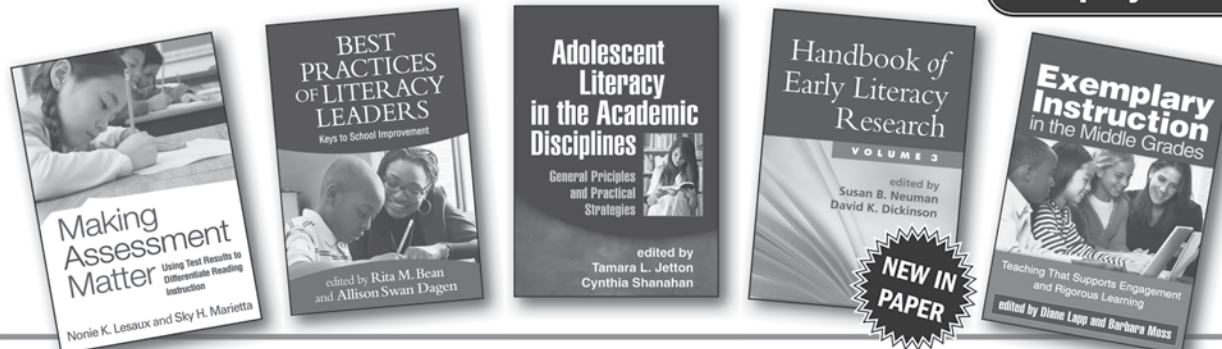
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2:00PM - 6:00PM
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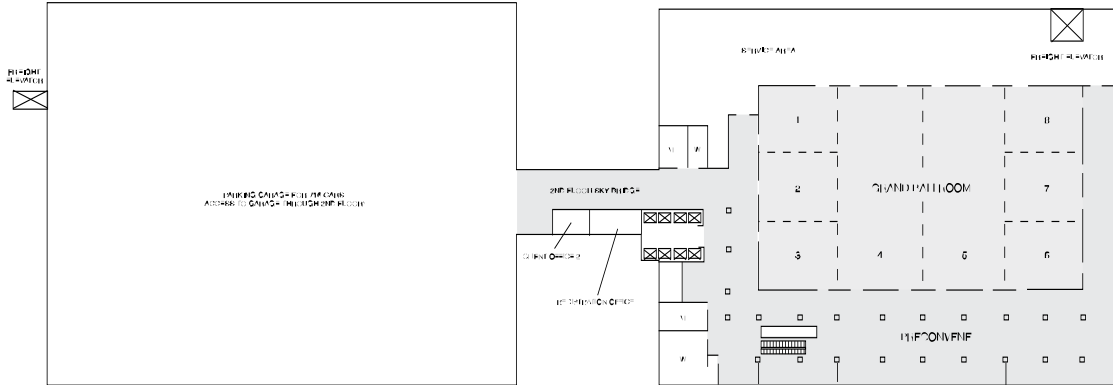
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Poonam Arya	Jill Castek	Lee Dubert	Megan Guise	Laura Jiménez
Lori Assaf	Samantha Caughlan	Joel Dworin	Ying Guo	Janet Johnson
Terry Atkinson	Sandra Chambers	A. Jonathan Eakle	Debra Gurvitz	Amy Suzanne Johnson
Deborah Augsburger	Lorien Chambers Schuldt	Debbie East	Barbara Guzzetti	Lachuk
Seam Avalos	Marilyn Chambliss	Meagan Eeg	Dana Hagerman	Peter H. Johnston
Seemi Aziz	Kelly Chandler-Olcott	Ingrid Enniss	Michelle Hagerman	Michelle Jordan
Heidi Bacon	Mi-Kyoung Chang	Grace Enriquez	Margaret Hagood	Julie Justice
Kim Baker	Xiufang Chen	James Erikson	Virginia Hall	Bobbie Kabuto
Diane Barone	Cheonghwa Cheong	Alberto Esquinca	Juliet Halladay	Eileen Kaiser
Jonathan Bartels	James Chisholm	Tammy Everett	Don Halquist	Sara Kajder
Mary Lee Bass	Byeong-Young Cho	Colleen Fairbanks	Lara Handsfield	Mary Kallus
Jennifer Battle	Patricia Chrosniak	Francine Falk-Ross	Cory Hansen	George Kamberelis
Eurydice Bauer	Mi-Hyun Chung	Amy Feiker Hollenbeck	Janis Harmon	Julia Kara-Soteriou
Linda Bausch	Lane Clarke	Naomi Feldman	Susan Hart	Rachel Karchmer-Klein
Sara Beach	Mikel Cole	Joyce Fine	Douglas K. Hartman	Marcella Kehus
Gerlinde Beckers	Julie Collins	Doug Fisher	Lisa Hawkins	Karin Keith
April Bedford	Molly Collins	Teresa Fisher	Wanda Hedrick	Catherine Kelly
Edward Behrman	Carolyn Colvin	Tanya Flushman	Shannon Henderson	Ted Kesler
Susan Bennett	Jamie Colwell	Evelyn Ford-Connors	Javier Hernandez	Christopher Keyes
Sheila Benson	Catherine Compton-Lilly	Charlotte	K. Dara Hill	Il-Hee Kim
Bette Bergeron	Jennifer Conner	Frambaugh-Kritzer	Kathleen Hinchman	Ji Eun Kim
Emily Bigelow	Kristin Conradi	Susana	Hsiang-Ju Ho	Jung-In Kim
Gary Bingham	Annamary Consalvo	Franco-Fuenmayor	Jessica Hoffman	Youb Kim
William Boerman-Cornell	Susan Constable	Maria Franquiz	Matt Hollibush	Young-Suk Kim
Randy Bomer	Donna Copsey Haydey	Jill Freiberg	Courtney Holmes	Karen Kindle
Stergios Botzakis	Shawn Coskey	Elizabeth Friese	Carrie Eunyoung Hong	James King
Erica Bowers	Paula Costello	Jing Fu	Kay Hong-Nam	Sharon Kletzien
Fenice Boyd	Carrie Anna Courtad	Jim Furman	Shelley Hong Xu	Nancy Knapp
Maureen Boyd	Donna Cox	Rachael Gabriel	Sheryl Honig	Stavroula Kontovourki
Barbara Bradley	Jacquelyn Culpepper	Janet Gaffney	Deborah Horan	Deborah Kozdras
Kate Brayko	Svjetlana Curcic	Aimee Gallagher	Sherri Horner	Jayne Kraemer
Devon Brenner	Laurie Curtis	David Gallagher	Yu-Ying Hou	Diane Kroeger
Amy Broemmel	Margaret Curwen	Kathy Ganske	Ran Hu	Mary Kropiewnicki
Heather Brooker	Alanna Rochelle Dail	Lane Roy Gauthier	SuHua Huang	Susan L'Allier
Sally Brown		Maria Paula Ghiso	Andrew Huddleston	Jayne Lammers



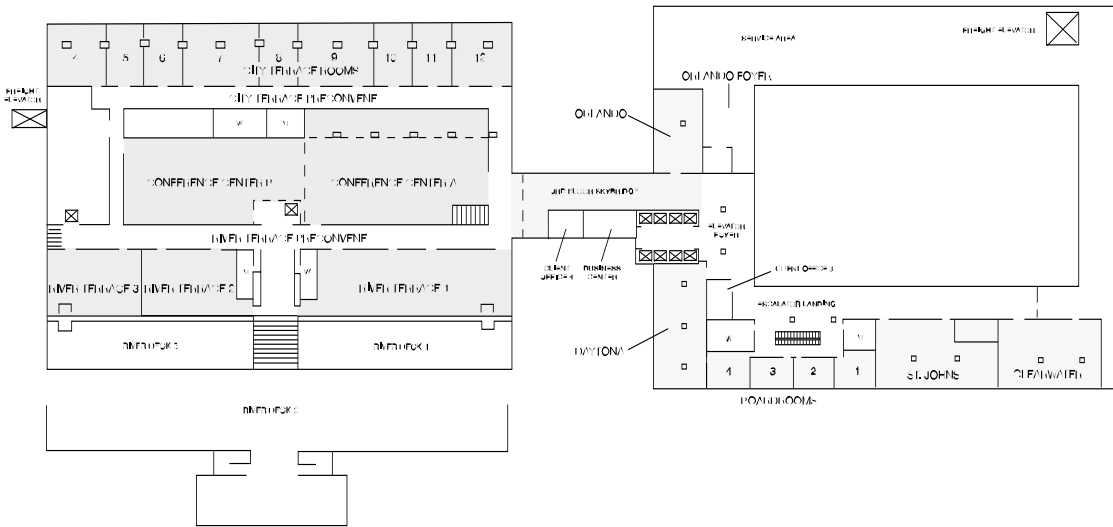
Diane Lapp	Maureen McLaughlin	Zoi Philippakos	Peggy Semingson	Judy Wallis
Clarena Larrotta	Susan McMahon	Linda Phillips	Krishna Seunarinesingh	Sharon Walpole
Lotta Larson	Vicki McQuitty	Susan Piazza	Maria Shaheen	Danhua Wang
Barbara Laster	Marianne McTavish	Jodi Pilgrim	Timothy Shanahan	Allison Ward
Judson Laughter	Carla Meyer	Sharon Pitcher	Rebecca Shankland	Paige Ware
Kevin Leander	Samuel Miller	Ramona Pittman	Louise Shaw	Erin Washburn
Georgette Lee	Candice Moench	Nancy Place	Ting Shen	Naomi Watkins
Yi-Ching Lee	Lyndsay Moffatt	Kathryn Pole	Kathy Short	Susan Watts-Taffe
Yoonhee Lee	Kouider Mokhari	Jacquelynn Popp	Dan Siebert	Sandra Webb
Christine Leighton	Pauline Moley	Ann Potts	Marjorie Siegel	Catherine Weber
Chris Leland	Geraldine Mongillo	Debra Price	Rob Simon	Steve Wellinski
Kimberly Lenters	Kristiina Montero	Maria Selena Protacio	Anne Simpson	Debra Wellman
Cynthia Leung	Noreen Moore	Kelly Puzio	Sunita Singh	Stephanie Wessels
Elizabeth Lewis	Margaret Moore-Hart	Margaret Queenan	Dorothy Sisk	Ruth Wharton-McDonald
Xiaoping Li	Alicia Morales	Joanne Ratliff	Laura Slay	Tyrell White
Roberta Linder	Aimee Morewood	Melanie Reaves	Linda Smetana	Corrine Wickens
Wayne Linek	Samantha Morley	David Reinking	Tracy Smiles	Carol Wickstrom
Deborah Litt	Jodene Morrell	D. Ray Reutzell	Julie Smit	Karen Wieland
Xiaoming Liu	Paul Morsink	Jakraphan Riamliw	Antony Smith	Baxter Williams
Sarah Lohnes Watulak	Melissa Mosley	Mary Rice	Sally Smith	Debbie Williams
Tracy Lopez	Kathleen Moxley	Peggy Rice	Hope Smith Davis	Jeanine Williams
Julia Lopez-Robertson	Gholnecsar Muhammad	Kim Richard	M. Trika Smith-Burke	Nancy Williams
Angela Lopez-Velasquez	Charlotte Mundy	Bryan Ripley Crandall	Alice Snyder	Amy Williamson
Audrey Lucero	Michele Myers	Ryan Rish	Bong-gi Sohn	Amy Alexandra Wilson
Kara Lycke	Jannah Nerren	Jennifer Moon Ro	Marva Solomon	Jennifer Wilson
Heather Lynch	Molly Ness Hill	Audra K. Roach	Eun Hye Son	Jenny C. Wilson
Judith Lysaker	Kristen Nichols-Besel	Susan Roark	Kwangok Song	Kathleen Wilson
Sherry Macaul	Diane Nielsen	Kathryn Roberts	Hiller Spires	Melissa Wilson
Laurie MacGillivray	Sarah Nixon	Dana Robertson	Susanna Steeg	Nance Wilson
Deborah MacPhee	Rebecca Norman	Valerie Robnolt	Elizabeth Stevens	Angela Wiseman
Angie Madden	Cheryl North-Coleman	Mary Roe	Elizabeth Stolle	Kelly Wissman
Catherine Maderazo	Lori Norton-Meier	Angela Rogers	Stephanie Strachan	Linda S. World
Marga Madhuri	W. Ian O'Byrne	Ruth Rohlwing	Elizabeth Sturtevant	Lori Wolf
Jacquelynn Malloy	John O'Flahavan	Nancy Roser	Alayne Sullivan	Jo Worthy
Michael Manderino	Cynthia Okolo	Deborah Rowe	Mary Pat Sullivan	Tanya Wright
Joyce Many	Richard Oldrieve	Zaline Roy-Campbell	Pamela Sullivan	Elena Xenii
Joellen Maples	Evan Ortlieb	Jiening Ruan	Jeanne Swafford	Chase Young
Josephine Marsh	Kathleen Paciga	William Rupley	Sheelah Sweeny	Janet Young
Susan Marshall	Yolanda Padron	Leslie Rush	Ruth Sylvester	Suzette Youngs
Nicole Martin	Jeanne Paratore	Misty Sailors	Cheryl Taliaferro	Debby Zambo
Susan Martin	Peter Parker	Lynn Sanders-Bustle	Amanda Thein	Katrina Zammit
Danny Martinez	Meghan Parkinson	Jane Saunders	Anne Ticknor	Lisa Zawilinski
Donita Massengill Shaw	Judy Parr	Roya Scales	Susan Toma-Berge	Jacqueline Zeig
Nancy Maszta	Sheri Parris	Carrie Scheckelhoff	Dianna Townsend	Jinjie Zheng
Janelle Mathis	Patricia Paugh	Roland Schendel	Guy Trainin	Xun Zheng
Mona Matthews	Eric Paulson	Barbara Schirmer	Amy Trawick	Courtney Zmach
Laura May	Sharon Peck	Cynthia Schmidt	Beverly Troiano	Sharon Zumbrunn
Lydia Mays	Kathryn Pegler	Renita Schmidt	Eli Tucker-Raymond	Vicky Zygouris-Coe
Sarah McCarthey	Yvonne Pek	Jenifer Schneider	Katie Van Sluys	
Barbara McClanahan	Amy Pelissero	Kristine Schutz	Margaret Vaughn	
Erin McCloskey	Emily Pendergrass	Paula Schwanenflugel	JoAnne Vazzano	
Sara McCraw	Julie Pennington	Jen Scott Curwood	Amy Vetter	
Dot McElhone	Kristen Perry	Wynnetta Scott-Simmons	Allison Volz	
Marilyn McKinney	Ellen Pesko	Yolanda Sealey-Ruiz	Carolyn Walker	

HYATT REGENCY JACKSONVILLE MAP

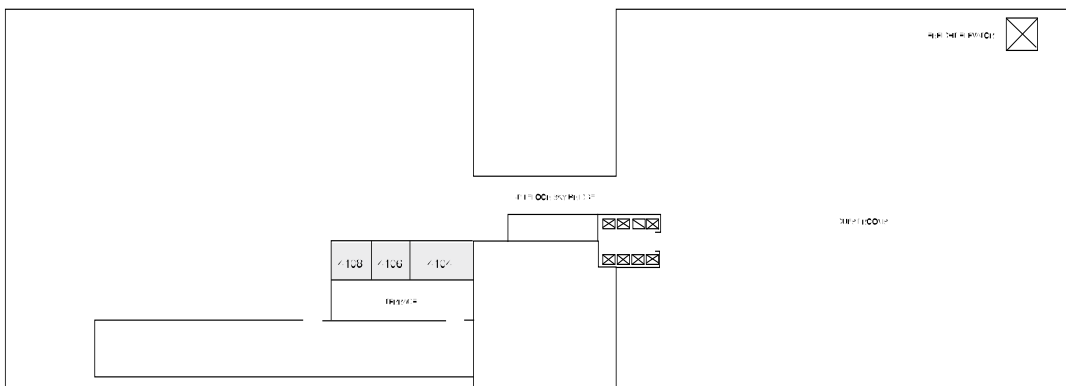
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3RD FLOOR



4TH FLOOR



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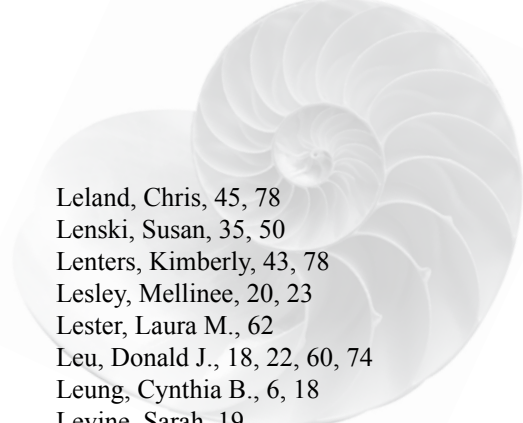
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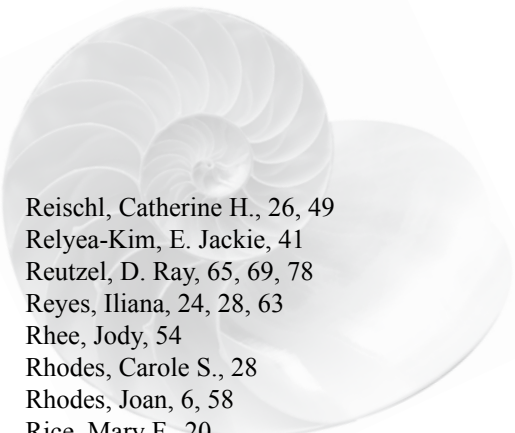
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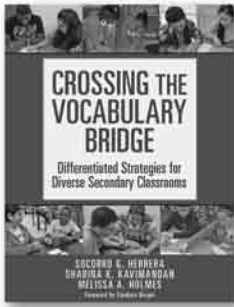
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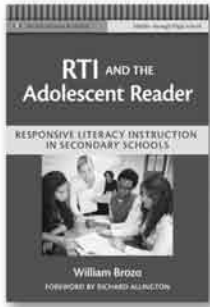
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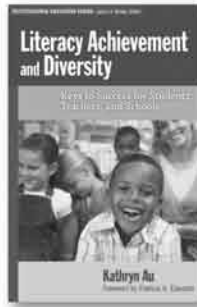
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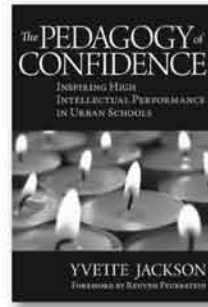
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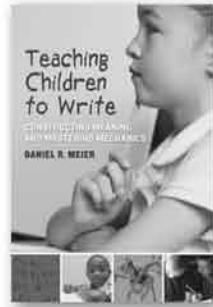
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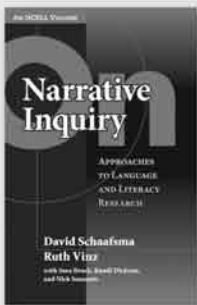
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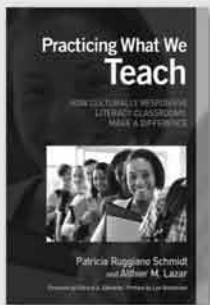
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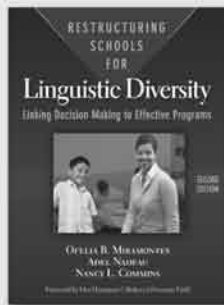
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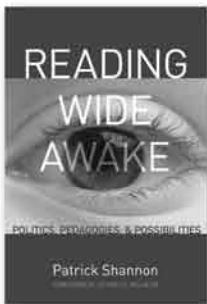
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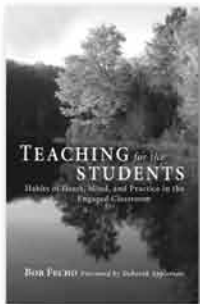
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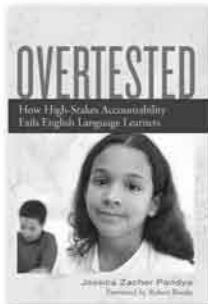
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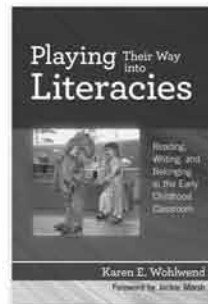
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Bob Fecho



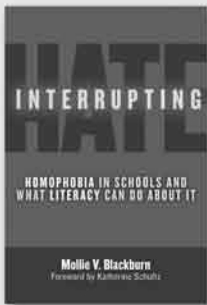
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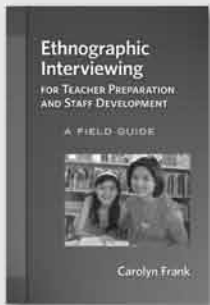
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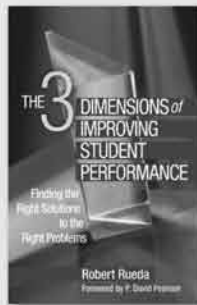
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