

TRANSFORMATIVE LITERACY:

Theory, Research, and Reform

*63rd Annual Conference • December 4-7, 2013
Dallas, Texas • www.literacyresearchassociation.org*



LITERACY
RESEARCH
ASSOCIATION

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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 paper sessions, plenary addresses, roundtable discussions, sessions with alternative formats, and symposia.

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 Altamonte Springs, Florida.

For more information, contact LRA Headquarters at 222 S. Westmonte Dr., #101, Altamonte Springs, Florida 32714, Phone: 407-774-7880, Fax: 407-774-6440, 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-7:00 pm and Saturday from 8:00 am-11:00 am. Payment for books can be made via cash, credit card, or check (payable to LRA).

Please visit our exhibitors: Teachers College Press, Guilford Publications, Routledge, and Holcomb Hathaway Publications.

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.

WELCOME

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

Welcome to the 63rd Annual LRA Conference at the Omni Dallas Hotel. I have enjoyed planning and working on this year's conference with my Co-Chair, Janice Almasi, along with the Kautter Management Group team of Barbara Beatty, Julie Dross, Lynn Hupp, and Sasha Jaquith.

We received a record number of conference proposals, 884 total submissions; 687 of which were accepted for an acceptance rate of roughly 77%. We have 361 Submissions (not including the Plenary, Award, Invited Sessions). These Submissions include: 687 individual papers, 45 Alternative Format Sessions, and 52 Symposia. We are providing 17 Study Group Sessions on Wednesday, Thursday and Friday. In addition, the conference program includes 15 Roundtable Sessions, with 147 individual roundtables, averaging 9.8 papers per Roundtable Session.

LRA Area Chairs have done an outstanding job of organizing reviews of proposals, arranging themed sessions, and selecting invited sessions. They are to be congratulated for their excellent work. I am very grateful to them for their commitment, diligence, and oversight of the proposal review process. Thank you so much for making the conference a memorable event.

The conference theme "Transformative Literacy: Theory, Research, and Reform" is drawn from my own research and interests advocating for literacy access that is democratic, progressive, and socially just; exposure of barriers and contexts that inhibit equitable access to literacy; and support of critical and emancipatory theories of literacy that inform research and reform efforts. As such, many sessions consider how literacy researchers are examining and critiquing the ways in which culture, knowledge, language, and power intersect literacy access, equity, and social justice in an age of reform. I selected this theme given the numerous literacy reform efforts that are underway in this era. As literacy researchers, we are positioned to inform and expand theories, innovate and re-imagine research, and shift reform paradigms to become more inclusive and socially just. The plenary speakers will engage and interrogate this theme during their presentations as well.

CONFERENCE TO-DO LIST

The following are some of many ways to enhance your participation at this year's conference. You may want to use the SCHED app to help plan your conference schedule: <http://sched.literacyresearchassociation.org/>

Attend the Plenary Speaker Presentations:

The plenary sessions begin with Richard Beach, University of Minnesota, professor emeritus, who will share his scholarship during his LRA Presidential Address on Wednesday afternoon. Thursday morning's plenary presentation, the Oscar S. Causey Address, will be given by Jerome Harste, Indiana University, professor emeritus. Our first invited plenary will be Thursday afternoon and features Arnetha F. Ball, Professor Stanford

University and past President of the American Education Research Association. Our second invited plenary will be Friday afternoon and will feature Teresa McCarty, G. F. Kneller Chair in Education and Anthropology, University of California-Los Angeles. The final plenary is the Integrative Research Review on Saturday morning. This session features a panel of distinguished scholars: David Bloome, College of Education and Human Ecology and Distinguished Professor of Teaching and Learning at The Ohio State University; Kris D. Gutiérrez, Professor of Literacy and Learning Sciences and Provost's Chair at the University of Colorado, Boulder, past President of the American Education Research Association; Carol Lee, Edwina S. Tarry Professor of Education and Social Policy at Northwestern University, and past President of the American Education Research Association; and Robert Tierney, Honorary Professor & Former Dean, Faculty of Education and Social Work, The University of Sydney and past president of Literacy Research Association. Georgia E. Garcia, professor emerita, University of Illinois, will chair and moderate the panel's presentation.

Attend an Area Chairs' Invited Speakers Session:

The Area Chairs (3, 5, 9, and 11) have selected an outstanding proposal from among the proposals submitted to their areas and elevated the proposal to an Invited Session. In addition, the Area 1 Co-Chairs have invited a panel of speakers to address the National Council on Teacher Quality (NCTQ) Report. I encourage you to attend each of these special sessions.

Attend the Conference Chair Symposium:

The Conference Chair's Symposium features a panel of scholars: David Kirkland, New York University; Jason Irizarry, University of Massachusetts, Amherst; and Lisa Patel, Boston College. The panelists will share excerpts from their research that align, challenge, critique, and envisage the conference theme as they discuss "Transformative literacy research as praxis."

Attend the Presidential Reception:

On Wednesday, December 4, following the Presidential Address by LRA President Richard Beach, please come join us at the Presidential Reception. Dr. Beach's reception will be held in the Dallas Ballroom Foyer from 6:00 - 7:30 p.m. Heavy hors d'oeuvres and a cash bar will be available. Please be sure to take this opportunity to thank Richard Beach for his amazing leadership and stewardship of the organization.

Attend the Newcomers' and Graduate Students' Breakfast:

If you are an LRA conference newcomer or a graduate student, you are cordially invited to attend the free Newcomers' and Graduate Students' Breakfast Buffet on Thursday, December 5, from 7:30 - 8:30 a.m., in the Dallas Ballroom. Jennifer Jones, Chair of the LRA Field Council, will share information about becoming involved in the LRA Field Council. Dr. Jones has an agenda that includes welcome comments from our LRA President Richard Beach and President-Elect Arlette Ingram

WELCOME

Willis. In addition, the Co-Chairs of the Doctoral Students Innovative Community Group and the International Innovative Community Group will encourage attendees to become more involved in LRA when they share brief presentations. Moreover, opportunities for publishing your research will be explained by Pamela J. Dunston and Susan King Fullerton, Clemson University, Co-Editors of the *LRA Yearbook*; and Patricia L. Anders and David B. Yaden, Jr., Co-Editors of the *Journal of Literacy Research*. Finally, attendees are encouraged to meet the members of the LRA Board of Directors, Field Council Regional Chairs, and Field Council Representatives who may be in attendance.

Attend a noon-hour LRA Study Group:

You may choose from among 17 LRA Study Groups that are meeting from 12:00 - 1:00 p.m., Wednesday - Friday. Each Study Group has a daily themed session and has arranged a focus conversation and/or group presentation as listed in the program.

Attend a noon-hour "Meet and Greet" with members of the LRA Board of Directors:

Each noon hour members of the LRA Board of Directors and members of Kautter Management Group (KMG), LRA's new management company, will be available to meet and talk with LRA members and conference attendees in the Bishop Arts Boardroom on the second floor (across from the escalators). This is a great opportunity to engage with members of the BOD, share a cup of coffee, hot tea, or a glass of sweet tea.

Attend an Innovative Community Group (ICG) session/meeting:

The Doctoral Students ICG, History of Literacy ICG, Multilingual and Transcultural Literacies ICG, and the International ICG will be meeting and sponsoring sessions; if you are interested in becoming more active in one of these ICGs, attend one of their events listed in the program.

Voice your opinion at the Thursday Town Hall Meeting:

An honored tradition of LRA is the annual Town Hall Meeting. This year the moderators will be Douglas Fisher, San Diego State University, and Mariana Souto-Manning, Teachers College, Columbia University. You can voice your opinions on various issues, raise questions, or respond to conference presentations while munching on free popcorn or drinking a cold beer (cash bar) at the Town Hall Meeting on Thursday, December 5, from 6:15 - 7:15 p.m.

Line Dancing:

C'mon learn to Line Dance!! Impress your friends with Texas line dance steps like the brush, hook, scuff, stomp, and toe fan or amaze yourself when you learn the Backward Shuffle, Triple Step, or Sailor Step. And, join the fun and learn other line dances: Blurred Lines, Cha Cha/Cupid/Electric Slides, Hustle, Macarena, and the Wobble. There will be a DJ and assistants to help: Thursday, December 5, social from 9:00 - 11:00 p.m. A cash bar will be available.

LRA Book Drive:

In support of the conference's focus on transformative theory and research, it is important to follow our ideas with action. I believe that it is imperative as an organization that focuses on literacy, we lead by example. Therefore, for those who are comfortable, we are providing an opportunity to share a book with a child. A drop-off box will be available beside the LRA registration desk for anyone who wants to donate a children's or young adult book. All books will be donated to local homeless shelters.

Attend the annual Friday Business Meeting:

LRA's annual Business Meeting will be held on Friday, December 6, from 6:00 - 6:20 p.m., immediately following Dr. Teresa McCarty's plenary address. An agenda of the Friday Business Meeting will be sent via email in advance of the meeting. There also will be handouts of the LRA Budget Overview available at the Business Meeting. Consider attending the Friday Business Meeting to learn about LRA's financial policies and status.

Use the Cyber Café:

In addition to the free Internet access in your sleeping rooms, hotel lobby, and some meeting rooms, you also may wish to take advantage of Internet access in the Cyber Café. Due to attendance and advanced bookings, the Cyber Café will be located in Parlor Suite 664, Wednesday - Friday from 8:00 a.m. - 5:00 p.m., and Saturday from 8:00 a.m. - 1:00 p.m.

Bid on books at the book auction:

You can bid on books at the book auction tables near the registration desk; bidding ends on Friday at 3:30 p.m. If your bid was the highest bid, you can purchase books on Friday from 4:00 - 7:00 p. m., and Saturday from 8:00-11:00 a.m., at the registration desk.

Submit your paper(s) to the LRA website and/or the LRA Yearbook:

You are invited to submit your paper to the LRA *Yearbook* call for papers. Your paper(s) of 20 pages or less should be sent to LRA_Yearbook@clemson.edu by February 7, 2014. In addition, you are invited to share your paper on the LRA conference paper repository site (link to the LRA website for directions).

Submit proposals for the LRA 2014 Conference:

Submit your proposal by March 3, 2014, for the LRA 2014 Conference to be held at the Marriott Island Beach Resort, Marco Island, FL. The 64th LRA Conference will be co-chaired by Janice Almasi and Patricia Enciso. Please direct all of your questions about proposals to Janice Almasi.

Arlette Ingram Willis

2013 Program Chair and President-Elect

IN MEMORIAM



SHELBY WOLF

It is with great sadness that we share the news that our beloved colleague, Shelby Wolf, has died. It is a devastating loss for us all. She has been an invaluable member of our LRA and NCTE literacy communities and we will grieve her passing personally and professionally. It is too soon.

Outside Shelby's office door here at CU-Boulder's School of Education are several potent symbols of her passionate research and teaching interests and commitments. To the right is a bulletin board filled with photos she took while collaborating with artists and teachers at London's Tate Museum on an arts integration project. Appropriately, it is entitled, "Unlike past generations, in 21st century learning, art will lead the way!" There is also a powerful student self-portrait in charcoal, and a book cover of Shelby's seminal work, *Handbook of Research on Children's and Young Adult Literature* (2010), which she edited with colleagues Karen Coats, Patricia Enciso, and Christine Jenkins. She was a prolific and gifted writer. Her voice—eager to build a metaphoric frame, to add a quote from the most fitting book, and create images that perfectly captured her intended meaning—will endure in her scholarship.

To the left of Shelby's door is a small poster of a child embracing a towering stack of books; "Find your favorite book!" it proclaims. Hanging alongside is a brochure advertising our masters' program in Literacy, including students' all-time favorite course, Shelby's advanced children's literature seminar. Finally, there is Shelby's office door. She welcomes us all into the wonderful world of children's literature, teaching, and an exuberant life with a poster illustrated by Maurice Sendak, an author and illustrator she especially loved. Accompanying images of a wild thing and children sailing through the air in a hot-air balloon are two bold words, *IMAGINATION CELEBRATION*.

The School of Education and Shelby's family are planning a memorial event to celebrate Shelby's life and to thank her for the many ways in which she has enriched our lives and advanced the field of children's literature and arts integration.

CU Literacy colleagues,

Donna Begley, Bridget Dalton, Anne DiPardo, Elizabeth Dutro, Kris Gutierrez, Janette Klingner, and Bill McGinley

IN MEMORIAM



ANTHONY V. MANZO

We are saddened by the passing of Dr. Anthony Manzo. Tony died Saturday, August 17, 2013, from pancreatic cancer. Tony was Professor Emeritus at the University of Missouri-Kansas City where he taught in the Reading and Interdisciplinary Doctoral Programs. Tony completed his doctoral work at Syracuse University under the guidance of Hal Herber and Bill Sheldon. Tony's dissertation in 1969 was a study of a reciprocal questioning strategy, ReQuest, to increase reading comprehension by teaching readers to ask good questions. This work, and many other studies and writing he did, continues to influence classroom instruction today and is widely cited in textbooks and journals in the field. In 1993 Tony received IRA's William S. Gray Citation of Merit for lifetime research and publications and co-wrote texts on content literacy and reading assessment with his wife, Ula Casale Manzo and colleague Julie Jackson Albee.

Tony was an active member of NRC/LRA from the mid 1960s through the mid 1980s. He and UMKC were host of the 1974 NRC meeting in Kansas City, Missouri, back during the time when NRC was a very small, loosely-knit organization that could fit into a modest-sized hotel, and where the high tech equipment

in meetings was an overhead projector. Tony thoroughly enjoyed the energetic, and sometimes barbed, interchange of ideas and challenges that marked NRC sessions of then. He challenged and confounded his students and NRC colleagues with ideas and questions way outside the box of current conversations of the time—psychological analyses of the Luscher Color Test, eidetic imagery as an explanation of adult memory and learning, and synaptic junction theory, to name a few.

To his students, Tony was a wonderful, loving, rigorous mentor who could, and did, challenge, charm, provoke, confound and delight them - sometimes all in one conversation! We all miss his energy, affection and abounding intellectual curiosity.

Mark Condon
Marilyn Eanet
Jane Hager
James Hoffman
Martha Rapp Ruddell

MAJOR ADDRESSES

Presidential Address - Wednesday, December 4, 2013

4:45 pm - 6:00 pm, Trinity 1-4,8

Understanding and Creating Digital Texts through Social Practices

Richard Beach, *University of Minnesota*



Richard Beach

Oscar S. Causey Address - Thursday, December 5, 2013

10:45 am - 12:00 pm, Trinity 1-4,8

Transmediation: What Art Affords Our Understanding of Literacy

Jerome C. Harste, *Indiana University*



Jerome C. Harste

Plenary Address One - Thursday, December 5, 2013

4:45 pm - 6:00 pm, Trinity 1-4,8

Theorizing Generativity and Operationalizing Research on Transformative Literacies as the Foundation for Meaningful Reform When Preparing Teachers for Diversity in Transnational Causes

Arnetha F. Ball, *Stanford University*



Arnetha F. Ball

Plenary Address Two - Friday, December 6, 2013

4:45 pm - 6:00 pm, Trinity 1-4,8

Making Our Literacy Research Matter — Lessons from Work with Indigenous Youth

Teresa McCarty, *Arizona State University*



Teresa McCarty

Integrative Research Review - Saturday, December 7, 2013

10:45 am - 12:00 pm, Trinity 1-4,8

Redux: Transformative Literacy — Theory, Research, and Reform

Georgia Garcia, *University of Illinois at Urbana-Champaign, Chair and Moderator*

David Bloome, *The Ohio State University*

Carol D. Lee, *Northwestern University*

Kris Gutierrez, *University of Colorado-Boulder*

Robert J. Tierney, *University of Sydney*



Georgia Garcia



David Bloome



Carol D. Lee



Kris Gutierrez



Robert J. Tierney

STUDY GROUP ORGANIZERS

ADULT LITERACY STUDY GROUP

Erik Jacobson, *Montclair State University*

APPROACHES TO DISCOURSE ANALYSIS

Melissa Wetzel, *The University of Texas at Austin*
Christine Mallozzi, *University of Kentucky*
Julie Ellison Justice, *University of North Carolina at Chapel Hill*
Amy Vetter, *University of North Carolina at Greensboro*

APPROACHES TO VIDEO DATA ANALYSIS IN LITERACY RESEARCH

Julie Coiro, *University of Rhode Island*
Jill Castek, *Portland State University*
Lizabeth Guzniczak, *Oakland University*

CONDUCTING AND PUBLISHING FORMATIVE EXPERIMENTS

Jamie Colwell, *Old Dominion University*

CRITICAL WITNESSING: ENVISIONING SAFE SPACES FOR CRITICAL CONVERSATIONS

Rebecca Beucher, *University of Colorado Boulder*

DIGITAL TEXTS AND TOOLS: POTENTIAL USES, ASSESSMENTS, AND METHODOLOGIES FOR THE LITERACY EDUCATOR AND RESEARCHER

Thomas DeVere Wolsey, *Walden University*

DOCTORAL STUDENTS' ICG SERIES: THE PUBLICATION PROCESS

Gail E. Lovette, *University of Virginia*
Jennifer Smith, *Texas Woman's University*
Katherine Brodeur, *University of Minnesota*

GRAPHIC NOVELS IN EDUCATION

Stergios Botzakis, *University of Tennessee, Knoxville*

LITERACY LAB/READING CLINIC STUDY GROUP

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

LIVING THE WRITERLY LIFE IN ACADEMIA

Elizabeth A. Swaggerty, *East Carolina University*
Terry S. Atkinson, *East Carolina University*
Robin R. Griffith, *Texas Christian University*
Johna L. Faulconer, *East Carolina University*

NARRATIVES AND COUNTERNARRATIVES: CRITICAL RACE THEORY, LATCRIT, AND ASIANCRIT

Keonghee Tao Han, *University of Wyoming*

RESPONSE TO INTERVENTION: THEORY, RESEARCH, AND REFORM OF RTI AS TRANSFORMATIVE PROCESS IN AN AGE OF REFORM

Lois Haid, *Barry University*
Joyce Warner, *Barry University*
Joanna Marasco, *Barry University*
Alice F. Snyder, *Kennesaw State University*
Nancy Masztal, *Barry University*
Rebekah Williams, *Kennesaw State University*
Debra Coffey, *Kennesaw State University*

TEACHER EDUCATION RESEARCH STUDY GROUP (TERSG)

Roya Qualls Scales, *Western Carolina University*
Karen Kreider Yoder, *Touro University California*
Chinwe Ikpeze, *St. John Fisher College*

TRANSNATIONALISM IN 21ST CENTURY SCHOOLS: MULTILINGUAL/TRANSNATIONAL LITERACIES STUDY GROUP

Patrick Henry Smith, *The University of Texas at El Paso*
Mikel Cole, *Clemson University*
Aria Razfar, *University of Illinois at Chicago*

WORD STUDY STUDY GROUP

Donald Bear, *Iowa State University*
Kevin Flanigan, *West Chester University of Pennsylvania*

WRITING RESEARCH STUDY GROUP: EARLY WRITING AND TEACHERS OF EARLY WRITERS

Zoi Apostolia-Philippakos, *University of Delaware*
Vicki McQuitty, *Towson University*
Noreen S. Moore, *Pennsylvania State University*

SAVE THE DATES
2014 LRA ANNUAL
CONFERENCE
MARCO ISLAND, FL
DECEMBER 3-6, 2014

EVENTS AT A GLANCE

Time **EventRoom**

TUESDAY, DECEMBER 3, 2013

8:00 am - 9:00 am	Executive Committee Breakfast.....	South Side 2 - Level 3
9:00 am - 12:00 pm	Executive Committee Meeting.....	South Side 1 - Level 3
1:00 pm - 5:00 pm	Board of Directors Meeting.....	South Side 1 - Level 3
3:00 pm - 8:00 pm	Attendee Registration Open.....	Registration & Event Office

WEDNESDAY, DECEMBER 4, 2013

7:00 am - 5:00 pm	Attendee Registration Open.....	Registration & Event Office
7:30 am - 8:30 am	Field Council Meeting.....	South Side 2 - Level 3
7:30 am - 8:30 am	Student Outstanding Research Award Committee Meeting.....	Victory Park 1 - Level 5
7:30 am - 8:30 am	Policy and Legislative Committee Meeting.....	Oak Cliff 2 - Level 5
8:00 am - 5:00 pm	Book Display/Silent Auction Open.....	Trinity Foyer - Level 3
8:00 am - 5:00 pm	Cyber Café Open.....	Parlor Room 664 - Level 6
8:45 am - 9:25 am	Roundtable Session 1A.....	Katy Trail - Level 2
9:45 am - 10:30 am	Roundtable Session 1B.....	Katy Trail - Level 2
8:45 am - 10:15 am	Concurrent Sessions.....	See Pages 17-25
9:00 am - 5:00 pm	Exhibits Open.....	Trinity Foyer - Level 3
10:30 am - 12:00 pm	Concurrent Sessions.....	See Pages 25-33
12:00 pm - 1:00 pm	Study Groups.....	See Pages 33-34
1:15 pm - 1:55 pm	Roundtable Session 2A.....	Katy Trail - Level 2
1:15 pm - 2:45 pm	Concurrent Sessions.....	See Pages 34-42
2:05 pm - 2:45 pm	Roundtable Session 2B.....	Katy Trail - Level 2
3:00 pm - 3:40 pm	Roundtable Session 3A.....	Katy Trail - Level 2
3:00 pm - 4:30 pm	Concurrent Sessions.....	See Pages 42-50
3:50 pm - 4:30 pm	Roundtable Session 3B.....	Katy Trail - Level 2
4:45 pm - 5:00 pm	J. Michael Parker Award Presentation.....	Trinity 1-4, 8 - Level 3
4:45 pm - 5:00 pm	Student Outstanding Research Award Presentation.....	Trinity 1-4, 8 - Level 3
5:00 pm - 6:00 pm	2013 Presidential Address.....	Trinity 1-4, 8 - Level 3
6:00 pm - 7:30 pm	President's Reception.....	Dallas Foyer

THURSDAY, DECEMBER 5, 2013

7:30 am - 8:30 am	Newcomers' & Graduate Students' Breakfast.....	Dallas E - F - Level 3
7:30 am - 8:30 am	Albert J. Kingston Award Committee Meeting.....	South Side 2 - Level 3
7:30 am - 8:30 am	Distinguished Scholar Lifetime Achievement Award Committee Meeting.....	Victory Park 1 - Level 5
7:30 am - 8:30 am	Early Career Achievement Award Committee Meeting.....	Victory Park 2 - Level 5
7:30 am - 8:30 am	J. Michael Parker Award Committee Meeting.....	White Rock 1 - Level 5
7:30 am - 8:30 am	Oscar S. Causey Award Committee Meeting.....	White Rock 2 - Level 5
7:30 am - 8:30 am	History Innovative Community Group (ICG) Meeting.....	Trinity 6 - Level 3

EVENTS AT A GLANCE

Time	Event	Room
THURSDAY, DECEMBER 5, 2013 (CONTINUED)		
7:30 am - 8:30 am	Publications Committee Meeting	Deep Ellum A - Level 2
7:30 am - 8:30 am	Research Committee Meeting	Oak Cliff 1 - Level 5
7:30 am - 8:30 am	Technology Committee Meeting.....	Oak Cliff 2 - Level 5
7:30 am - 8:30 am	Ethnicity, Race, and Multilingualism Committee Meeting.....	Deep Ellum B - Level 2
7:30 am - 8:30 am	Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting.....	South Side 1 - Level 3
7:30 am - 8:30 am	International Innovative Community Group (ICG) Meeting.....	West End - Level 5
7:30 am - 8:30 am	Financial Advisory Committee Meeting.....	Cedars - Level 2
7:30 am - 8:30 am	P. David Pearson Scholarly Impact Award Committee Meeting.....	Trinity 7 - Level 3
8:00 am - 5:00 pm	Attendee Registration Open.....	Registration & Event Office
8:00 am - 5:00 pm	Book Display/Silent Auction Open.....	Trinity Foyer
8:00 am - 5:00 pm	Exhibits Open.....	Trinity Foyer
8:00 am - 5:00 pm	Cyber Café Open	Parlor Room 664 - Level 6
8:45 am - 9:25 am	Roundtable Session 4A.....	Katy Trail - Level 2
8:45 am - 10:15 am	Concurrent Sessions.....	See Pages 54-61
9:35 am - 10:15 am	Roundtable Session 4B	Katy Trail - Level 2
10:30 am - 10:45 am	P. David Pearson Scholarly Impact Award Presentation.....	Trinity 1-4, 8 - Level 3
10:45 am - 11:00 am	Oscar S. Causey Award Presentation.....	Trinity 1-4, 8 - Level 3
11:00 am - 12:00 pm	2013 Oscar S. Causey Address	Trinity 1-4, 8 - Level 3
12:00 pm - 1:00 pm	Study Groups	See Pages 62-63
1:15 pm - 1:55 pm	Roundtable Session 5A.....	Katy Trail - Level 2
1:15 pm - 2:45 pm	Concurrent Sessions.....	See Pages 63-69
2:05 pm - 2:45 pm	Roundtable Session 5B	Katy Trail - Level 2
3:00 pm - 3:40 pm	Roundtable Session 5C.....	Katy Trail - Level 2
3:00 pm - 4:30 pm	Concurrent Sessions.....	See Pages 70-77
4:45 pm - 5:00 pm	Distinguished Scholar Lifetime Achievement Award Presentation.....	Trinity 1-4, 8 - Level 3
4:45 pm - 5:00 pm	Early Career Achievement Award Presentation.....	Trinity 1-4, 8 - Level 3
5:00 pm - 6:00 pm	Plenary Address One.....	Trinity 1-4, 8 - Level 3
6:15 pm - 7:15 pm	Town Hall Meeting.....	Fair Park 1 - Level 3
9:00 pm - 11:00 pm	Line Dancing	Fair Park 1 - Level 3

FRIDAY, DECEMBER 6, 2013

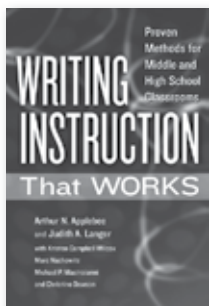
7:30 am - 8:30 am	Doctoral Student Innovative Community Group (ICG) Meeting	South Side 2 - Level 3
7:30 am - 8:30 am	Edward B. Fry Book Award Committee Meeting.....	White Rock 1 - Level 5
7:30 am - 8:30 am	Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting.....	West End - Level 5
7:30 am - 8:30 am	Ethics Committee Meeting	Deep Ellum B - Level 2

EVENTS AT A GLANCE

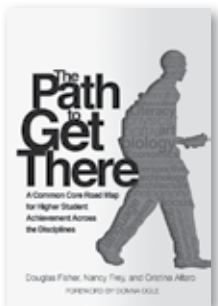
Time	Event	Room
FRIDAY, DECEMBER 6, 2013 (CONTINUED)		
7:30 am - 8:30 am	Barr/Mosenthal <i>Handbook of Reading Research</i> Fund Committee Meeting	Deep Ellum A - Level 2
8:00 am - 3:30 pm	Book Display/Silent Auction Open	Trinity Foyer - Level 3
8:00 am - 7:00 pm	Attendee Registration Open	Registration & Event Office
8:00 am - 5:00 pm	Exhibits Open	Trinity Foyer - Level 3
8:00 am - 5:00 pm	Cyber Café Open	Parlor Room 664 - Level 6
8:45 am - 10:15 am	STAR Roundtable Session	Katy Trail - Level 2
8:45 am - 10:15 am	Concurrent Sessions.....	Various - See Pages 81-88
10:30 am - 11:10 am	Roundtable Session 6A.....	Katy Trail - Level 2
10:30 am - 12:00 pm	Concurrent Sessions.....	Various - See Pages 88-95
11:20 am - 12:00 pm	Roundtable Session 6B	Katy Trail - Level 2
12:00 pm - 1:00 pm	Past Presidents' Luncheon (Invitation Only).....	Texas Spice - Level 1
12:00 pm - 1:00 pm	Study Groups	Various - See Pages 96-98
1:15 pm - 1:55 pm	Roundtable Session 7A.....	Katy Trail - Level 2
1:15 pm - 2:45 pm	Concurrent Sessions.....	Various - See Pages 98-105
2:05 pm - 2:45 pm	Roundtable Session 7B	Katy Trail - Level 2
3:00 pm - 3:40 pm	Roundtable Session 6C	Katy Trail - Level 2
3:00 pm - 4:30 pm	Concurrent Sessions.....	Various - See Pages 105-112
4:00 pm - 7:00 pm	Purchase Silent Auction Books	Registration & Event Office
4:45 pm - 5:00 pm	Edward B. Fry Book Award Presentation.....	Trinity 1-4, 8 - Level 3
5:00 pm - 6:00 pm	Plenary Address Two	Trinity 1-4, 8 - Level 3
6:00 pm - 6:20 pm	Annual Business Meeting	Trinity 1-4, 8 - Level 3
6:30 pm - 8:00 pm	<i>Journal of Literacy Research</i> Editorial Board Dessert Reception (Invitation Only)	West End - Level 5
SATURDAY, DECEMBER 7, 2013		
7:00 am - 8:30 am	ICG Study Group - Sara Bruce McGraw Doctoral Student Networking Session	Oak Cliff 1 - Level 5
7:30 am - 8:30 am	2014 Conference Area Chairs Breakfast	Fair Park 2 - Level 3
7:30 am - 8:30 am	LRA <i>Yearbook</i> Editors Meeting	Oak Cliff 2 - Level 5
8:00 am - 11:00 am	Purchase Silent Auction Books	Registration & Event Office
8:00 am - 1:00 pm	Attendee Registration Open	Registration & Event Office
8:00 am - 1:00 pm	Cyber Café Open	Parlor Room 664 - Level 6
8:45 am - 10:15 am	Concurrent Sessions.....	Various - See Pages 115-122
10:45 am - 11:00 am	Albert J. Kingston Award Presentation.....	Trinity 1-4, 8 - Level 3
11:00 am - 12:00 pm	2013 Integrative Research Review	Trinity 1-4, 8 - Level 3
12:00 pm - 8:00 pm	STAR Meeting.....	White Rock 1 - Level 5
12:15 pm - 2:00 pm	Executive Committee Meeting.....	South Side 1 - Level 3
1:00 pm - 3:30 pm	National Conference on Research in Language and Literacy	West End - Level 5
2:00 pm - 5:00 pm	Board of Directors Meeting.....	South Side 1 - Level 3

NEW TCPRESS BOOKS ON DISPLAY

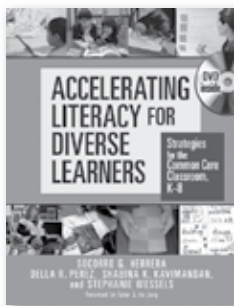
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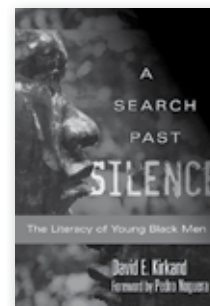
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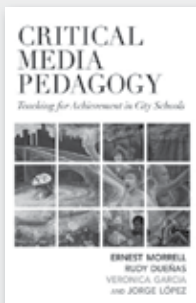
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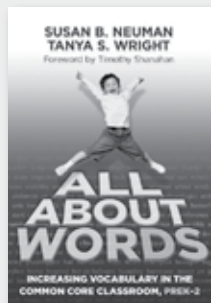
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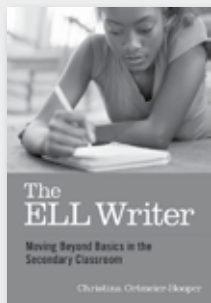
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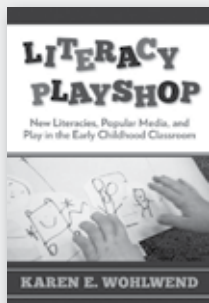
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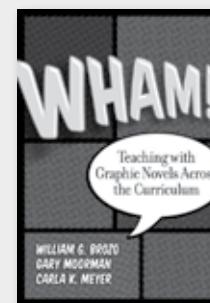
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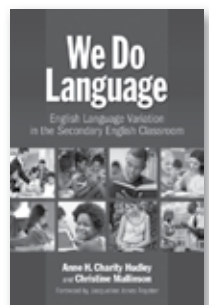
Christina Ortmeier-Hooper



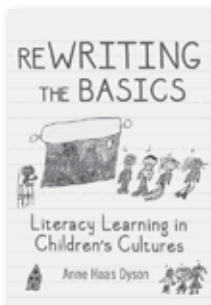
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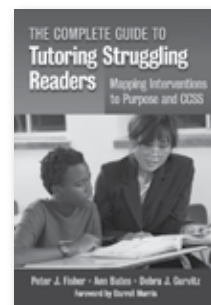
William G. Brozo, Gary Moorman, & Carla K. Meyer



Anne H. Charity Hudley and Christine Mallinson



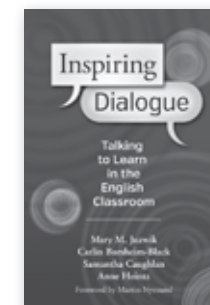
Anne Haas Dyson



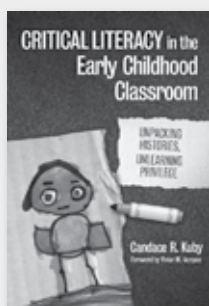
Peter J. Fisher, Ann Bates, and Debra J. Gervitz



Stuart Greene



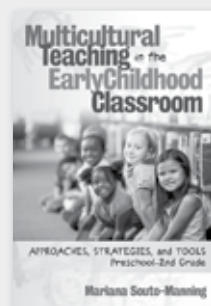
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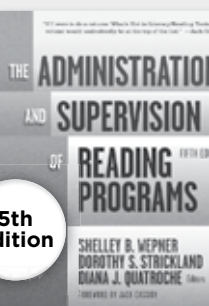
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Wednesday

Transformative Literacy: Theory, Research, and Design
63rd Annual Conference of the Literacy Research Association | December 4 - 7, 2013 | Dallas, TX

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-Friday from noon to 1:00 pm and Saturday from 7:30 am - 8:30 am) of the Annual Conference.

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 2013 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.

ATTENDEE REGISTRATION OPEN

7:00 am - 5:00 pm

Registration and Event Office/Trinity Foyer, Level 3

POLICY AND LEGISLATIVE COMMITTEE MEETING

7:30 am - 8:30 am • Oak Cliff 2 - Level 5

FIELD COUNCIL MEETING

7:30 am - 8:30 am • South Side 2 - Level 3

STUDENT OUTSTANDING RESEARCH AWARD COMMITTEE MEETING

7:30 am - 8:30 am • Victory Park 1 - Level 5

CYBER CAFÉ OPEN - WEDNESDAY

8:00 am - 5:00 pm • Parlor Suite 664

BOOK DISPLAY/SILENT AUCTION/EXHIBITS OPEN

8:00 am - 5:00 pm • Trinity Foyer - Level 3

8:45 am - 10:15 am • SYMPOSIUM

Arts District 1 - Level 2

A Qualitative Analysis of the Spelling in English of Native Mandarin Chinese and Korean Speaking Elementary Students (grades 2-8)

Chair:

Donald Bear, *Iowa State University*

Discussant:

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

An overview of research of the spelling of EFLs is presented. Crosslinguistic analyses of the spelling of Mandarin Chinese and Korean EFL students found that spelling errors were predictable based on phonological differences and in Chinese, include the influences of Pinyin. Korean EFLs struggled with non-Korean sounds in words, and there were difficult vowels for Korean speakers to spell. Findings suggest activities to examine crosslinguistic interferences.

1. The Development of English Spelling among Second and Foreign Language Learners

Donald Bear, *Iowa State University*

2. Crosslinguistic Analyses of the Spelling of Mandarin Chinese Speakers Learning English as a Foreign Language

Wei Xu, *University of Nevada, Reno*

Sam Von Gillern, *Iowa State University*

3. The Orthographic Knowledge of Korean Speakers Learning English as a Foreign Language

Keonghee Tao Han, *University of Wyoming*

Byeong-Young Cho, *Iowa State University*

Moonyoung Park, *Iowa State University*

8:45 am - 10:15 am • PAPER SESSION

Cedars - Level 2

Examining Professional Development

Chair:

Sarah Newcomer, *Washington State University-Tri-Cities*

Discussant:

Patricia L. Anders, *University of Arizona*

1. Assessing the Long-Term Impact of a Professional Development Model Designed to Support Adult Learners

Maureen V. Spelman, *Saint Xavier University*

Ruth Rohlwing, *Saint Xavier University*

2. Literacy Education and the Privatization of Professional Development

Christopher B. Crowley, *University of Wisconsin-Madison*

3. Transforming Teacher Practice in an Age of Reform

Stephanie M. Buelow, *University of Hawaii at Manoa*

8:45 am - 10:15 am • SYMPOSIUM

Dallas A - Level 3

Complementary Relationships between Didacticism and Play in the Teaching of Literacy Practices Across Grades

Chair:

George Newell, *The Ohio State University*

Discussant:

George Newell, *The Ohio State University*

Jerome Harste, *Indiana University*

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Patterns involving complementary relationships of didacticism (explicit direct instruction) and play (opportunities for students to adopt, adapt, and reconstitute taught literacy practices). Based on these studies, we discuss how instructional conversations can (a) constitute a curriculum of academic literacies beyond academic socialization, (b) provide a microethnographic theoretical approach to instruction, and (c) problematize the dichotomy between didacticism and child-centered curriculum.

1. "Did You Already Know the Answer?": First Graders Writing Nonfiction

Melissa Wilson, *The Ohio State University*

2. Writing Arguments in a Twelfth Grade AP Language Arts Classroom

David Bloome, *The Ohio State University*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION

Dallas B - Level 3

From Teacher Preparation through First-Year Teaching: A Longitudinal Study through the Lens of Professional Standards for Literacy Professionals

Chair:

Thomas DeVere Wolsey, *Walden University*

Teacher preparation has increasingly become the focus of attention for policymakers and researchers. To better understand teacher preparation and the impact of such programs on teacher candidates, researchers from 10 universities across the United States undertook a study of their programs following teacher candidates through student teaching and into the first year as a novice teacher. This alternative session involves participants in breakout sessions and panel discussions of the role of standards in teacher preparation.

Presenters:

Thomas DeVere Wolsey, *Walden University*

Susan Lenski, *Portland State University*

Dana L. Grisham, *National University*

Roya Qualls Scales, *Western Carolina University*

Elizabeth Dobler, *Emporia State University*

Kathy Ganske, *Vanderbilt University*

Linda Smetana, *California State University, East Bay*

Karen Kreider Yoder, *Touro University California*

Sandra Chambers, *Kutztown University*

W. David Scales, *Western Carolina University*

Janet Young, *Brigham Young University*

8:45 am - 10:15 am • SYMPOSIUM

Dallas C - Level 3

Academic Vocabulary in the Content Areas

Chair:

Dianna Townsend, *University of Nevada, Reno*

Discussant:

Zhihui Fang, *University of Florida*

Given the elemental role of vocabulary knowledge in all literacy activities, and the challenges typically faced by language minority students with respect to vocabulary and comprehension in English (Lesaux, 2006), efforts to help students build academic vocabulary knowledge can serve as a transformative literacy practice, enhancing all students' access to and participation in instructional activities. This symposium presents recent empirical findings and instructional frameworks for learning and teaching academic vocabulary in the content areas.

1. Middle School Students' Development of Productive Academic Language Knowledge in Science

Kristina Wulfing, *University of Nevada, Reno*

Dianna Townsend, *University of Nevada, Reno*

2. Motivational and Language Predictors of Growth in Reading Comprehension for ELLs and English Speakers

Ana Taboada Barber, *George Mason University*

Michelle M. Buehl, *George Mason University*

Melissa Gallagher, *George Mason University*

3. Language as a Tool or a Trap: Supporting Students' Academic Language and Concept Development in Mathematics

Lori Helman, *University of Minnesota*

4. Seeing the "Big Picture": Using Academic Language as a Lens for Reading and Thinking About History

Kevin Flanigan, *West Chester University of Pennsylvania*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION

Deep Ellum A - Level 2

Culture, Language and Social Justice in Literacy Education: Perspectives and Practices of Scholars of Color and Diverse Linguistic Background

Chair:

Kinga Varga-Dobai, *Georgia Gwinnett College*

The session looks at the ways using children's and young adult literature, arts-based practices and multiliteracies,

to teach for social justice impacts literacy educators' and their students' experiences inside English Language Arts methods courses. The 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.

1. **Exploring Intercultural Learning through Arts-Based Practices**
Kinga Varga-Dobai, *Georgia Gwinnett College*
2. **Exploring Beginning Understandings: English Language Learners through Children's and Young Adult Latino Literature**
Julia Lopez-Robertson, *University of South Carolina*
3. **Learning in Action Inside 21st Century Preservice ELA Classrooms**
Rachelle Washington, *Clemson University*
4. **Transforming Teacher Education Candidates through Cultural Identity**
Toni Williams, *University of South Carolina*

8:45 am - 10:15 am • PAPER SESSION
Deep Ellum B - Level 2

Analysis and Use of Culturally Diverse Literature: Theoretical and Pedagogical Considerations

Chair:

Janelle B. Mathis, *University of North Texas*

Discussant:

Catherine Olsen Maderazo, *California State University, Fullerton*

This session starts with a consideration of the value of using culturally diverse literature in the curriculum followed by the review and analysis of collections of books about representation of Muslims and Latinos. Theoretical and pedagogical considerations will be provided to move the scholarship based on children's and young adult literature forward.

1. **Reading the World through Story: An Argument for the Inclusion of Culturally Diverse Literature in Critical Literacy Curricula**
Christopher L. Kolb, *University of Minnesota*
2. **The Depiction of Muslims in Children's Literature**
Heidi J. Torres, *Indiana University-Bloomington*
3. **Affirming and Celebratory Texts for Latino Youth: Where are They?**
Kristen Lynne Pratt, *Washington State University*;
Kelly Puzio, *Washington State University*

8:45 am - 10:15 am • PAPER SESSION
Greenville Avenue - Level 2

Literacy as a Resource In and Out of School Contexts

Chair:

Kwangok Song, *Arkansas State University*

Discussant:

Kwangok Song, *Arkansas State University*

1. **Low-SES ELLs' New Literacies Outside School: Attitudes, Access, and Agency**
Guofang Li, *Michigan State University*
2. **"No One Speaks Korean at School": Ideological Discourses on Languages in Bilingual Children's Home Literacy Practices**
Kwangok Song, *Arkansas State University*
3. **Recognizing and Not Recognizing Trilingualism as a Resource for Literacy Teaching and Learning**
Michiko Hikida, *The University of Texas at Austin*
Leah Durán, *The University of Texas at Austin*
Ramon Martinez, *The University of Texas at Austin*

8:45 am - 9:25 am • ROUNDTABLE
Katy Trail - Level 2



Roundtable Session 1A

- I. **"Everything in Our Power": Classroom, School and District Impacts on Minority Student Literacy Achievement**
Kristen Campbell Wilcox, *University at Albany*
Rachel Stead, *University at Albany*
- II. **"How Would That Change the Context?": The Effects of a Conceptually Based Framework on the Depth of Thinking of Struggling Readers During Literature Discussions**
Robert Gaskins, *Benchmark School*
Amanda Nehring, *Benchmark School*
Katie Solic, *Benchmark School*
- III. **"If You're Smart, You'll Avoid Me": Dangerous Boys in Young Adult Literature, Girls' Social Media Participation, and Gender Relations**
Ebony Elizabeth Thomas, *University of Pennsylvania*
Nora A. Peterman, *University of Pennsylvania*
- IV. **(Mine)crafting a Literacy Space for Youth: Spatial Design In-and-Out of a Gaming Environment**
Ty Hollett, *Vanderbilt University*
- V. **A Case Study of One Teacher's Reflections on Facilitating Classroom Discussion**
Jacquelynn S. Popp, *University of Illinois at Chicago*

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VI. A Critical Reflection on the Data Collection and Representation of an Ethnographic Study with 26 ESL Adult Immigrants in the Midwest

Yin Lam Lee-Johnson, *Webster University*

VII. A Study of Technology Integration and Literacy Education in a One-to-One iPad Initiative with Preservice Teachers

Jodi Pilgrim, *University of Mary Hardin-Baylor*

VIII. A Teacher's Implementation of a Multicultural, Instructional Read Aloud Lesson: How Personal Relevance and Participatory Structure are Used to Mediate Text Engagement

Kristen B. Doorn, *University of Miami*

8:45 am - 10:15 am • PAPER SESSION

Oak Cliff 1 - Level 5

Apprenticing Readers and Writers in the Elementary Classroom

Chair:

Marcy Zipke, *Providence College*

Discussant:

Elizabeth L. Jaeger, *University of Arizona*

1. The Reading Apprenticeship: A Pattern of Success with Struggling Readers

Nancy Flanagan Knapp, *University of Georgia*

2. Transforming Elementary School Readers through an Independent Reading Intervention in a High-Poverty Urban School

Francesca Pomerantz, *Salem State University*

Michelle Pierce, *Salem State University*

3. Unintended Connections between a "Pure" K-1 Writing Workshop and the Common Core State Standards

Doug Kaufman, *University of Connecticut*

Jennifer Dolan, *University of Connecticut*

8:45 am - 10:15 am • PAPER SESSION

Oak Cliff 2 - Level 5

Vocabulary Instruction and Development

Chair:

Sharolyn Pollard-Durodola, *University of Denver*

Discussant:

Paula Schwanenflugel, *University of Georgia*

1. "Big" and "Fancy" Words: A Study of ELL and EO Students' Word Consciousness During a Comprehensive Vocabulary Program

Heather Peterson, *University of Wyoming*

Jeni R. Davis, *University of South Florida*

2. Kindergarteners Listening, Viewing, and Constructing Vocabulary Meanings

Tanya Christ, *Oakland University*

X. Christine Wang, *University at Buffalo*

Ming Ming Chiu, *University at Buffalo*

8:45 am - 10:15 am • PAPER SESSION

South Side 1 - Level 3

Exploring School/University Relationships as They Relate to Literacy Teaching and Learning

Chair:

Blake Tenure, *Harwick College*

Discussant:

Laura Pardo, *Hope College*

The three papers in this session all explore relationships between schools and universities. Two papers examine school/university collaborations. The third paper explores discrepancies between the university classroom and the primary classroom.

1. Practice-based Coursework in Teacher Education: Bridging the Gap between Fieldwork and Coursework

Sheila Valencia, *University of Washington*

Elizabeth Donat, *University of Washington*

Katie Danielson, *University of Washington*

2. Apprenticing Disciplinary Literacy Practices through Blogging: A Case Study of a Middle School and University Collaboration

Corrine Marie Wickens, *Northern Illinois University*

Michael Manderino, *Northern Illinois University*

Elsa Glover, *Harter Kaneland Middle Grove*

3. Literacy Instruction in Theory and in Practice: Discrepancies between the University Classroom and the Primary Classroom

Sherry Sanden, *Illinois State University*

8:45 am – 10:15 am • PAPER SESSION

South Side 2 - Level 3

Exploring Preservice Teachers' Learning about Culturally Responsive Instruction

Chair:

Ingrid Enniss, *Oakwood University*

Discussant:

Lisa Hervey, *North Carolina State University*

The three studies in this session explore different aspects of helping Preservice teachers to learn to engage in culturally responsive instruction.

1. "Caring Conversations": A Transformative Intervention to Foster Education Majors' Dispositions for Culturally Responsive Teaching and Caring in Literacy Classrooms

Janet C. Richards, *University of South Florida*

Stephanie M. Bennett, *Mississippi State University*

2. Developing Culturally Responsive Literacy Teachers: Analysis of Academic, Demographic, and Experiential Factors Related to Teacher Self-Efficacy

Amie Sarker, *Dallas Baptist University*

3. Thinking about Instruction: How Teacher Candidates Plan for Culturally Responsive Instruction

Brian C. Rose, *University of Northern Colorado*

8:45 am – 10:15 am • PAPER SESSION

Trinity 1 - Level 3

Perceptions of Writing and Writing Competence amongst College Students

Chair:

Carlton J. Fong, *The University of Texas at Austin*

Discussant:

Ann M. Bennett, *University of Tennessee*

1. A Multi-Dimensional Measure of Writing Motivation for First-Year College Students

Zoi Apostolia-Philippakos, *University of Delaware*

Charles MacArthur, *University of Delaware*

2. "My Teacher Saying 'This Sucks' Doesn't Really Help Me": College Students' Perspectives on Constructive Criticism on Writing

Carlton J. Fong, *The University of Texas at Austin*

Kyle M. Williams, *The University of Texas at Austin*

Jayne R. Warner, *The University of Texas at Austin*

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

3. Academic Composition in Latin American Universities: A Case Study in Colombia

Lina Marcela Trigos Carrillo, *University of Missouri*

Jennifer Lopera Moreno, *Universidad del Rosario*

8:45 am - 10:15 am • SYMPOSIUM

Trinity 2 - Level 3

Videogame Communities, Affinity Spaces, and Transformative Learning: Fluid and Connective Literacy Practices in Online and Offline Spaces

Chairs:

Sandra Schamroth Abrams, *St. John's University*

Thomas Liam Lynch, *Pace University*

Discussant:

Amy Stornaiuolo, *University of Pennsylvania*

This symposium offers a new perspective on videogaming and digital literacy, one that focuses on interconnected literacy practices that seem inherently part of videogame-based learning. Data from three separate studies reveal how adolescent students and an adult college undergraduate utilized socio-historically imbued on-and-off screen activities, honing their understanding of traditional and digital texts. The rather seamless transitions among students' practices call attention to the ways videogaming may serve as a catalyst for fluid literacy development.

1. Fluid Literacies: Videogaming and Related Practices

Sandra Schamroth Abrams, *St. John's University*

2. Connective Literacies: Gaming, Reading, and Writing

Hannah Gerber, *Sam Houston State University*

3. Transformative Literacies: Using World of Warcraft to Transform Language Learning

Jason Lee, *Pennsylvania State University*

8:45 am - 10:15 am • SYMPOSIUM

Trinity 3 - Level 3

Using Qualitative Data Methodologies to Understand "Struggle": Exploring the Complexities of Literacy Learning in the Classroom Contexts

Chair:

Susan V. Piazza, *Western Michigan University*

Discussant:

Elizabeth Moje, *University of Michigan*

When students are not successful in classroom literacy instruction they are often labeled as "struggling." The

WEDNESDAY

notion of struggle can reflect a range of issues such as motivation or relationships in school. This presentation will explore qualitative research methodologies to understand learning opportunities for students labeled as “struggling.” The presenters in this symposium will illuminate the complex literacy practices of readers who have been labeled as “struggling” in classroom contexts.

- 1. Narrative Analysis and the Depiction of “Struggle” in Literacy Research: Stories of Resistance and Resilience**
Kathleen Mary Collins, *Pennsylvania State University*
- 2. Understanding and Disrupting Interactions: What Students’ Interactions Reveal about Their Literacy Development**
Leigh A. Hall, *University of North Carolina at Chapel Hill*
- 3. A Case Study of Ellie: Using Multimodal Interaction Analysis to Understand “Struggle” in the Classroom**
Angela Wiseman, *North Carolina State University*;
Melissa Pendleton, *North Carolina State University*;
Christine Christianson, *North Carolina State University*;
Nicole Nesheim, *North Carolina State University*

8:45 am - 10:15 am • SYMPOSIUM

Trinity 4 - Level 3

Promoting Educational Equity for Linguistically Diverse Students: A Comprehensive Approach to Early Childhood Literacy Teacher Education

Chair:

Ana Christina Iddings Da Silva, *University of Arizona*

Discussant:

Luis C. Moll, *University of Arizona*

This symposium reports on the outcomes of the reform of an early childhood teacher education program that has placed community at the center of the curriculum. We make use of a design-based research approach to account for, to understand, and to address a complex interplay of factors that contribute to the literacy development of children who are speakers of other languages, in particular.

- 1. Preparing Early Childhood Prospective Teachers to Work with Families & Communities: The Create Project Overview**
Donna Jurich, *University of Arizona*
Bridget Longoria, *University of Arizona*
- 2. Family Interactions with Prospective Teachers: Understanding Home Language and Literacy Practices in Context**
Ana Christina Iddings Da Silva, *University of Arizona*
Iliana Reyes, *University of Arizona*

Rebecca Zapien, *University of Arizona*
Nayalin Feller, *University of Arizona*
Elizabeth Butler, *University of Arizona*

- 3. Working Toward Partnerships around Story Engagements: Negotiating Blunders, Obstacles, and Transformations**

María V. Acevedo, *University of Arizona*
Doria Kekler, *University of Arizona*
Kathy G. Short, *University of Arizona*

- 4. Reflection: Are Teacher Educators Committed to the CREATE Principles? Does it Matter?**

Kimberly Suzanne Reinhardt, *University of Arizona*
Sheri Robbins, *University of Arizona*
Renee T. Clift, *University of Arizona*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION

Trinity 5 - Level 3

Embodied Literacies, Visceral Analysis, and the (Un) framing of Data

Chair:

Elizabeth Dutro, *University of Colorado Boulder*

Discussants:

Angela Coffee, *University of Minnesota*
Michael Dominguez, *University of Colorado Boulder*
Rachel Monette, *University of Georgia*

In this alternative session, our goal is to take up the reading of bodies that necessarily occurs in the doing, sharing, and consumption of literacy research. By (un)framing data stories and undoing the usual ritual and routines of the conference session, the session explores the embodied responses of audiences to the “bodies” of evidence that comprise research data and the conversations that might be fostered by placing taken-for-granted professional practices at the center of discussion.

Presenters:

Elizabeth Dutro, *University of Colorado Boulder*
Stephanie Jones, *University of Georgia*
Mark Vagle, *University of Minnesota*
Tisha Lewis, *Georgia State University*
Maria Ghiso, *Teachers College, Columbia University*
Gerald Campano, *University of Pennsylvania*
Bethy Leonardi, *University of Colorado Boulder*

8:45 am - 10:15 am • SYMPOSIUM

Trinity 6 - Level 3

Opportunities and Challenges Involved in Implementing the Common Core State Standards with English Learners

Chair:

Georgia E. Garcia, *University of Illinois at Urbana-Champaign*

Discussant:

Flora Rodriguez Brown, *University of Illinois at Chicago*

A transformative paradigm is used to investigate how teachers of English learners responded to the Common Core State Standards (CCSS). The first paper examines how districts' ideological support of bilingual education and knowledge of bilingual language-arts development affected teachers' CCSS implementation. The second shows how middle-school teachers used students' linguistic diversity and hybrid language practices to negotiate CCSS demands. The third illustrates how teachers who became "teacher researchers" developed instructional practices that met the CCSS.

1. Assessing the Common Core: Examining Two Districts' Responses and Use of Language Arts Assessments with Emerging Bilinguals (K-3)

Christina Passos DeNicolo, *Wayne State University*

Georgia Garcia, *University of Illinois at Urbana-Champaign*

2. Common Core Implementation of Math and Science Literacies for English Language Learners in Urban Middle Schools

P. Zitlali Morales, *University of Illinois at Chicago*

3. Leveraging the Core: Developing Teacher Researchers to Build Dynamic Learning Activities for All (English) Learners

Aria Razfar, *University of Illinois at Chicago*

(PD) programs. While each study had specific research questions, all were interested in: Promoting the use of strategies to help students achieve the Common Core Standards; achieving and sustaining the PD goals for the different schools; collaborative endeavors with school districts and universities working together; and sociocultural theory that situates the work since change occurred in social contexts.

1. Professional Development in the Initial Year of a Large-Scale Reform Effort

Rita M. Bean, *University of Pittsburgh*

2. Professional Development for One-on-One Tutoring in After School Programs

Lesley M. Morrow, *Rutgers, The State University of New Jersey*

Susan Dougherty, *Rutgers, The State University of New Jersey*

3. Constructing a Staircase Curriculum for Evidence-Based Argumentation: Lessons from the READI Teacher Network

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

4. Training Teachers to Rate Information Text Features and Structures: The Information Text Structure Survey (ITS2)

D. Ray Reutzell, *Utah State University*

8:45 am - 10:15 am • PAPER SESSION

Victory Park 1 - Level 5

A Critical Look at Standardized Literacy Curriculum and Assessment

Chair:

Zaline Roy-Campbell, *Syracuse University*

Discussant:

Audrey Lucero, *University of Oregon*

1. Multilingualism Left Behind? A Critical Discourse Analysis of the ACCESS English Language Proficiency Test

Carolyn Hunt, *Illinois State University*

2. "Didn't We Do This Yesterday, Maestra?" A Critical Look at the Effects of One School's Shift to a Test-driven Curriculum

Sarah Newcomer, *Washington State University Tri-Cities*

3. Common Core State Standards: A Bridge to Equity or Pathway to Further Inequities for English Language Learners

Zaline Roy-Campbell, *Syracuse University*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION

Trinity 7 - Level 3

Current Professional Development Research that Promotes Common Core Standards

Chair:

Linda B. Gambrell, *Clemson University*

Discussant:

Jane Hansen, *University of Virginia*

This Reading Hall of Fame symposium focuses on research from four different professional development

WEDNESDAY

8:45 am - 10:15 am • PAPER SESSION

Victory Park 2 - Level 5

Preservice Teachers Respond to Culturally Diverse Young Adult Literature: Transformations and Limitations

Chair:

Maria Cahill, *Texas Woman's University*

Discussant:

Thomas Crumpler, *Illinois State University*

1. "It Just Won't Let Me In!": A Critical Discourse Analysis on Preservice Teachers Navigating Differences in Multicultural Literature

Jon M. Wargo, *Michigan State University*

2. Fostering the Transformation of Preservice Teachers' Awareness and Understanding of Diversity through the Use of Young Adult Literature: A Story of Expectation, Experience, and Encouragement

Deborah Augsburger, *Lewis University*

Christopher Palmi, *Lewis University*

Dorene Huvaere, *Lewis University*

3. Challenging the Normative Discourse of Adolescence: A Discourse Analysis of Preservice Teacher Perspectives of Young Adolescent Literature

Mark Sulzer, *University of Iowa*

Amanda Haertling Thein, *University of Iowa*

Stacy Haynes-Moore, *University of Iowa*

Tammy Ryan, *Jacksonville University*

Evan Ortlieb, *Monash University*

Debra Gurvitz, *National Louis University*

Erica Bowers, *California State University, Fullerton*

Melissa Stinnett, *Western Illinois University*

Julie Janson Gray, *University of Virginia*

Mary D. Applegate, *St. Joseph's University*

Gilda Martinez-Alba, *Towson University*

Shelly Huggins, *Towson University*

Anne McGill-Franzen, *University of Tennessee*

Margaret Saucedo Curwen, *Chapman University*

Guy Trainin, *University of Nebraska-Lincoln*

Kathleen M. Wilson, *University of Nebraska-Lincoln*

Shadrack Gabriel Msengi, *Southern Illinois University*

Edwardsville

Stephanie L. McAndrews, *Southern Illinois University*

Edwardsville

Stephan Sargent, *Northeastern State University*

Meagan Moreland, *Northeastern State University*

Meleah McCulley, *Boise State University*

Mary Swanson, *Northeastern State University*

Belinda S. Zimmerman, *Kent State University*

Judith Wilson, *University of Nebraska-Lincoln*

Jennifer K. Lubke, *University of Tennessee*

Natalia Ward, *The University of Tennessee*

Todd Cherner, *Coastal Carolina University*

Marcie Ellerbe, *Coastal Carolina University*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION

West End - Level 5

Clinical Teacher Preparation That is Transformative

Chair:

Barbara Laster, *Towson University*

Discussant:

Cheryl Dozier, *University at Albany*

A multi-faceted research project that examines transfer that is transformative in clinical settings: Use of iPads for students' and teachers' learning; video and debriefing for teacher reflection; video for assessment of student learning; and how teachers transfer what they learn in clinic to classrooms.

Presenters:

Barbara Laster, *Towson University*

Theresa A. Deeney, *University of Rhode Island*

Lee Ann Tysseling, *Boise State University*

Tammy Marsh Milby, *University of Richmond*

JoAnne Vazzano, *Northeastern Illinois University*

8:45 am - 10:15 am • PAPER SESSION

White Rock 1 - Level 5

Self-Reflexivity and the Research Act

Chair:

Emily Hayden, *University at Buffalo*

Discussant:

George G. Hruby, *University of Kentucky*

1. "That's the Kind of Existential Crisis I'm in Right Now": Struggle and Support in Becoming a Critical Researcher

Leah Durán, *The University of Texas at Austin*

Michiko Hikida, *The University of Texas at Austin*

2. Self-study of Teacher Education Practices as a Methodology: Learning What and How to Ask Others by Studying Yourself

Rebecca Cauffman, *George Mason University*

3. Transforming Teacher-Researcher Partnerships: Teacher Perspectives on Classroom Literacy Intervention Research

Emily Hayden, *University at Buffalo*

8:45 am - 10:15 am • PAPER SESSION
White Rock 2 - Level 5

Examining Preservice Teachers' Preparation for Content Area Literacy Instruction

Chair:

Julie W. Ankrum, *University of Pittsburgh at Johnstown*

Discussant:

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

The papers in this session focus on various aspects of helping Preservice teachers learn to engage effectively in content area literacy instruction.

1. **Preservice Teacher Preparation for Content Area Literacy Instruction: A Systematic Literature review**
 Chyllis Elayne Scott, *Texas A&M University*
 Erin McTigue, *Texas A&M University*
 Erin K. Washburn, *State University of New York at Binghamton*
2. **Preservice Teachers' Knowledge and Self-Efficacy Beliefs Related to Implementing Reading Instructional Strategies in the Content Areas**
 Meagan Caridad Arrastia, *Florida State University*
 Erik Rawls, *Florida State University*
 Laura M. Jakiel, *Florida State University*
 Lynn Turner, *Florida State University*
 Eric Christesen, *Florida State University*
 Alysia D. Roehrig, *Florida State University*
 Annamaria Deidesheimer, *Florida State University*
 Ashley DeGracia, *Florida State University*
3. **Transforming Content Area Literacy Classes for Secondary Teacher Certification: A Bricolage of Teacher Education Reform**
 Mellinee K. Lesley, *Texas Tech University*
 Lubna Javeed, *Texas Tech University*

- Kendra Albright, *University of South Carolina*
- III. **Adult Supports for Children's Understanding of Interactive e-Books: A Cross-Sectional Case Study**
 Kathleen A. Paciga, *Columbia College*
 - IV. **African American and Latino Students in Dual Language Classrooms: Opportunities to Develop Literacies and Much More**
 Eurydice Bauer, *University of Illinois at Urbana-Champaign*
 Vivian Presiado, *Urbana School District*
 - V. **An Urban School-University Collaboration to Improve Writing Instruction**
 Tricia DeGraff, *University of Missouri-Kansas City*
 - VI. **Approaching Difficult Texts in the Humanities: A Case Study of Honors Students' Attitudes and Approaches toward the Great Works**
 Jonathan Cisco, *University of Missouri*
 - VII. **Assessing Elementary Students' Motivation to Read: The Revised Motivation to Read Profile (MRP-R)**
 Linda B. Gambrell, *Clemson University*
 Jacquelynn A. Malloy, *Anderson University*
 Barbara A. Marinak, *Mount St. Mary's University*
 Susan A. Mazzoni, *Literacy Consultant*
 - VIII. **Appropriating Disciplinary Literacy Strategies in an Advanced Placement (AP) Environmental Science Class**
 Sara Nachtigal, *University of Washington, Seattle*
 - IX. **Autonomy-Supportive Instruction and Classroom Environments: The Key to Adolescents' Motivation**
 Kathleen Marie Alley, *Mississippi State University*

10:30 am - 12:00 pm • SYMPOSIUM
Arts District 1 - Level 2

Spotlight on High-Quality Alphabet Letter Instruction: Considerations and Recommendations from Theory and Research

Chair:

Theresa Roberts, *California State University, Sacramento*

Discussant:

D. Ray Reutzell, *Utah State University*

This symposium spotlights instructional features and learner characteristics recommended to be taken into account in alphabet instruction. Specifically, the value of instructional routines drawing on cognitive processes essential for learning the alphabet (presentation 1), curriculum sequencing and pacing with cycles of distributed review based on features of the alphabet and learner characteristics (presentation 2), and consideration of the characteristics of letters influencing ease of learning



9:45 am - 10:30 am • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable 1B

- I. **A World of Information: Using Informational Texts to Promote Comprehension in Kindergarten through Fourth Grade**
 Karen Sutter Doheney, *George Mason University*
- II. **AIDS in the End Zone: The Use of a Graphic Novel as an HIV/AIDS Prevention Tool for Young Adults**
 Karen Gavigan, *University of South Carolina*

WEDNESDAY

and learner's existing alphabet knowledge (presentation 3) are suggested.

1. **Cognitive Processes Involved in Alphabet Learning: Implications for Instruction**
Theresa Roberts, *California State University, Sacramento*
2. **Alphabet Learning and Curriculum Planning**
Cindy D. Jones, *Utah State University*
3. **Child and Letter Factors Associated with Letter Sound Knowledge**
Francis Howard Lim Huang, *University of Virginia*
Laura Tortorelli, *University of Virginia*
Marcia Invernizzi, *University of Virginia*

10:30 am - 12:00 pm • PAPER SESSION
Cedars - Level 2

How Teachers Respond to Literacy in the Disciplines

Chair:

Meagan Caridad Arrastia, *Florida State University*

Discussant:

Allison Ward Parsons, *George Mason University*

1. **Examining Teachers' Beliefs about the Value of the Common Core English Language Arts Standards**
Anna Hall, *Clemson University*
Amy Hutchison, *Iowa State University*
Kelley Mayer White, *College of Charleston*
2. **Teacher Beliefs, Knowledge, and Implementation of Disciplinary Literacy Pedagogy into an Advanced Placement United States History Classroom**
Stephanie M. Bennett, *Mississippi State University*
3. **What Did Teachers Say about a Language-Based Approach to Content Area Reading?**
Zhihui Fang, *University of Florida*

10:30 am - 12:00 pm • SYMPOSIUM
Dallas A - Level 3

Investigating the Reliability and Validity of Text Leveling

Chair:

Jerome D'Agostino, *The Ohio State University*

Discussant:

Diane DeFord, *University of South Carolina*

Text leveling is by now common practice in classrooms and intervention settings. Concerns have been raised

however about the subjective nature of this procedure and therefore its suitability for instruction and assessment. The researchers in this symposium share their work in measuring the reliability of teacher leveling. A rubric that was developed to estimate the text difficulty of books for beginning readers will be shared.

1. **Measuring Text Difficulty: Connecting Practices with Perspectives**
Katherine Singleton Brownfield, *The Ohio State University*
Sinead J. Harmey, *The Ohio State University*
2. **Validating a Rubric to Level Texts for Emergent Readers**
Emily Rodgers, *The Ohio State University*
Jerome D'Agostino, *The Ohio State University*
3. **Examining the Reliability and Validity of Text Leveling**
Jerome D'Agostino, *The Ohio State University*
Emily Rodgers, *The Ohio State University*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
Dallas B - Level 3

Getting Published: Information for Manuscript Submissions for *Reading & Writing Quarterly*, *Literacy Research and Instruction*, and *Journal of Adult and Adolescent Literacy*

Chair:

Susan Lenski, *Portland State University*

Discussant:

Dana L. Grisham, *National University*

The Literacy Research Association is a community of scholars with deep interest and commitment to the advancement of knowledge in literacy learning. In this alternative session, the editors of three scholarly journals speak to the missions of their journals, provide information about the types of articles they seek and their guidelines for publication, and provide guidance in writing and reviewing for their respective journals in order to help professors develop their cultural and professional capital.

1. **Learning about *Reading & Writing Quarterly***
Dana L. Grisham, *National University*
Susan Lenski, *Portland State University*
2. **Learning about *Literacy Research and Instruction***
Sherron Killingsworth Roberts, *University of Central Florida*
Vicky Zygouris-Coe, *University of Central Florida*
Michelle Kelley, *University of Central Florida*

3. Learning about the *Journal of Adult and Adolescent Literacy*

Margaret Hagood, *College of Charleston*
Emily Skinner, *College of Charleston*

10:30 am - 12:00 pm • PAPER SESSION
Dallas C - Level 3

Learners of English Across Multiple Contexts

Chair:

Christopher B. Crowley, *University of Wisconsin-Madison*

Discussant:

Robyn Cox, *Australian Catholic University*

1. Exploring Readability Issues Related to ESL(ELL) Students

Lee Gunderson, *University of British Columbia*
Reginald Arthur D'Silva, *University of British Columbia*
Dennis Murphy Odo, *Georgia State University*

2. Learning Contexts, Emotions, and Effects on Language Acquisition: A Cross-Cultural Perspective on Albanian-English Bilinguals

Oliana Alikaj, *The University of Texas at El Paso*

3. The Importance of Conceptual Change for Students Becoming Literate in English as an Additional Language

Robert T. Jimenez, *Vanderbilt University*
Keenan P. Fagan, *Vanderbilt University*
Mark Barba Pacheco, *Vanderbilt University*
Samuel David, *Vanderbilt University*

10:30 am - 12:00 pm • SYMPOSIUM
Deep Ellum A - Level 2

What It Means for Literacy to be Transformative

Chair:

Peter Johnston, *The University at Albany-SUNY*

Discussant:

Peter Johnston, *The University at Albany-SUNY*

This symposium takes seriously the relationship between literacies and transformation, assuming that literacies are ineluctably human and transforming practices. The papers take complementary approaches to researching the forms, contexts and processes of literate transformation including students' transformational repurposing of literacy experiences, emotional transformation, and transformational practices in multimodal literacies. Through cases, the papers demonstrate that focusing

attention solely on promised future intellectual and economic transformations may distract us from more significant transformations.

1. Literate Engagement and Human Transformation

Gay Ivey, *University of Wisconsin-Madison*
Peter Johnston, *The University at Albany-SUNY*

2. "Live Ideas": The Aesthetics of Composing Multimodal Texts

Kelly Wissman, *The University at Albany-SUNY*

3. Emotion as Mediated Action: Transforming Signs and Meaning in Literate Practice

Cynthia Lewis, *University of Minnesota*

10:30 am - 12:00 pm • SYMPOSIUM
Deep Ellum B - Level 2

Expanding Preservice and In-service Teachers' Visions for Literacy Instruction in the United States and Abroad

Chair:

Melissa R. Pierczynski, *George Mason University*

Discussant:

Margaret Vaughn, *University of Idaho*

Literacy researchers suggest that effective teachers have a vision for their literacy instruction. This symposium includes five studies exploring preservice and inservice teachers' visions. Unified around the study of visioning, this symposium includes two longitudinal studies with elementary teachers, a study of content area teachers' visions, a study of cross-cultural student teaching experiences, and a study looking at the visions of teachers who come from two different countries.

1. The Development of Teachers' Visions over Time

Seth A. Parsons, *George Mason University*
Leslie E. La Croix, *George Mason University*
Jacquelynn A. Malloy, *Anderson University*
Melissa R. Pierczynski, *George Mason University*

2. Aligning Visions: Case Studies of Effective Literacy Teachers over Time

Margaret Vaughn, *University of Idaho*

3. Do They See Themselves as Readers? Profiles of Preservice Physical Education Teachers' Reading Habits and their Visions for Teaching Literacy

Leila N. Richey, *George Mason University*
Sydney Alexia Merz, *George Mason University*
Seth A. Parsons, *George Mason University*

4. The Influence of Two Internship Contexts (American and Finnish) on Student Teachers' Visions

Roya Qualls Scales, *Western Carolina University*
Russell Binkley, *Western Carolina University*

WEDNESDAY

5. Preservice Teachers' Visions Compared between the United States and Ireland

J. Baxter Williams, *Western Carolina University*
Eithne Kennedy, *St. Patrick's College*

10:30 am - 12:00 pm • PAPER SESSION
Greenville Avenue - Level 2

Literacy Instruction in Linguistically-Diverse Classroom Contexts

Chair:

Karla J. Moller, *University of Illinois at Urbana-Champaign*

Discussant:

Nicole Yvette Strange, *Barry University*

1. Reading as a Social Act: Preschool Bilingual Children's Literary Talk about Race and Equity During Picturebook Read-Alouds

So Jung Kim, *University of Texas at El Paso*

2. Problem-Solving with Purpose: Literacy Development across Languages in a First Grade Bilingual Classroom

Christina Passos DeNicolo, *Wayne State University*
Gabriela Romero, *University of Illinois*

3. Transforming Culturally and Linguistically Diverse Learners into Effective Readers and Writers Using Reciprocal Teaching Strategies

Virginia Marie Russell, *Molloy College*

10:30 am - 12:00 pm • SYMPOSIUM
Oak Cliff 1 - Level 5

Community Voices from a Community Cultural Wealth Perspective

Chair:

Colleen M. Fairbanks, *University of North Carolina at Greensboro*

Discussant:

Mariana Souto-Manning, *Teachers College, Columbia University*

This presentation uses a Community Cultural Wealth (CCW) framework (Yosso, 2005) to foreground the values and resources of refugee and immigrant communities. Specifically, we utilized a qualitative case study approach to examine culturally and linguistically diverse parents' literacy and social/cultural experiences related to schooling within two data sets. Implications suggest that

a CCW approach within teacher education programs could enable future and current teachers to enact culturally relevant practices in literacy classrooms.

1. Community Voices from a Community Cultural Wealth Perspective

Colleen M. Fairbanks, *University of North Carolina at Greensboro*

Claire Lambert, *University of North Carolina at Greensboro*

Laura May, *Georgia State University*

Gary Bingham, *Georgia State University*

Amy Vetter, *University of North Carolina at Greensboro*

Jennifer Tesler, *Georgia State University*

10:30 am - 12:00 pm • PAPER SESSION
Oak Cliff 2 - Level 5

The Pedagogy of Caring, and Culturally Responsive Literacy Educators

Chair:

Amie Sarker, *Dallas Baptist University*

Discussant:

Amie Sarker, *Dallas Baptist University*

1. "How Much of Myself Do I Want to Put Out There?": Identities and Literacy Practices in Social Justice Teaching

Janet Donnell Johnson, *Rhode Island College*

2. Culturally Responsive Literacy Teaching: Exploring a Developmental Framework and Refining a Measurement Instrument

Amie Sarker, *Dallas Baptist University*

3. Accountability as an Act of Caring: One Teacher's Stories of Teaching for 46 Years

Angela J. Hampton, *Ball State University*

10:30 am - 12:00 pm • SYMPOSIUM
South Side 1 - Level 3

Transforming Literacy Learning and Teaching through Translanguaging and Other Typical Practices Associated with Doing "Being Bilingual"

Chair:

Sabrina Sembiante, *University of Miami*

Discussant:

Joel E. Dworin, *The University of Texas at El Paso*

Translanguaging, bilinguals' accessing of different linguistic features or modes in order to maximize

communicative potential, is a common, natural, and distinctive trait of bilingual behavior that shows the flexibility and versatility of bilinguals as language users. This EMR Committee-sponsored symposium focuses on the ways in which teachers and emergent bilingual learners draw on translanguaging practices and pedagogies to expand language and literacy boundaries, providing insight into the complex dynamics involved in doing “being bilingual.”

1. **Navigating Hybridized Language Learning Spaces: Teachers’ Translanguaging Practices in Support of Emergent Bilingual Children’s Participation in Show-and-Tell**
Mileidis Gort, *University of Miami*
Sabrina Sembiane, *University of Miami*
2. **Unpacking Ideologies of Linguistic Purism: How Literacy Teachers Make Sense of Everyday Translanguaging**
Ramon Martinez, *University of Texas at Austin*
3. **Children’s Code-switching and Translanguaging as Hybrid Literacy Practices**
Iliana Reyes, *University of Arizona*
Yi-ping Fu, *University of Arizona*
4. **When Translanguaging is Not an Option: A Bilingual’s Monoglossic Strategies to Develop Spanish Oral Skills through Reading**
Angela Lopez-Velasquez, *University of Southern Connecticut*

- Marianne McTavish, *University of British Columbia*
2. **Social Media and Book Clubs as Preservice Professional Development: “Like!”**
Jennifer Jordan, *University of Tennessee*
Amy D. Broemmel, *University of Tennessee*
Kristin Rearden, *University of Tennessee*
3. **Using Ethnodrama to Collect and Chronicle Preservice Teachers’ Reflections**
Margaret Branscombe, *University of South Florida*
Jenifer Schneider, *University of South Florida*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
Trinity 1 - Level 3

Promising Practices in Literacy Teacher Education: Researchers of Writing Teacher Education Link Research to Practice

Chair:

Susan Martin, *Boise State University*

During small group sessions writing teacher educators will describe course assignments and activities that have been particularly effective in developing strong writing teachers. Research findings on these practices will also be shared. Presentations will provide a springboard to conversations about writing teacher education.

10:30 am - 12:00 pm • PAPER SESSION
South Side 2 - Level 3

Becoming Literacy Teachers: Preservice Teachers’ Perceptions and Reflections

Chair:

Kristin Heather Javorsky, *University of Nebraska-Lincoln*

Discussant:

Judith T. Lysaker, *Purdue University*

One paper in this session examines how Preservice teachers perceived the benefits of professional development book clubs in their learning to become teachers. A second paper explores the use of ethnodrama as a tool to collect and chronicle Preservice teachers’ reflections about learning to teach literacy. A third paper examines Preservice teachers’ conceptions of 21st century literacies.

1. **Re-imagining Understandings of Literacy: Preservice Teachers’ Conceptions of 21st Century Literacy Learning**
Margot Filipenko, *University of British Columbia*;

1. **Prospective Teachers as Writers in Blog Spaces**
Chinwe Ikpeze, *St. John Fisher College*
2. **Assessing Authentic Writing Tasks**
Leah McKeeman, *Kansas State University*
Lotta Larson, *Kansas State University*
3. **Creating Units of Study**
Denise N. Morgan, *Kent State University*
4. **Writer’s Notebooks: A Teacher Education Writing Instruction Tool**
Joy Myers, *University of North Carolina at Greensboro*
5. **Fill Up Your Brain**
Karen Kreider Yoder, *Touro University California*
6. **Developing Teacher Writing Identity with Writing Portfolios**
Maggie Chase, *Boise State University*
7. **Modeling Teaching of Digital Tools for Composition: Using Animoto**
Sherry Dismuke, *Boise State University*
8. **Decomposing Writing Processes**
Susan Martin, *Boise State University*

WEDNESDAY

10:30 am - 12:00 pm • PAPER SESSION

Trinity 2 - Level 3

Close Reading, Comprehension, and Readability

Chair:

Douglas Fisher, *San Diego State University*

Discussant:

Katherine K. Frankel, *Boston University*

1. Student and Teacher Perspectives on Close Reading

Douglas Fisher, *San Diego State University*

Nancy Frey, *San Diego State University*

2. Constructing Comprehension: A Discourse Analysis of Middle Grades Reading Instruction

Rachael Gabriel, *University of Connecticut*

Jessica Nina Lester, *Washington State University*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION

Trinity 3 - Level 3

From the 3Rs to the 3Ls: Language, Literacy and Love in Response to a Regime of Regimentation

Chair:

Marjorie Orellana, *University of California, Los Angeles*

Thirty years since Heath's (1983) groundbreaking work, we have rich understandings of how language and literacy are used in everyday contexts to connect with others, our selves, and our world. Researchers have called on schools to build on authentic literacy practices; but in an era of standardized testing this is challenging. In this session we propose ways of responding to a regimented regime of education and propose an alternative paradigm: Language, Literacy and Love.

Presenters:

Gloria-Beatriz Rodriguez, *University of California, Los Angeles*

Marjorie Orellana, *University of California, Los Angeles*

Andrea Rodriguez-Scheel, *University of California, Los Angeles*

Ek Lucila, *University of Texas at San Antonio*

Karisa J. Peer, *University of California, Los Angeles*

Karla Perez, *University of California, Los Angeles*

Armando Garza, *University of Texas at San Antonio*

Adriana Garcia, *University of Texas at San Antonio Los Angeles*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION

Trinity 4 - Level 3

Going Boldly?: Virtually Delivering the Clinical Practicum

Chair:

Erica Bowers, *California State University, Fullerton*

The focus of this alternative session will be delivering the reading clinic practicum in a 100% online and hybrid format. The structure of conversation circles will be used to discuss the planning, implementation, study and lessons learned. The session will begin with an overview and then participants will rotate through five different conversation circles. There will be a summary of each circle's discussion at the end.

Presenters:

Erica Bowers, *California State University, Fullerton*

Catherine Olsen Maderazo, *California State University, Fullerton*

Tammy Ryan, *Jacksonville University*

Joan A. Williams, *Sam Houston State University*

Christine Mallozzi, *University of Kentucky*

Julie Janson Gray, *University of Virginia*

LaTisha Hayes, *University of Virginia*

10:30 am - 12:00 pm • SYMPOSIUM

Trinity 5 - Level 3

Thinking Critically about the Critical Evaluation of Online Information

Chair:

Donald Leu, *University of Connecticut*

Discussant:

Kevin Leander, *Vanderbilt University*

Understanding how students conduct research and comprehend online is important (Organization for Economic Cooperation and Development, 2011). These skills appear in emerging standards around the world (Australian Curriculum, Assessment and Reporting Authority, n.d.; Manitoba Education, Citizenship, and Youth, 2006; Common Core State Standards Initiative, 2012). This session presents performance-based assessments developed by the ORCA Project (Authors, 2009-2014) that measure these skills and data on students thinking critically with online information, especially the evaluation of sources.

1. Optimizing Designs of Online Literacy Assessments: A Contextual Approach

Jonna M. Kulikowich, *Penn State, University Park*
 Donald Leu, *University of Connecticut*
 Nell Sedransk, *National Institute of Stastical Sciences*
 Elena Forzani, *University of Connecticut*
 Clint Kennedy, *University of Connecticut*
 Cheryl Maykel, *University of Connecticut*

2. Understanding How Middle School Students Critically Evaluate Online Information

Julie Coiro, *University of Rhode Island*

3. Predicting Students' Ability to Critically Evaluate Online Information Sources: Contributions of Offline Reading Skills, Online Reading Skills, and Self-Evaluation

Elena Forzani, *University of Connecticut*
 Cheryl Maykel, *University of Connecticut*
 Clint Kennedy, *University of Connecticut*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION

Trinity 7 - Level 3

Ten Best Ideas for Reading Teachers: A Retrospective Analysis

Chair:

Kara L. Lycke, *Illinois State University*

In 1991 Edward Fry published lists submitted by NRC literacy scholars, each contributor submitting the top ideas important for teachers. The presenters have applied text analysis methodology to code this book and find consensus and other interesting patterns from this study. We will use feedback from LRA 2013 participants to craft a 'reboot' of this work for the current decade. The presenters will provide multiple interactive forums for participation.

Presenters:

James Erikson, *University of Northern Colorado*
 Mary McVee, *University at Buffalo*
 Cynthia Helen Brock, *University of Nevada, Reno*
 P. David Pearson, *University of California, Berkeley*
 Norman A. Stahl, *Northern Illinois University*
 James Cunningham, *University of North Carolina at Chapel Hill*
 Donna Alvermann, *University of Georgia*
 Diane Lapp, *San Diego State University*
 Tyler W. Rinker, *University at Buffalo*
 Louise Benke, *University of Northern Colorado*
 Kimberli Bontempo, *University of Northern Colorado*
 Lynn E. Shanahan, *University at Buffalo*
 Rosa D'Abate, *University at Buffalo*
 Andrea Tochelli, *University at Buffalo*
 Lisa Roof, *University at Buffalo*
 Caroline M. Flury-Kashmanian, *University at Buffalo*
 Kim Stanton, *SUNY Buffalo*
 Sarah Solley, *SUNY Buffalo*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION

Trinity 6 - Level 3

Social Media and Literacy-Related Policy Advocacy

Chair:

Richard Beach, *University of Minnesota*

Literacy Research Association has a history of investigating how critical literacy can help teachers and/or children advocate for themselves and issues in and out of the classroom. Literacy educators and researchers are uniquely situated to leverage critical literacy practices to advocate. This alternative session will provide opportunities to discuss how LRA members can, themselves, practice critical literacies as they engage in advocacy efforts through their own critically literate practices.

Presenters:

Caitlin McMunn Dooley, *Georgia State University*
 Richard M. Long, *International Reading Association*
 Tobie Bass, *University of Georgia*
 Lindy Louise Johnson, *University of Georgia*
 David Reinking, *Clemson University*
 Trika Smith-Burke, *New York University*
 Erica C. Boling, *Rutgers, The State University of New Jersey*

WEDNESDAY

10:30 am - 12:00 pm • PAPER SESSION
Victory Park 1 - Level 5

Youth Critical Literacy Practices

Chair:

Tisha Y. Lewis, *Georgia State University*

Discussant:

Bryant Edward Griffith, *Texas A&M University-Corpus Christi*

1. **(Re)Designing Literacies: What an Ethnographic Study of Videogame Spaces in Library Environments Can Tell Us about Youth Literacy Practices**
Sandra Schamroth Abrams, *St. John's University*
Hannah Gerber, *Sam Houston State University*
2. **Diaspora Identity, Visual Culture and Urban Youth**
Ted Hall, *Indiana University*

10:30 am - 12:00 pm • PAPER SESSION
Victory Park 2 - Level 5

Supporting Literacy through Informational Texts and Historical Fiction

Chair:

Maria Cahill, *Texas Woman's University*

Discussant:

Susan Corapi, *University of Arizona*

1. **Teachers' Reading and Discussing Informational Texts: Preparedness for the Common Core**
Theresa A. Deeney, *University of Rhode Island*
2. **A Content Analysis of the Clarity and Accessibility of Alphabet Concept Books**
Julie A. Moore, *University of Kentucky*
Janice F. Almasi, *University of Kentucky*
3. **Historical Fiction through Fifth Graders' Eyes**
Diane Barone, *University of Nevada, Reno*
Rebecca Barone, *Clark County School District*
Bethany Oswalt, *Clark County School District*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
West End - Level 5

Getting to the Core of Adolescent Literacy: A Framework for Meeting Common Core Challenges

Chair:

Jacy Ippolito, *Salem State University*

Discussant:

Elizabeth Moje, *University of Michigan*

In this session pairs of researchers and teachers present a six-domain framework that can guide the implementation of the Common Core State Standards. We argue that secondary teachers minimally need to attend to six domains (disciplinary literacy, vocabulary, discussion, digital literacy, multiple texts, and writing-to-learn) to increase adolescents' understanding and use of complex texts. To illustrate the framework, a high school teacher leader will present data from a disciplinary literacy project utilizing the framework.

1. **Bridging Content and Literacy Instruction: A Six-Domain Framework**
Jacy Ippolito, *Salem State University*
Joshua F. Lawrence, *University of California, Irvine*
Colleen Zaller, *AdLit PD and Consulting*
2. **The Content-Area Reading Initiative, Part 1: Adopting and Adapting a Framework**
Jenee Ramos, *Brookline Public Schools*
3. **Research and Practices in Disciplinary Literacy**
Emily Phillips Galloway, *Harvard University*
Joshua F. Lawrence, *University of California, Irvine*
Elizabeth Moje, *University of Michigan*
Judy Kuan-Ying Liu, *University of California, Irvine*
4. **Research and Practices in Vocabulary**
Christina L. Dobbs, *Harvard University and Boston University*
Joshua F. Lawrence, *University of California, Irvine*
Bridget Maher, *Greenhills School*
5. **Research and Practices in Discussion**
Catherine Michener, *Boston College*
Evelyn Ford-Connors, *Boston University*
6. **Research and Practices in Digital Literacy**
Mark Warschauer, *University of California, Irvine*
Binbin Zheng, *University of California, Irvine*
Diana Mullins, *University of California, Irvine*
Ann Mechem Ziergiebel, *Salem State University*
7. **Research and Practices in Multiple Texts**
Cynthia Shanahan, *University of Illinois Chicago*
Joanna Lieberman, *Cambridge Public Schools*
Janet Looney, *Cambridge Public Schools*

8. **Research and Practices in Writing-to-Learn**
Vicki Jacobs, *Harvard University*
9. **The Content-Area Reading Initiative, Part 2: Findings from Year One**
Jenee Ramos, *Brookline Public Schools*

10:30 am - 12:00 pm • PAPER SESSION
White Rock 1 - Level 5

Identity, Engagement, and Issues of Power: Literacy and Historically Marginalized Groups

Chair:

Sharon Kletzien, *West Chester University of Pennsylvania*

Discussant:

Jennifer Lynn Fox, *Southwest Baptist University*

1. **"They Didn't Teach Us Well" Latino/a University Students' Perceptions of Academic Literacies**
Luz A Murillo, *The University of Texas Pan American*
Janine Schall, *The University of Texas at Pan American*
2. **Voiceless Solidarity: ESA College Students Negotiate Race and Power at a Midwest University**
Hee Young Choi, *Millikin University*
3. **A Survey Study of Adolescents and Texts**
Alfred Tatum, *University of Illinois at Chicago*
George Karabatsos, *University of Illinois at Chicago*

10:30 am - 12:00 pm • SYMPOSIUM
White Rock 2 - Level 5

Instructional Supports for Early Vocabulary Development

Chair:

Tanya S. Wright, *Michigan State University*

Discussant:

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

Paper 1 examines the amount, type, and quality of support for vocabulary instruction in preschool classroom serving low-income children. Paper 2 studies the effects of a prekindergarten curriculum designed to develop children's vocabulary, world knowledge, and genre knowledge. Paper 3 provides a content analysis of recently-published early literacy textbooks to understand how these texts might support Preservice teachers in learning to provide vocabulary instruction for young children.

1. **Investigating the Extent and Depth of Support for Vocabulary Development in Preschools Serving Low Income Populations**
Julie Dwyer, *Boston University*
2. **Improving Low-income Preschoolers' Word and World Knowledge in Science**
Susan Neuman, *University of Michigan*
3. **Supports for Vocabulary Instruction in Early Literacy Methods Textbooks.**
Tanya S. Wright, *Michigan State University*
Marliese Peltier, *Michigan State University*

12:00 pm - 1:00 pm • STUDY GROUPS

Graphic Novels in Education - Deep Ellum A - Level 2

Guest Presenter:

Hannah Gerber, *Sam Houston State University*

Teacher Education Research Study Group (TERSG) - Deep Ellum B - Level 2

Critical Witnessing: Envisioning Safe Spaces for Critical Conversations - Greenville Avenue - Level 2

Guest Presenters:

Elizabeth Dutro, *University of Colorado Boulder*
Michael Wenk, *University of Colorado Boulder*
Michael Dominguez, *University of Colorado Boulder*
Mary Ellen Miller, *Vanderbilt University*

Transnationalism in 21st Century Schools: Multilingual/Transnational Literacies Study Group -

Oak Cliff 1 - Level 5

Doctoral Students' ICG series: The Publication Process - Oak Cliff 2 - Level 5

The 2013 DSCIG Study Group series will focus on the publication process. Topics will include: From Dissertation to Publications with Dr. Leigh A. Hall (Wednesday); The Path from LRA Presentation to *Journal of Literacy Research* Publication with Drs. Patricia L. Anders and David B. Yaden, Jr. (Thursday); The Publication Process for *Reading Research Quarterly* with Drs. Linda B. Gambrell and Susan B. Neuman (Friday); and the annual Sara Bruce McCraw Doctoral Student Networking Session (Saturday).

Guest Presenters:

Leigh A. Hall, *University of North Carolina at Chapel Hill*
Patricia L. Anders, *University of Arizona*
David B. Yaden, Jr., *University of Arizona*
Linda B. Gambrell, *Clemson University*
Susan Neuman, *University of Michigan*

WEDNESDAY

Writing Research Study Group: Early Writing and Teachers of Early Writers - *South Side 1 - Level 3*

Guest Presenters:

M. Susan Burns, *George Mason University*
Julie K. Kidd, *George Mason University*
Doug Kaufman, *University of Connecticut*
Ekaterina Midgette, *The College of Saint Rose*

Narratives and Counternarratives: Critical Race Theory, LatCrit, and AsianCrit - *South Side 2 - Level 3*

Guest Presenters:

Judson Laughter, *University of Tennessee*
Robert J. LeBlanc, *University of Pennsylvania*
Tracey L. Kumar, *The University of Texas at San Antonio*

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher - *Trinity 1 - Level 3*

Guest Presenters:

Katina Zammit, *University of Western Sydney*
David M. Lund, *Southern Utah University*
Greg McVerry, *Southern Connecticut State University*
Joan A. Rhodes, *Virginia Commonwealth University*
Karen E. Smith, *University of Manitoba*
Jonathan T. Bartels, *University of North Carolina at Chapel Hill*

Approaches to Video Data Analysis in Literacy Research - *Trinity 2 - Level 3*

Conducting and Publishing Formative Experiments - *Trinity 3 - Level 3*

Guest Presenters:

David Reinking, *Clemson University*
Deanna Ramey, *Clemson University*

Literacy Lab/Reading Clinic Study Group - *Trinity 5 - Level 3*

Living the Writerly Life in Academia - *Trinity 6 - Level 3*

Guest Presenters:

Elizabeth A. Swaggerty, *East Carolina University*
Terry S. Atkinson, *East Carolina University*
Robin R. Griffith, *Texas Christian University*
Johna L. Faulconer, *East Carolina University*

Response to Intervention: Theory, Research, and Reform of RTI as Transformative Process in an Age of Reform - *Trinity 7 - Level 3*

Approaches to Discourse Analysis - *Victory Park 1 - Level 5*

Word Study Study Group - *West End - Level 5*

Guest Presenters:

LaTisha Hayes, *University of Virginia*
Marcia Invernizzi, *University of Virginia*
Dianna Townsend, *University of Nevada, Reno*
Kristin M. Gehsmann, *Saint Michael's College*

1:15 pm - 2:45 pm • PAPER SESSION
Arts District 1 - Level 2

Technology, Literacies, and Storytelling

Chair:

Kathryn Lake MacKay, *Brigham Young University*

Discussant:

Dana Wilber, *Montclair State University*

- Digital Storytelling in Primary Grade Classrooms**
Leslie M. Foley, *Arizona State University*
- Digital Storytelling, (Re)design, and (Re)appropriation: A Case Study of Second-grade Superheroes' Texts Creations**
Ting Yuan, *Teachers College, Columbia University*
- Using Electronic Tools for Family Message Journals in Primary Grade Classrooms**
Victoria N. Seeger, *Northwest Missouri State University*
Robin D'Ann Johnson, *Stephen F. Austin State University*

1:15 pm - 2:45 pm • PAPER SESSION
Cedars - Level 2

Making Change through Collaboration

Chair:

Mary Ann Cahill, *Boise State University*

Discussant:

Tracey L. Kumar, *The University of Texas at San Antonio*

- "You Are My Eyes and Ears": Discursive Positioning between Literacy Coaches and Teachers in an Asynchronous Virtual Environment**
Erik Rawls, *Florida State University*

Alysia D. Roehrig, *Florida State University*

Meagan Caridad Arrastia, *Florida State University*

2. **Are Two Heads Better Than One? A Case Study of a First Grade Team's Collaborative Planning for English Learners in Literacy Instruction**

Amy Frederick, *University of Minnesota*

3. **Literacy Coaching in Lived Space: Coaches' Tactical Negotiations in Daily Practice**

Carolyn Hunt, *Illinois State University*

2. **"Growing the Good Stuff": One Literacy Coach's Approach to Support Teachers with High-Stakes Testing**

Melody Zoch, *University of North Carolina at Greensboro*

3. **Writing for Change: Social Justice and Human Rights Advocacy through Writing Project Coalitions**

Wayne Serebrin, *University of Manitoba*

Michelle Honeyford, *University of Manitoba*

1:15 pm - 2:45 pm • PAPER SESSION

Dallas A - Level 3

Interrogating Difficulty and Reading

Chair:

Kathleen A. Paciga, *Columbia College*

Discussant:

Melissa Wetzel, *The University of Texas at Austin*

1. **What Do We Know about the Effects of Text Difficulty on Learning to Read?**

Richard Lloyd Allington, *University of Tennessee*

Kim McCuiston, *University of Tennessee*

Monica Thomas Billen, *University of Tennessee*

2. **Epistemic Beliefs Underpinning Discourse within a Critical Literacy Intervention: A Multi-Case Study**

Colleen Elizabeth Pennell, *Marian University*

3. **Perceptions about "Good Readers": Analyzing Curricular, Linguistic and Socioeconomic Differences**

Lindsey Moses, *Arizona State University*

Stacy Mae Loyd, *University of Northern Colorado*

1:15 pm - 2:45 pm • PAPER SESSION

Dallas B - Level 3

Literacy Teaching in High-Stakes Contexts

Chair:

Melody Zoch, *University of North Carolina at Greensboro*

Discussant:

Richard Lloyd Allington, *University of Tennessee*

1. **Pay-for-Performance Accountability Programs: It's More Than the Money!**

Christy Howard, *University of North Carolina, Greensboro*

Samuel Miller, *University of North Carolina at Greensboro*

1:15 pm - 2:45 pm • PAPER SESSION

Dallas C - Level 3

Transformative Literacy Across the Curriculum

Chair:

Katherine Singleton Brownfield, *The Ohio State University*

Discussant:

Rena M. Harris, *Drexel University*

1. **Exploring Written Math Explanations as a Tool to Inform Math and Writing Instruction**

Mary A. Avalos, *University of Miami*

Mileidis Gort, *University of Miami*

2. **Investigating Teachers' Use of Educative Science Curriculum Designed to Support Teaching English Language Learners**

Alison K. Billman, *University of California, Berkeley*

Emily Mihocko, *University of Michigan*

Gina Cervetti, *University of Michigan*

3. **Transforming School-wide Literacy Instruction: Outcomes of a Literacy Leadership Academy for K-12 School Administrators**

Laurie Elish-Piper, *Northern Illinois University*

Michael Manderino, *Northern Illinois University*

Jennifer Berne, *Northern Illinois University*

WEDNESDAY

1:15 pm - 2:45 pm • PAPER SESSION
Deep Ellum A - Level 2

Literacies in and on the Margin

Chair:

Kathryn Pole, *The University of Texas at Arlington*

Discussants:

Kathryn Pole, *The University of Texas at Arlington*

1. **Language Construction and Gender: Who Gets Heard?**
Karen Kleppe Graham, *University of Georgia*
2. **Literacies in the Margin: Transformative MultiModal Literacy Practices or Just “Off-Task” Engagements?**
Kimberly Lenters, *University of Calgary*

1:15 pm - 2:45 pm • PAPER SESSION
Deep Ellum B - Level 2

Multimodal Multimedia: Analyzing Award-Winning Audio Texts, Student-Produced Video, and Online Webtoons

Chair:

Janine Schall, *The University of Texas at Pan American*

Discussant:

Ted Kesler, *Queens College, CUNY*

1. **Korean Webtoons as a Window, a Mirror, and a Door: Transformative Power of Webtoons for LGBTQ Inclusion.**
Kyoung Wan Cathy Shin, *Indiana University*
2. **What Sound Does an Odyssey Make? Content Analysis of Award-Winning Audio Texts**
Maria Cahill, *Texas Woman's University*
Jennifer Richey, *Texas Woman's University*
3. **Busting Open Waterbusters: Finding Meaning Within the Visual, Aural, and Choreographical Layers of an Imagined World**
Anne Anderson, *University of South Florida*
Patriann Smith, *University of Illinois at Urbana-Champaign*
Jenifer Schneider, *University of South Florida*

1:15 pm - 2:45 pm • SYMPOSIUM
Greenville Avenue - Level 2

Reframing Adult Literacy Discourses and Policies

Chair:

Erik Jacobson, *Montclair State University*

Discussant:

Kathryn Thompson, *Tarrant Literacy Association*

This symposium examines key discourses that inform adult literacy instruction and policy. The first paper will critique discourses shaping perspectives on the reentry of prisoners into society; the second paper will critique the discourse of accountability; and the third paper will critique the discourse of workforce development. Discussants will be representatives from local adult literacy programs who will respond to the papers from the perspectives of those currently teaching in or directing adult literacy programs.

1. **Reframing the Discourse of “Family ReEntry”**
William Robert Muth, *Virginia Commonwealth University*
2. **Adult Literacy and Lifelong Learning: Reframing the Discourse of Program Impact and Accountability**
Stephen Reder, *Portland State University*
3. **The Discourse of Workforce Development and the Limits of Adult Literacy Programs**
Erik Jacobson, *Montclair State University*

1:15 pm - 1:55 pm • ROUNDTABLE SESSION
Katy Trail - Level 2



Roundtable Session 2A

- I. **Behind the Test Score: Examining the Discourse Behind the Grade Four Literacy Test in Jamaica**
Yewande Lewis-Fokum, *Mico University*
Carolyn Colvin, *University of Iowa*
- II. **Beyond Professional Development: The National Writing Project Model in the Classroom**
Sean Costello, *State University of New York at Albany*
Christopher Mazura, *State University of New York at Albany*
- III. **Biased Assimilation in Multiple Texts Comprehension**
Jong Yun Kim, *University of Maryland, College Park*
- IV. **CALL: Escaping the Cycle of Scarce Experts and Teacher Education**
Emily Smothers Howell, *Clemson University*
Mikel Cole, *Clemson University*

V. Can Hearing Children Gain Early Literacy Skills from an Educational Video in ASL with or without Sound?

Annie Moses, *John Carroll University*
Debbie Golos, *Utah State University*

VI. Can Monolingual Teachers Effectively Facilitate English Learner Engagement in Translation Lessons for Reading Comprehension?

Keenan P. Fagan, *Vanderbilt University*

VII. Co-Constructing Thoughtfully Adaptive Literacy Practices with Preservice and Inservice Teachers in an Evolving Teacher Education Program: A Focus on Coaching

Beth Maloch, *The University of Texas at Austin*
James V. Hoffman, *The University of Texas at Austin*
Melissa Wetzal, *The University of Texas at Austin*
Laura Taylor, *The University of Texas at Austin*
Alina Pruitt, *The University of Texas at Austin*
Erin Greeter, *The University of Texas at Austin*

VIII. Collaborative Family Literacy Practices and Their Impact on Learning

Tracey L. Kumar, *The University of Texas at San Antonio*
Beth Beschorner, *Drake University*

IX. Conversation, Courage, and Conflict: Reading Identities and Opportunities to be Readers in One Fourth Grade “Inclusive” Classroom

Mary Coakley-Fields, *Teachers College, Columbia University*

X. Creating Professional Capital through a Professional Learning Community: A Case Study of Reading Recovery Teacher Leaders

Kristi D. Swafford, *The University of Tennessee*

XI. Ambitious Writing Teaching as Critical Enactment: Re-visioning Elementary Writing Methods in Two University Contexts

Elizabeth Duto, *University of Colorado Boulder*
Katie Danielson, *University of Washington*
Ashley Cartun, *University of Colorado Boulder*
Kimberly Melnychenko, *McElwain Elementary School*

1:15 pm - 2:45 pm • PAPER SESSION
Oak Cliff 1 - Level 5

Cognition, Comprehension, and Content Area Literacy Practices

Chair:

Ana Taboada Barber, *George Mason University*

Discussant:

Holly Johnson, *University of Cincinnati*

1. Literacy in Social Studies: Impact of Cognitive and Motivational Variables on the Reading Comprehension of ELLs and English-Only Speakers

Ana Taboada Barber, *George Mason University*
Michelle M. Buehl, *George Mason University*
Jori Beck, *George Mason University*
Leila N. Richey, *George Mason University*
Elizabeth G. Sturtevant, *George Mason University*
Julie K. Kidd, *George Mason University*
Erin Marie Ramirez, *George Mason University*
Swati Mehta, *George Mason University*

2. The Development of the Content Area Literacy Teaching Practice Protocol

Leila N. Richey, *George Mason University*
Ana Taboada Barber, *George Mason University*
Michelle M. Buehl, *George Mason University*
Erin Marie Ramirez, *George Mason University*

3. “It’s Just Something about the Past”: Students’ Perceptions of Reading and Learning in Social Studies

Jori Beck, *George Mason University*
Ana Taboada Barber, *George Mason University*
Michelle M. Buehl, *George Mason University*

1:15 pm - 2:45 pm • PAPER SESSION
Oak Cliff 2 - Level 5

Advances in the Assessment of Early Language and Literacy Skills

Chair:

Melanie R. Kuhn, *Boston University*

Discussant:

Juliet L. Halladay, *University of Vermont*

1. A Measure of Early Phonological Sensitivity

Barbara Culatta, *Brigham Young University*
Kendra Hall-Kenyon, *Brigham Young University*

2. Development and Validation of a Novel Spanish Word Identification Assessment, using iPads, as Part of a Complete Whole-to-Part Model of Reading Diagnosis

Pelusa Orellana, *Universidad de los Andes*
Jill Fitzgerald, *University of North Carolina at Chapel Hill and MetaMetrics*
Carolina Melo, *Universidad de los Andes*
James Cunningham, *University of North Carolina at Chapel Hill*

3. Semantic Awareness in Preschool: An Assessment Instrument

Francisca Valenzuela, *Universidad de los Andes*
Monica Renz, *Universidad Andres Bello*
Paula Yakuba, *Universidad del Desarrollo*

WEDNESDAY

1:15 pm - 2:45 pm • SYMPOSIUM
South Side 1 - Level 3

From Donkey Kong to Metroid to Call of Duty: Teachers Implementing Games-Based Literacy Learning to Engage Students

Chair:

Hannah Gerber, *Sam Houston State University*

Discussant:

Sandra Schamroth Abrams, *St. John's University*

This presentation examines English teachers' understanding, conceptualization, and application of videogames in literacy curricula. Examining pedagogical practices of videogames in the curriculum can transform literacy teaching/learning through understanding intersections with students' lifeworlds. Research posits that games-based learning is an excellent schema building opportunity to engage reluctant readers and writers (Abrams, 2009; Authors 1 & 2, 2011; Squire, 2012). Data were drawn from a grounded theory study of high school teachers exploring games-based literacy connections.

1. How Can Games-Based Learning Inform Literacy?

Hannah Gerber, *Sam Houston State University*

Debra P. Price, *Sam Houston State University*

2. Tales from School Administrators: A Grounded Theory Analysis

Carolyn Stuftt, *Stephen F. Austin State University*

Cindy L. Benge, *Sam Houston State University*

3. Tales from Classroom Teachers: A Grounded Theory Analysis

Dodie Neimeyer, *Sam Houston State University*

Lisa Kwoka, *Sam Houston State University*

1:15 pm - 2:45 pm • PAPER SESSION
South Side 2 - Level 3

New Literacies and New Forms of Literacies

Chair:

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

Discussant:

Colleen P. Gilrane, *University of Tennessee*

One paper in this session explores inverted or "flipped" pedagogy. Inverting or flipping a course is an instructional approach whereby the delivery of a majority of the content (i.e., information typically shared in lectures) is moved outside of class and class time is used for traditional "homework" activities such as crafting lesson plans,

creating demonstration lessons, etc. Another paper explores Preservice teachers' perceptions of new literacies. A third paper presents a study of Preservice teachers' learning to use new technologies.

1. We Should Be Teaching Them More Important Things: A Survey of Preservice Teachers Perceptions of New Literacies

Jennifer J. Wimmer, *Brigham Young University*

Roni Jo Draper, *Brigham Young University*

2. Inverting Instruction in Literacy Methods Courses

Kimberly A. Richard, *Saint Joseph College*

Lisa Zawilinski, *University of Hartford*

Laurie A. Henry, *University of Kentucky*

3. Using the iPad for Literacy Learning: Preparing Preservice Teachers for New Technologies

Lynda Dianne Fernholz, *Cardinal Stritch University*

1:15 pm - 2:45 pm • PAPER SESSION
Trinity 1 - Level 3

Technology and Equity

Chair:

Ted Hall, *Indiana University*

Discussant:

Donald Leu, *University of Connecticut*

1. Arts-Based Invitations: A Matter of Access and Equity

Beth Berghoff, *Indiana University-Purdue*

University Indianapolis

Cindy Borgmann, *Herron School of Art and Design*

2. Students At-Risk for Reading Difficulties: Can a Computer Replace a Teacher During Tier II Instruction?

Beverly Lauren Weiser, *Southern Methodist University*

3. When Students Want to Stand Out: Discourse Moves in Online Classroom Discussion That Reflect Students' Needs for Distinctiveness

Li-Tang Yu, *The University of Texas at Austin;*

The D-Team, The University of Texas at Austin

1:15 pm - 2:45 pm • PAPER SESSION
Trinity 2 - Level 3

Using Video/Digital Analysis to Transform Teaching

Chair:

Celeste C. Bates, *Clemson University*

Discussant:

Ann D. David, *St. Edward's University*

- Enhancing Teaching Effectiveness through Interactive Video Analysis with Literacy Coaches**
Dana A. Robertson, *University of Wyoming*
Jeanne R. Paratore, *Boston University*
George Kamberelis, *University of Wyoming*
Evelyn Ford-Connors, *Boston University*
- Video as a Mediation Tool for Teacher Learning: Analysis of Two Video Study Group Structures**
Lynn E. Shanahan, *University at Buffalo*
Andrea Tochelli, *University at Buffalo*
- i-Contact: How is Digital Feedback Offered and Used (or not!) in a Clinical Setting?**
Kathleen M. Wilson, *University of Nebraska-Lincoln*
Laurie A. Friedrich, *University of Nebraska-Lincoln*

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 3 - Level 3

Policies Shaping Language and Literacy Learning in Four Asian Countries

Chair:

Jiening Ruan, *University of Oklahoma*

Discussant:

Theresa Rogers, *University of British Columbia*

This symposium aims to disrupt longstanding English-centric and monoglotic paradigms in literacy studies by discussing language education in China, India, Japan, and Singapore. Through literature synthesis and document analysis, we analyze the challenges and tensions posed by language policies in view of how various social structures such as cultural values, regional politics, power, and social class shape students' access to language and literacy.

- Primary Language and Literacy Education in China: Policies and Implications**
Jiening Ruan, *University of Oklahoma*
- Language Policy in India: Providing Access and Quality Instruction to the Masses**
Poonam Arya, *Wayne State University*

- Political and Critical Analysis of National Standard of Kokugo, Japanese Language Arts in Elementary Education**

Gumiko Monobe, *Kent State University*

- Tensions of English Use in Singapore: When Policies and Practices Collide**

Yvonne Pek, *University of Wisconsin-Madison*

1:15 pm - 2:45 pm • PAPER SESSION
Trinity 4 - Level 3

Language and Literacy in International Contexts

Chair:

Deborah A. Horan, *Metropolitan State University of Denver*

Discussant:

Robyn Cox, *Australian Catholic University*

- Implementing an Ethic of Care in a Primary-School Classroom in the Peruvian Highlands**
Rebecca E. Linares, *University of Illinois at Urbana Champaign*
- Multilingual Intersections: The Writing Identities and Lives of Three Multilingual Teachers of a Marginalized Bantu Language**
Deborah A. Horan, *Metropolitan State University of Denver*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Trinity 5 - Level 3

We All Have Something to Say: Strategies for Living the Writerly Life

Chairs:

Elizabeth A. Swaggerty, *East Carolina University*
Terry S. Atkinson, *East Carolina University*
Robin R. Griffith, *Texas Christian University*
Johna L. Faulconer, *East Carolina University*

Discussants:

Linda B. Gambrell, *Clemson University*
Shelley B. Wepner, *Manhattanville College*

The field of literacy education benefits from the dissemination of quality research through publication. Most academics identify as writers and many enjoy writing; however, the writing process can be difficult. Additionally, writers can be paralyzed by the pressure of lofty tenure/promotion standards and the struggle with finding balance in the roles of academics (research, writing, teaching, service). This session features successful scholarly writers

WEDNESDAY

and provides a space to talk about writing strategies that work.

Presenters:

Doug Kaufman, *University of Connecticut*
Beth Maloch, *The University of Texas at Austin*
Elizabeth Dobler, *Emporia State University*
Jane Hansen, *University of Virginia*
Taffy E. Raphael, *University of Illinois at Chicago*
Lori Czop Assaf, *Texas State University-San Marcos*

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 6 - Level 3

Transforming Peer Review to Support Teaching About Argumentative Essay Writing: Results from Three IES Studies

Chair:

Amanda Godley, *University of Pittsburgh*

Discussant:

Steven Graham, *Arizona State University*

This symposium presents the results of three IES-funded studies that examined the use of peer review for argumentative essay writing in secondary English classrooms. The studies in this symposium extend existing research on peer review as a component of effective secondary school writing instruction by examining how teachers set the context for productive peer review, how students appropriate teachers' discourses of argumentation, and how rubrics shape peer review quality.

1. How Teachers' Epistemologies Shape Peer Review of Argumentative Writing

George Newell, *The Ohio State University*
Jennifer Lynn VanDerHeide, *The Ohio State University*

2. How the Quality of Peer Review Shapes Students' Revisions

Amanda Crowell, *University of Pittsburgh*
Sara DeMartino, *University of Pittsburgh*
Amanda Godley, *University of Pittsburgh*

3. Secondary Students' Use of Two Online Peer Review Tools

Sarah McCarthey, *University of Illinois at Urbana-Champaign*
Alecia Marie Magnifico, *University of Illinois at Urbana-Champaign*
Sonia Kilne, *University of Illinois at Urbana-Champaign*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Trinity 7 - Level 3

Transformative Literacy: Examining the State of Response to Intervention

Chair:

Jennifer Jones, *Radford University*

The session will examine Response to Intervention through a literacy research lens by exploring 1) state Department of Education websites for levels of implementation and support; 2) university level RTI instruction and application; 3) school-level RTI knowledge, practice and collaboration; and 4) socio-cultural implications for successful RTI implementation. Then there will be a collaborative discussion, highlighting perspectives on RTI policy, and views from researchers the fields of school psychology and special education.

1. Introductions & Overview of RTI

Jennifer Jones, *Radford University*
Valerie J. Robnolt, *Virginia Commonwealth University*

2. Literacy Research & RTI

Julie W. Ankrum, *University of Pittsburgh at Johnstown*
Linda Carr, *Independent Consultant*
Kathy Champeau, *University of Wisconsin-Milwaukee*
Patricia Ann Edwards, *Michigan State University*
Ingrid Enniss, *Oakwood University*
Lois Haid, *Barry University*
Jennifer Jones, *Radford University*
Barbara Laster, *Towson University*
Barbara A. Marinak, *Mount St. Mary's University*
Nancy Masztal, *Barry University*
Valerie J. Robnolt, *Virginia Commonwealth University*

Alice F. Snyder, *Kennesaw State University*
Katherine A.D. Stahl, *New York University*

Joyce Warner, *Barry University*
Jodi G. Welsch, *Frostburg State University*
Rebekah Williams, *Kennesaw State University*

3. Coming Together: Perspectives and Moving Toward Collaborative, Transformative Research and Practice

Katherine A.D. Stahl, *New York University*
Brooke Blanks, *Radford University*
Eric Mesmer, *Radford University*

4. Panel Discussion with Audience Participation

Patricia Ann Edwards, *Michigan State University*
Brooke Blanks, *Radford University*
Eric Mesmer, *Radford University*
Heidi Anne E. Mesmer, *Virginia Tech*
Katherine A.D. Stahl, *New York University*

1:15 pm - 2:45 pm • PAPER SESSION
Victory Park 1 - Level 5

Working between the Text and the Individual: A Re-Reading of Identity

Chair:

Sandra M. Webb, *Georgia College & State University*

Discussant:

J. Baxter Williams, *Western Carolina University*

- Street Lit: Pathways of Reform, Risk, and Resistance for Black Female Youth**
Stephanie P. Jones, *University of Georgia*
Jennifer M. Graff, *University of Georgia*
- Rhythm and Blues and a Gold Digging Woman: Intertextual Engagement as a Black Cultural Resource**
Florence Kabba, *LaGuardia Community College*
- Transformation in the Literary Transaction: Relationships between 'Trauma' Texts and Traumatic Histories**
Tracey Pyscher, *University of Minnesota*
Anne Crampton, *University of Minnesota*

1:15 pm - 2:45 pm • PAPER SESSION
Victory Park 2 - Level 5

Research Methods and Instructional Practices

Chair:

Kathryn Ohle, *University of North Carolina at Chapel Hill*

Discussant:

Marla Mallette, *State University of New York at Binghamton*

- Developing a Conceptual Heuristic for Reader-Text Interactions**
Dennis S. Davis, *The University of Texas at San Antonio*
Dot McElhone, *Portland State University*
F. Blake Tenore, *Hartwick College*
- Examining Perceptions of Success During the Implementation of an Instructional Policy**
Kathryn Ohle, *University of North Carolina at Chapel Hill*
Lynne Vernon-Feagans, *University of North Carolina at Chapel Hill*
Mary Bratch-Hines, *University of North Carolina at Chapel Hill*
- Perspectives on Word Difficulty Using Item Response Theory**
Rick Chan Frey, *Mustard Seed Books*

1:15 pm - 2:45 pm • SYMPOSIUM
West End - Level 5

Addressing the Challenge of Complexity in Literacy Instruction, Professional Development, and Evaluation While Working at Scale

Chair:

Elizabeth Moje, *University of Michigan*

Discussant:

Cynthia Coburn, *University of California: Berkeley*

The Common Core Standards call for students to demonstrate advanced literacy proficiency not only in English classes but also in academic subjects such as science and history (NCCSSO, 2010). However, students in American high schools are largely unprepared to meet this challenge. This symposium will present the design and findings from a multi-year, multi-institution, large-scale study of the impact of a literacy framework and professional development model designed to address this challenge.

- Building the Plane While Flying It: Lessons from Scaling a Successful Secondary Literacy Initiative**
Cynthia Greenleaf, *WestEd*
Ruth Schoenbach, *WestEd*
- Beyond Achievement Tests: The Impact of a Literacy Framework on Students' Literacy in Content Areas and Non-Cognitive Outcomes**
Cheri Fancsali, *Impaq International*
- Building Capacity at the Local Level: Initial Results from Scale-up Study of Promising Literacy Initiative**
Jenna Zacamy, *Empirical Education Inc.*
Andrew Jaciw, *Empirical Education Inc.*
Denis Newman, *Empirical Education Inc.*

1:15 pm - 2:45 pm • PAPER SESSION
White Rock 1 - Level 5

Impacts of Out-of-School Literacies

Chair:

Patricia L. Anders, *University of Arizona*

Discussant:

Elizabeth L. Jaeger, *University of Arizona*

- Family Literacy, Home Learning, and Life Transition: A Case Study of Immigrant Households in Canada**
Lurong Wang, *University of Toronto*

WEDNESDAY

2. Funds of Knowledge and Literacies in Latino/a Youths' Community-Based Engineering Design Work

Amy Alexandra Wilson, *Utah State University*

Joel Alejandro Mejia, *Utah State University*

Indhira Hasbun, *Utah State University*

Daniel L. Householder, *Utah State University*

Chris Hailey, *Utah State University*

3. Rethinking Family and Community Literacy in the Middle Grades: Developing Curriculum that Engages Students' Diverse Literacy Practices

Rosario Ordonez-Jasis, *California State University, Fullerton*

KaiLonnie Dunsmore, *National Center for Literacy Education*

III. Cross-linguistic Relationships in Oral Narrative Retell Performance among Young Spanish-Speaking Children at Different Levels of Reading Risk

Audrey Lucero, *University of Oregon*

IV. Deaf Individuals and the Bilingual Experience: The Influence of Language Identities and Attitudes on English Language Learning Motivation

Carrie Lou Garberoglio, *University of Texas at Austin*

V. Debriefing Video Recorded Lessons to Promote Effective Literacy Coaching Interactions

JoAnne Vazzano, *Northeastern Illinois University*

Christina L. Madda, *Northeastern Illinois University*

VI. Digital Running Records: The Development and Exploration of an iPad App

Celeste C. Bates, *Clemson University*

Sam Bryfczynski, *Clemson University*

Aqueasha Martin, *Clemson University*

Roy Pargas, *Clemson University*

VII. Disconnected Youth: Perspectives on Literacy and Learning

Antony T. Smith, *University of Washington, Bothell*

Deborah Feldman, *Paragon Education Network*

Barbara Waxman, *Paragon Education Network*

VIII. Discourse to Develop Science Vocabulary: Context and Content

Allison Ward Parsons, *George Mason University*

Rebecca Kaufman, *George Mason University*

IX. Exploring Changes in Reader Self-Perceptions Following Culturally Responsive Literacy Instruction

Tammy Brown, *Marywood University*

Francis DeMatteo, *Marywood University*

1:15 pm - 2:45 pm • PAPER SESSION

White Rock 2 - Level 5

Listening for Identity in Literacy Classroom Discourse

Chair:

Phillip Michael Wilder, *Clemson University*

Discussant:

Douglas Fisher, *San Diego State University*

1. First Grade Passing Strategies: A Multi-Party Participatory Framework Analysis of Instructional Conversations

Catherine Anne Miller, *University of California, Berkeley*

2. Listening in on Literature Discussions with Striving Readers: Control and Comprehension.

Roland Kerry Schendel, *Illinois State University*

3. Small Groups and Figured Worlds: An Analysis of the Identities Enacted by Students and Teachers During Literacy Instruction

David Russell Krauter, *Arizona State University*

3:00 pm - 4:30 pm • PAPER SESSION

Arts District 1 - Level 2

Exploring Writing: Liminal Spaces and Mediating Understanding

Chair:

Rosalind Horowitz, *The University of Texas-San Antonio*

Discussant:

Laura M. Jimenez, *Boston University*

1. Writer's Notebooks: Boundary Objects for Liminal Spaces.

Ann D. David, *St. Edward's University*

2. Reconceptualizing and Re-Seeing Revision With Preservice Teachers: A Between-Draft Look at Transmediation in the Revision Process

Katherine E. Batchelor, *Kent State University*

2:05 pm - 2:45 pm • ROUNDTABLE SESSION

Katy Trail - Level 2

Roundtable Session 2B

I. Creating Reading Space for Strong Girls in an Elementary Setting

Yu-Chi Wang, *The University of Iowa*

II. Critical Literacy and Student Literacy Practices: Exploring How a Teacher Implements a Dialogic Approach to Teaching English

Mark Ray Meacham, *University of North Carolina at Greensboro*

3. **Time Changes Things: Examining Correlates of Student-Generated Goals as They Shift for Authentic Writing Assignments**

Katie Ganson, *University of Nebraska-Lincoln*
 Ruomeng (Tracy) Zhao, *University of Nebraska-Lincoln*
 Douglas Kauffman, *University of Nebraska-Lincoln*

3:00 pm - 4:30 pm • PAPER SESSION
 Cedars - Level 2

Partnerships between Inservice and Preservice Teachers

Chair:

Donita Shaw, *University of Kansas*

Discussant:

Christine Sherretz, *University of Louisville*

1. **Communicating Figured Worlds: How Discourse between In-Service and Preservice Literacy Teachers Informs Practice**

Andrea Gelfuso, *University of South Florida*
 Danielle Dennis, *University of South Florida*

2. **Literacy Teaching and Literacy Teacher Education: Complexity Redux**

Michelle E. Jordan, *Arizona State University*
 Robert Kleinsasser, *Arizona State University*
 Mary F. Roe, *Arizona State University*

3. **Transformational Co-Constructions of Teacher-Educators as Literacy Professional Development Leaders: A Collaborative Autoethnography**

Sue Christian Parsons, *Oklahoma State University*
 Jennifer Y. Sanders, *Oklahoma State University*

3:00 pm - 4:30 pm • SYMPOSIUM
 Dallas A - Level 3

Improving Teacher Preparation Coursework for Early Literacy Development

Chair:

Kimberly Anderson, *University at Albany*

Discussant:

Margorie Y. Lipson, *The University of Vermont*

This symposium focuses on research findings from a federally funded study designed to support early career and adjunct teacher educators in preparing and delivering literacy coursework in teacher preparation programs. Four papers provide background on the project; explore, through survey and interview data, teacher educators' reactions to the content and resources; and examine changes in teacher candidates' knowledge and self-

efficacy related to early literacy instruction as measured by a knowledge of literacy instruction assessment.

1. **Background and Development of the Instructional Approach and Resources**

Kimberly Anderson, *University at Albany*

2. **Teacher Educators' Views on the Project Webinars and Resources**

Virginia Goatley, *University at Albany*

3. **Changes in Students' Knowledge Related to Early Literacy Development and Instruction**

Donna Scanlon, *University at Albany*

4. **Changes in Teacher Candidates' Responses to Open-Ended Video Reflection**

Beth Wilson, *University at Albany*

Thea Yurkewecz, *University at Albany*

3:00 pm - 4:30 pm • SYMPOSIUM
 Dallas B - Level 3

Learning, Literacy, and Space: Examining the Experiences of Students Identified with a Disability

Chair:

Katharine Chamberlain, *The University of Texas at Austin*

Discussant:

Kathleen A. Hinchman, *Syracuse University*

This symposium will present three papers drawn from three studies that explored the learning experiences of students in elementary school, middle school, and college who have been identified with a disability. The importance of exploring how disability is experienced in school-based settings has major implications for how institutions provide access. Understanding these experiences and where programs may fall short will serve communities better in preparing them for meaningful opportunities post-school.

1. **Identity Construction and Literacy Access: Building a Community of Learners that Looks Beyond Disability**

Katharine Chamberlain, *The University of Texas at Austin*

2. **Finding Creative Spaces: The Impact of Classroom Ecology on the Identity Construction of Students Identified with Disabilities**

Jennifer Lapointe, *University of Rochester*

3. **Working My Way through College: Experiences of Students Labeled with Intellectual Disabilities**

Kristen Love, *University of Rochester*

WEDNESDAY

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Dallas C - Level 3

Literacy and Stewardship: J. Michael Parker and the Adult Literacy Research Community at LRA

Chair:

William Robert Muth, *Virginia Commonwealth University*

With the demise of centers such as the National Institute for Literacy, the adult literacy research community at LRA serves as a steward of the field. Despite narrowing definitions in federal research guidelines, the diversity of adult literacy practices is expanding. We invite those who may consider themselves on the periphery of our field (e.g., those engaged in family literacy, transitions, etc.) to meet members of our community, explore practices and find common ground.

Presenters:

Debbie East, *Ivy Tech Community College*
Laurie A. Henry, *University of Kentucky*
Tisha Y. Lewis, *Georgia State University*
Erik Jacobson, *Montclair State University*
Silvia Nogueron-Liu, *University of Georgia*
Kristen H. Perry, *University of Kentucky*
Leah Katherine Saal, *Arkansas State University*
Donita Shaw, *University of Kansas*

3:00 pm - 4:30 pm • SYMPOSIUM
Deep Ellum A - Level 2

Interpreting Multimodal Texts: Transforming Readers' Interpretive Strategies

Chair:

Frank Serafini, *Arizona State University*

Discussant:

Peggy Albers, *Georgia State University*

This symposium provides the space and the time to carefully examine characteristics of visually interactive and multimodal children's literature. The goal is to understand how meaning is made from multimodal texts, including how readers read, respond to and interpret these complex and highly interactive books. The three papers in the symposium each address the question of how we interpret multimodal texts and how multimodal texts require reading comprehension strategies that are collaborative and imaginative.

1. **Developing a Framework for Exploring Multimodal Texts**
Frank Serafini, *Arizona State University*
2. **Comprehending Visually Interactive and Multimodal Texts**
Dawnene D. Hassett, *University of Wisconsin-Madison*
Sharon D. Beauregard, *University of Wisconsin-Madison*
3. **Multimodal/Multimedia Representations of Picturebook Interpretations**
Suzette Youngs, *University of Northern Colorado*

3:00 pm - 4:30 pm • PAPER SESSION
Deep Ellum B - Level 2

Exploring Family Literacy: Dialogic, Collaborative and Cognitive Approaches

Chair:

Melody Zoch, *University of North Carolina at Greensboro*

Discussant:

Susan Browne, *Rowan University*

1. **Parent Education for Dialogic Storybook Reading: Case Studies of Face-to-Face and Online Delivery Models**
Beth Beschorner, *Drake University*
Amy Hutchison, *Iowa State University*
2. **Leading as Learning: Investigating Participants' Contributions to a Collaborative Family Literacy Program**
Tracey L. Kumar, *The University of Texas at San Antonio*
3. **Parents' Use of Cognitively Challenging Questions at Family Mealtime**
HyunJung Heather Kim, *University at Buffalo, State University of New York*
Tyler W. Rinker, *University at Buffalo*

3:00 pm - 4:30 pm • PAPER SESSION
Greenville Avenue - Level 2

Reading Development and English Language Learners

Chair:

Lurong Wang, *University of Toronto*

Discussant:

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

1. **Profiling Developing Second Language Readers: Differences in Language Proficiency, Strategy Use and Reading Interest**
Chien-Yu Lin, *University of Maryland, College Park*
2. **Reading in Three Languages: A Young ELL Student's Successes, Struggles, and Strategies on the Way to Being Fluent**
Olha Tsarykovska, *Georgia College & State University*
3. **Revisiting the Case for Narrow Reading With English Language Learners**
Laurie E. Hansen, *California State University Fullerton*



3:00 pm - 3:40 pm • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable Session 3A

- I. **Exploring Preservice Teachers' Views of Texts and Their Roles in their Disciplines**
Naomi M. Watkins, *University of La Verne*
Nancy T. Walker, *University of La Verne*
- II. **Exploring the Use of a Social Platform, Twitter, as an Effective Method of Communication and Feedback in Undergraduate and Graduate Content Literacy Courses**
Lisa Michelle Jones-Moore, *Valdosta State University*
- III. **Figured Worlds Across Time and Space: Bilingual Families' Enactments of Agency and Social Capital in Divergent Literacy Settings**
Jieun Kim, *University of Wisconsin-Madison*
Kristin Papoi, *University of Wisconsin-Madison*
Patricia E. Venegas, *University of Wisconsin-Madison*
- IV. **Finding Truths in Fiction: Immigration Stories in Korean-American Picture Books**
Joanne H. Yi, *Indiana University*
- V. **Fostering the Writing Resilience of Adolescent English Language Learners**
Marriam Ewaida, *George Mason University*
Kristien Zenkov, *George Mason University*
Megan Lynch, *George Mason University*
Athene Bell, *George Mason University*

- VI. **From Paper Mess to Paperless: One Literacy Researcher's Experience with Digital Tools**
Jennifer K. Lubke, *University of Tennessee*
- VII. **Gender Construction in Award-Winning Young Adult Literature**
Andrea Morency, *University of Nevada, Reno*
- VIII. **Getting Close to Close Reading: How Elementary Teachers are Making Instructional Shifts**
Hiller A. Spires, *North Carolina State University*
Shea Kerkhoff Vessa, *North Carolina State University*

3:00 pm - 4:30 pm • PAPER SESSION
Oak Cliff 1 - Level 5

Literacy Practices In and Out of School Contexts

Chair:

Patricia L. Anders, *University of Arizona*

Discussant:

Patricia L. Anders, *University of Arizona*

1. **(Re)cultivating Opportunity: Working Toward Educational Equity through an After-School Program**
Ann M. Bennett, *University of Tennessee*
2. **Composing Practices Outside of Schools as Sites of Tension and Spaces for Creation**
Amy Elizabeth Burke, *Texas Woman's University*
3. **Disrupting Assumptions: The Literacy Practices of White, Middle-Class Families at Home and in a Preschool Book Club**
Anika Paaren-Sdano, *University of Wisconsin-Madison*

3:00 pm - 4:30 pm • PAPER SESSION
Oak Cliff 2 - Level 5

Transformative Professional Development

Chair:

Laurie J. Curtis, *Kansas State University*

Discussant:

Carolyn Walker Hitchens, *Ball State University*

1. **Partnerships and Professional Learning: Catalysts for Transforming Literacy Practices**
Sandra M. Webb, *Georgia College & State University*
2. **Teacher Agency in the Era of Accountability: Is Any Form of Practitioner Inquiry Better than None at All?**
Mary Beth Hines, *Indiana University*
Jennifer Conner-Zachocki, *Indiana University*

WEDNESDAY

3. Transformative Professional Development: Engaging Teachers in Inquiry Cycles to Develop Holistic Thinking About Curriculum, Assessment, and Pedagogy Through the Creation of Thematic Units

Catherine M. Weber, *Arizona State University*

3:00 pm - 4:30 pm • PAPER SESSION

South Side 1 - Level 3

Examining Reflexive Practice and Social Justice in Teacher Education

Chair:

Jodi Pilgrim, *University of Mary Hardin-Baylor*

Discussant:

Kimberly Suzanne Reinhardt, *University of Arizona*

The three papers in this session address issues pertaining to reflexive practice and social justice. One paper explores the effects of an emancipatory interest curriculum for secondary disciplinary teachers. A second paper examines teacher candidates' reflexive practice as they negotiate experiences of evaluation in their fieldwork settings. The third paper explores reflexivity as transformative practice.

1. Interrupting and Transforming Mental Models for Social Justice: Effects of an Emancipatory Interest Curriculum for Secondary Disciplinary Teachers

Gerlinde Grandstaff-Beckers, *Southeastern Louisiana University*

Leah Katherine Saal, *Arkansas State University*

Earl H. Cheek, *Louisiana State University*

2. Surfacing Reflectivity as Transformative Practice

Belinda S. Zimmerman, *Kent State University*

Sharon D. Kruse, *The University of Akron*

3. Making Sense of Literacy Assessments: How Graduate Students Narrate and Negotiate Experiences of Evaluation from Their Fieldwork Settings

Katharine Emily Bartow Jacobs, *University of Pennsylvania*

3:00 pm - 4:30 pm • PAPER SESSION

South Side 2 - Level 3

Exploring Multimodal Composing with Preservice Teachers

Chair:

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

Discussant:

Vicki Stewart Collet, *University of Arkansas*

The papers in this session focus on various aspects of working with preservice teachers to explore multimodal composing.

1. Access, Space, and Place: Multimodal Literacy Experiences to Connect and Empower Preservice Teachers

Julia Hagge, *University of South Florida*

Margaret Billings Krause, *University of South Florida*

2. New Spaces and Places: Repositioning Preservice Teachers' Literacy Identities through Multimodal Experiences

Margaret Billings Krause, *University of South Florida*

3:00 pm - 4:30 pm • PAPER SESSION

Trinity 1 - Level 3

Literacy Learning Among Young Learners

Chair:

Margaret-Mary Sulentic Dowell, *Louisiana State University*

Discussant:

Katherine Landau Wright, *Texas A&M University*

1. Emergent Digital Literacy Theory: A Grounded Theory on Digital Literacy in the Early Years

Elizabeth Isidro, *Texas Tech University*

2. Examining Participation of Preschool Children at the Writing Center in the Free Choice Time

Dondu Neslihan Bay, *Michigan State University*

Douglas K. Hartman, *Michigan State University*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION

Trinity 2 - Level 3

Measuring the Match Between Teacher Literacy Instruction and Child Literacy Skills: The Importance of Individualized Instruction

Chair:

Mary Bratch-Hines, *University of North Carolina at Chapel Hill*

Discussant:

Lynne Vernon-Feagans, *University of North Carolina at Chapel Hill*

Recent evidence suggests that professional development programs need to focus more on teacher improvement in instructional practices, as these improved teacher practices may be the key mediator of children's reading gains. However, few reliable measures of a teacher's

aptitude in matching lessons to students' abilities exist. This presentation will include a description and preliminary results from an innovative instructional match (IM) measure prior and subsequent to the implementation of an intervention.

1. Measuring the Match between Teacher Literacy Instruction and Child Literacy Skills: The Importance of Individualized Instruction.

Mary Bratsch-Hines, *University of North Carolina at Chapel Hill*

Justin D. Garwood, *University of North Carolina at Chapel Hill*

Cheryl Varghese, *University of North Carolina at Chapel Hill*

Lynne Vernon-Feagans, *University of North Carolina at Chapel Hill*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Trinity 3 - Level 3

Response to Intervention (RTI): Exploring Constraints, Affordances, and Alternatives

Chair:

Elizabeth L. Jaeger, *University of Arizona*

Discussant:

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

This alternative session provides a forum for analysis, critique and discussion of Response to Intervention (RTI) and the discourses that surround it. Scholars representing five different responses to RTI will each present brief image-based, PechaKucha style presentations. During the final segment of the session, our discussant will (1) share comments and critique designed to illuminate themes that cut across the five presentations, and (2) facilitate attendees' sharing of their own responses and questions.

1. A Reading Camp, Not a Reading Clinic: Creating Safe Spaces for Students at RTI Tiers 2 and 3

Kathleen Mary Collins, *Pennsylvania State University*

Patrick Shannon, *Pennsylvania State University*

Kathleen Shannon, *Pennsylvania State University*

2. Tutor/Child Collaboration in the Tier 3 RTI Setting

Elizabeth L. Jaeger, *University of Arizona*

3. Creating Prototypes to Counter a Dominant Discourse

Margorie Y. Lipson, *The University of Vermont*

4. Participatory Action Research: Changing the Conversation about Struggling Readers

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

5. Co-constructing Theory and Practice: RTI as Inquiry

Diane Stephens, *University of South Carolina*

3:00 pm - 4:30 pm • SYMPOSIUM
Trinity 4 - Level 3

Transforming Student Achievement in Reading and Language Arts through Drama-Based Learning with Complex Texts

Chair:

Patricia Enciso, *The Ohio State University*

Discussant:

Maren Aukerman, *Stanford University*

Drama has a long history in literacy education as a medium for transformation of students' engagement in reading. Through qualitative and quantitative data presentations, we draw attention to the central role that drama in education might play in driving lasting, positive changes in student and teacher attitudes toward challenging literary experiences as they read and interpret such texts as Shakespeare's plays, the *Odyssey*, and dense content-area literature.

1. A Meta-Analysis of the Effects of Drama-Based Instruction on English Language Arts Outcomes

Bridget Lee, *University of Texas - Austin*

2. The Classroom as Rehearsal Room: Reversing Trends in Low Achievement and Disengagement in Reading

Patricia Enciso, *The Ohio State University*

Megan Sanders, *The Ohio State University*

Gloria Yeomans-Maldonado, *The Ohio State University*

3. Case Studies of Power and Play: Two Elementary and Middle School Teachers Implementing Dramatic Approaches to Reading

Ashley Dallaqua, *The Ohio State University*

Alyssa Emery, *The Ohio State University*

4. The 'Event' of the Text: A Bakhtinian Analytic Tool for Discovering Dramatic Entry Points into Complex Texts

Brian Edmiston, *The Ohio State University*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Trinity 5 - Level 3

Writing an Integrated Mixed Research Dissertation: Overcoming the Obstacles

Chairs:

Marla Mallette, *State University of New York at Binghamton*

Erin K. Washburn, *State University of New York at Binghamton*

Bogum Yoon, *State University of New York at Binghamton*

WEDNESDAY

Discussant:
TBD

The purpose of this session is to examine the complexities of writing mixed research, specifically mixed research dissertations. The session will begin with five PechaKucha presentations describing challenges in writing mixed research and ways of transcending them. Next, it will be interactive, as audience members participate in breakout groups. Breakout groups will discuss techniques for transcending challenges and achieving thoughtful integration in writing mixed research, which they will then share with the whole group.

Presenters:

Marla Mallette, *State University of New York at Binghamton*
Erin K. Washburn, *State University of New York at Binghamton*
Bogum Yoon, *State University of New York at Binghamton*
Anthony Onwuegbuzie, *Sam Houston State University*
Diane Barone, *University of Nevada, Reno*
Nell K. Duke, *University of Michigan*
Jackie Visser, *State University of New York at Binghamton*
Karen M. Bromley, *State University of New York at Binghamton*
Shannon Clapsaddle, *Carbondale Community High School*

3:00 pm - 4:30 pm • SYMPOSIUM
Trinity 6 - Level 3

Multiculturalism Meets Technology: Digital Environments Promote and Expand Awareness within and Across Cultures

Chairs:

Thomas DeVere Wolsey, *Walden University*
Diane Lapp, *San Diego State University*

Discussant:

Maria Grant, *California State University, Fullerton*

Digital technology permits previously disconnected worlds to find commonalities and explore differences; this symposium shares research exploring the capacity of digital tools to connect struggling readers and writers within cultures, across cultures, and in diverse settings. The studies presented in this symposium examine the roles of the tools, teacher educators, teachers, and the dispositions of educators who make sound educational use of new literacies as integral components of pedagogy to forge knowledge and cultural connections.

1. **Being in Place: Using the Affordances of Digital Tools for Fostering Students' Awareness of Their Geographical, Cultural, and Epistemological Locations**

Richard Beach, *University of Minnesota*

David O'Brien, *University of Minnesota*

2. **iPad Deployment in a Diverse, Urban High School**

Douglas Fisher, *San Diego State University*

Nancy Frey, *San Diego State University*

Diane Lapp, *San Diego State University*

3. **Multicultural Education and Multiliteracies: Exploration and Exposure of Literacy Practices with Preservice Teachers**

William Ian O'Byrne, *University of New Haven*

Shane Smith, *University of New Haven*

4. **Tablet Tools as Mediators of Teachers' Understanding of Children's Literacy Practices During Writing Conferences**

Detra Price-Dennis, *The University of Texas at Austin*

Nancy L Roser, *The University of Texas at Austin*

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

Bonnie Elliott, *The University of Texas at Austin*

Melissa Wetzel, *The University of Texas at Austin*

Karen French, *The University of Texas at Austin*

3:00 pm - 4:30 pm • PAPER SESSION

Victory Park 1 - Level 5

Critically Considering Assessments and Their Use

Chair:

Samantha B. Caughlan, *Michigan State University*

Discussant:

Caitlin McMunn Dooley, *Georgia State University*

The authors of these papers take another look at means of assessment that have become widely used, and consider alternatives in light of research on assessment and current policy.

1. **Standardized Formative Assessment in Kindergarten Classrooms: Purposes, Practices, and Tensions**

Meghan D. Liebfreund, *North Carolina State University*

2. **The Predictive Assessment of Early Reading Skill: DIBELS Gets a Challenger**

Darrell Morris, *Appalachian State University*

Woodrow Trathen, *Appalachian State University*

Jennifer McGee, *Appalachian State University*

Robert Schlagal, *Appalachian State University*

Tom Gill, *Appalachian State University*

Devery Ward, *Appalachian State University*

Elizabeth M. Frye, *Appalachian State University*

3. Reading Profiles of Struggling Readers in 5th and 6th Grades: What Does It Mean in the Era of the Common Core State Standards?

Carla K. Meyer, *Appalachian State University*
 Darrell Morris, *Appalachian State University*
 Woodrow Trathen, *Appalachian State University*
 Jennifer McGee, *Appalachian State University*
 Trevor Thomas Stewart, *Appalachian State University*
 Nora A. Vines, *Appalachian State University*
 Tom Gill, *Appalachian State University*

3:00 pm - 4:30 pm • PAPER SESSION

Victory Park 2 - Level 5

Exploring How Preservice Teachers Learn to be Literacy Teachers

Chair:

Jeni R. Davis, *University of South Florida*

Discussant:

Jude Wolf, *University of San Francisco*

The three papers in this session address different aspects of the complex process of learning to be literacy teachers.

1. Bonded Relationships: Learning to be Agentic Literacy Teachers

Anne Swenson Ticknor, *East Carolina University*
 Leslie Maureen Cavendish, *High Point University*

2. Bricolage or Fidelity: How Elementary Interning Teachers Negotiate Curriculum, Professional Learning, and Local Contexts in Learning to Teach Literacy

Chad H. Waldron, *Michigan State University*

3. Envisioning Ideal Literacy Instruction: Changes in Preservice Teachers' Beliefs over Time

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

3:00 pm - 4:30 pm • PAPER SESSION

West End - Level 5

Exploring Preservice Teachers' Identity Development

Chair:

Meagan Caridad Arrastia, *Florida State University*

Discussant:

Patricia L. Anders, *University of Arizona*

The papers in this session explore unique aspects of preservice teachers' identity development including

preservice English teachers' conceptions of literate identities and using literacy tools to help preservice teachers to shape and/or critically challenge their identity development.

1. Using Literacy Tools and Critical Thinking to Challenge Teacher Candidates in Identity Construction

Laura Pardo, *Hope College*

2. Who Am I — As Reader of and Teacher of Literature?: Exploring Preservice English Teachers' "Literary Identities" and Their Conceptualizations of Teaching Literature

Sue Ringler Pet, *Iona College*

3. Blogging to Shape Identity, Ideology, and Practices of Teaching English Language Arts

Allison Skerrett, *The University of Texas at Austin*

Alina Pruitt, *The University of Texas at Austin*

Amber Warrington, *The University of Texas at Austin*

3:00 pm - 4:30 pm • PAPER SESSION

White Rock 1 - Level 5

Language Complexity and Learning in Secondary and Post-Secondary Settings

Chair:

Christopher L. Kolb, *University of Minnesota*

Discussant:

Natalia Ward, *The University of Tennessee*

1. A Look into World Englishes: Implications for Preservice and Inservice Teachers

Burcu Ates, *Sam Houston State University*

Mary Petron, *Sam Houston State University*

Helen Berg, *Sam Houston State University*

2. Transforming Language Instruction for Social Justice: A Study of Four High School English Teachers' Development of Critical Language Pedagogy for African American Students

Amanda Godley, *University of Pittsburgh*

Kaylan Moore, *University of Pittsburgh*

3. The Mnemonic Value of Orthography for Vocabulary Learning in Language Minority Students

Katharine Pace Miles, *The Graduate Center, CUNY*

Linnea C. Ehri, *The Graduate Center, CUNY*

WEDNESDAY

3:00 pm - 4:30 pm • PAPER SESSION

White Rock 2 - Level 5

Vocabulary Instruction for Intermediate Readers

Chair:

Jessica L. Hoffman, *Miami University*

Discussant:

Tanya S. Wright, *Michigan State University*

1. Pre-teaching Vocabulary to Improve Reading Comprehension of a Narrative Text

Leslie Cowell, *Faulkner University*

Bruce Murray, *Auburn University*

2. Reading Comprehension and Vocabulary Interventions for English Learners in Grades 4-8: A Systematic Synthesis of the Extant Literature

Brie Doyle, *University of Maryland, College Park*

Elizabeth Montanaro, *The Catholic University of America*

Marisa A. Mitchell, *University of Maryland, College Park*

3. Small-Group Word Study Instruction: Missed Opportunities for Promoting Discussion and Academic Vocabulary

Kathy Ganske, *Vanderbilt University*

Robin Jocius, *Vanderbilt University*

3:50 pm - 4:30 pm • ROUNDTABLE SESSION

Katy Trail - Level 2

Roundtable Session 3B

I. High School Teachers' Disciplinary Literacy Knowledge

Paula Di Domenico, *Northern Illinois University*

II. Honoring Language Diversity in African American Students Through Bidialectal Instructional Practices

Nicole Yvette Strange, *Barry University*

III. How Do Students Use Discussion to Build Vocabulary Knowledge From Expository Read Alouds?

Sarah Zelinke, *Core Knowledge Foundation*;

Mariam Jean Dreher, *University of Maryland, College Park*

IV. How Do Ninth-Grade Students Work Through Online Lessons in a World History Class?

Kimberly K. Kopfman, *George Mason University*

Elizabeth G. Sturtevant, *George Mason University*

V. I Have to Experience It to Teach It: How a Literacy Assignment Provided Voice, Power, and Agency for Teacher Candidates

Kirsten Letofsky, *University of Illinois at Urbana-Champaign*

VI. Ideas as a Springboard for Writing: Challenges of Choice, Complexity, and Control.

Barbara J. Peterson, *University of South Florida*

Kathleen Marie Alley, *Mississippi State University*

VII. Inaccuracy and Reading

Peter Afflerbach, *University of Maryland*

Byeong-Young Cho, *Iowa State University*

Jong Yun Kim, *University of Maryland, College Park*

VIII. Interpreting Intermediate Grade Students' Reader Response Through Oral, Written, and Artistic Measures: Relationship Between Mental Imagery, Emotion, and Structural Importance

Rhonda D. Goolsby, *University of Oklahoma*

IX. Interview Methods Inspire Talk and Artistic Flare

Tammi Davis, *Indiana University, Bloomington*

4:45 pm - 6:00 pm • PRESIDENTIAL ADDRESS

Trinity 1-4, 8 - Level 3

Chair:

Arlette I. Willis, *University of Illinois at Urbana-Champaign*

I. Welcome

Arlette I. Willis, *University of Illinois at Urbana-Champaign*

II. J. Michael Parker Award Presentation

William Robert Muth, *Virginia Commonwealth University*

III. Student Outstanding Research Award Presentation

Cathy Compton-Lilly, *University of Wisconsin-Madison*

III. Introduction of Speaker

Theresa Rogers, *University of British Columbia*

V. 2013 Presidential Address: Understanding and Creating Digital Texts through Social Practices

Richard Beach, *University of Minnesota*

6:00 pm - 7:30 pm • President's Reception

Dallas Ballroom Foyer

Thursday • December 5, 2013

Thursday

Transformative Literacy: Theory, Research, and Design
63rd Annual Conference of the Literacy Research Association | December 4 - 7, 2013 | Dallas, TX

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-Friday from noon to 1:00 pm and Saturday from 7:30 am - 8:30 am) of the Annual Conference.

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 2013 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.

FINANCIAL ADVISORY COMMITTEE MEETING

7:30 am - 8:30 am • Cedars - Level 2

NEWCOMERS' AND GRADUATE STUDENTS' BREAKFAST

7:30 am - 8:30 am • Dallas Ballroom E - F - Level 3

PUBLICATIONS COMMITTEE MEETING

7:30 am - 8:30 am • Deep Ellum A - Level 2

ETHNICITY, RACE, AND MULTILINGUALISM COMMITTEE MEETING

7:30 am - 8:30 am • Deep Ellum B - Level 2

RESEARCH COMMITTEE MEETING

7:30 am - 8:30 am • Oak Cliff 1 - Level 5

TECHNOLOGY COMMITTEE MEETING

7:30 am - 8:30 am • Oak Cliff 2 - Level 5

MULTILINGUAL/TRANSCULTURAL LITERACIES INNOVATION COMMUNITY GROUP (ICG) MEETING

7:30 am - 8:30 am • South Side 1 - Level 3

ALBERT J. KINGSTON AWARD COMMITTEE MEETING

7:30 am - 8:30 am • South Side 2 - Level 3

HISTORY INNOVATIVE COMMUNITY GROUP MEETING

7:30 am - 8:30 am • Trinity 6 - Level 3

P. DAVID PEARSON SCHOLARLY IMPACT AWARD COMMITTEE MEETING

7:30 am - 8:30 am • Trinity 7 - Level 3

DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD COMMITTEE MEETING

7:30 am - 8:30 am • Victory Park 1 - Level 5

EARLY CAREER ACHIEVEMENT AWARD COMMITTEE MEETING

7:30 am - 8:30 am • Victory Park 2 - Level 5

INTERNATIONAL INNOVATIVE COMMUNITY GROUP (ICG) MEETING

7:30 am - 8:30 am • West End - Level 5

J. MICHAEL PARKER AWARD COMMITTEE MEETING

7:30 am - 8:30 am • White Rock 1 - Level 5

OSCAR S. CAUSEY AWARD COMMITTEE MEETING

7:30 am - 8:30 am • White Rock 2 - Level 5

CYBER CAFE - THURSDAY

8:00 am - 5:00 pm • Parlor Suite 664

ATTENDEE REGISTRATION OPEN

8:00 am - 5:00 pm • Registration & Event Office
Trinity Foyer - Level 3

BOOK DISPLAY/SILENT AUCTION/EXHIBITS OPEN

8:00 am - 5:00 pm • Trinity Foyer - Level 3

8:45 am - 10:15 am • SYMPOSIUM

Arts District 1 - Level 2

Shifting Identities: An Examination of Critical Literacy and Children and Adults Positioning Themselves Through Talk about Texts

Chair:

Deborah Wells Rowe, *Vanderbilt University*

Discussant:

Deborah Wells Rowe, *Vanderbilt University*

In this symposium, we draw upon sociocultural theories of learning and literacy (Vygotsky, 1978) as well as theories of discourse analysis and narrative analysis. Paper 1 describes six Korean immigrant mothers' participation and discourse around their literacy experiences. Paper 2 explores bilingual prekindergartners' formation of critical responses to texts in literature discussion. Paper 3 examines how fourth and fifth grade African American males take ownership and position themselves in a literature circle around equity issues.

1. **"I Wish I Could Be Cheerful with My Children like American Moms": Korean Immigrant Mothers' Cultural Inquiries in Self-Reflective Discourse in Early Literacy Practice**
Yoo Kyung Sung, *University of New Mexico*
2. **Bilingual Prekindergartners Constructing the "Critical" in Book Discussion**
Jeanne Gilliam Fain, *Middle Tennessee State University*
3. **Critical Conversations with African American Males**
Summer Wood, *Vanderbilt University*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION

Arts District 3 - Level 2

Developing as Social Equity Literacy Teachers: Video Self-Analysis Projects that Move Teachers Forward

Chair:

Althier M. Lazar, *Saint Joseph's University*

Discussant:

Ellen McIntyre, *North Carolina State University*

In this alternative session, participants will have an opportunity to work with colleagues who are committed to strengthening their teacher education programs around social justice goals. Two projects that show great promise involve self-analysis of videotaped teaching events in literacy classrooms. In small groups, participants will discuss the significance of these projects and others for developing candidates' social justice dispositions.

Presenters:

Althier M. Lazar, *Saint Joseph's University*
Pamela A. Mason, *Harvard University*
Emily Phillips Galloway, *Harvard University*
Amy Vetter, *University of North Carolina at Greensboro*
Melissa Schieble, *Hunter College*
Patricia Ann Edwards, *Michigan State University*
Gwendolyn McMillon, *Oakland University*
Susan V. Piazza, *Western Michigan University*
Mark Ray Meacham, *University of North Carolina at Greensboro*

8:45 am - 10:15 am • PAPER SESSION

Cedars - Level 2

Exploring Complexities in Literacy Teaching and Learning

Chair:

Christina Marie Cassano, *Salem State University*

Discussant:

Jennifer Dolan, *University of Connecticut*

The papers in this session explore a range of complex issues pertaining to literacy teaching and learning. One paper examines how multimodal literacy experiences reposition a preservice teacher with a reading disability. Another paper explores the role of peer mentoring through blogging. Finally, the third paper examines clinical models that support the literacy development of struggling readers.

1. **Seeing Differently: Expert/Novice Ability Perceptions of Student Teachers' Content Area Literacy Instruction.**
Treavor Bogard, *University of Dayton*
Mary-Kate Sableski, *University of Dayton*
Jackie Marshall Arnold, *University of Dayton*
Connie Bowman, *University of Dayton*
Patricia Hart, *University of Dayton*
2. **Peer Mentoring through Blogging: Creating Transformative Spaces**
Natalie Babiak Weber, *The University of Texas at Austin*
Jennifer Moon Ro, *SUNY Fredonia*
3. **Multimodal Literacy Experiences: The Repositioning of a Preservice Teacher with a Reading Disability**
Julia Hagge, *University of South Florida*

8:45 am - 10:15 am • PAPER SESSION

Deep Ellum A - Level 2

Deconstructing Language and Image in Research Practice

Chair:

Laura Lang, *University of Wisconsin-Madison*

Discussant:

Mark D. Vagle, *University of Minnesota*

1. **Practice and Critique of Visual Methodology: Promoting a Photojournalistic Approach to the Study of Children's Multimodal Literacy**
An Chih Cheng, *DePaul University*
2. **Stacking Stories: Examining Multiplicities in Classrooms**
Cathy Burnett, *Sheffield Hallam University, UK*
Guy Merchant, *Sheffield Hallam University, UK*
3. **Transforming My Own Language and Literacy Coaching Practices Through CDA: When Participant Researcher Studies the Self**
Laura Lang, *University of Wisconsin-Madison*

8:45 am - 10:15 am • PAPER SESSION

Deep Ellum B - Level 2

Funds of Knowledge, Drama, and Family Literacy in Practice

Chair:

Sarah Newcomer, *Washington State University Tri-Cities*

Discussant:

Sara Ann Beach, *University of Oklahoma*

1. **Young Children's Literacy Learning at an Urban Children's Museum.**
Caitlin McMunn Dooley, *Georgia State University*
Meghan Welch, *Georgia State University*
2. **Engaging Their Families in Preschoolers' School Literacy: Accessing and Utilizing Funds of Knowledge**
Alanna Rochelle Dail, *Syracuse University*
3. **Using Drama Pedagogy to Develop Critical Racial Literacy in an Early Childhood Classroom**
Terry Husband, *Illinois State University*

8:45 am - 10:15 am • PAPER SESSION

Greenville Avenue - Level 2

Technology Practices in Multilingual Settings

Chair:

Bridget Dalton, *University of Colorado Boulder*

Discussant:

Mary A. Avalos, *University of Miami*

1. **The Impact of Unlimited Technology Access on ELA Instruction and Student Literacy in a Bilingual Classroom**
Holly Bukofser, *Pace University*
Francine C. Falk-Ross, *Pace University*
2. **Investigating the Role of Computer-Mediated Feedback in Academic Writing: Voices from International Doctoral Students in TESOL**
Dennis Murphy Odo, *Georgia State University*
3. **Young Refugee Women's Production of Translocality through Multimodal Literacy Practices in Global Digital Spaces**
Delila Omerbasic, *University of Utah*

8:45 am - 9:25 am • ROUNDTABLE SESSION

Katy Trail - Level 2



Roundtable Session 4A

- I. **Jamaican Children's Literature: A Critical Multicultural Analysis of Text and Illustration in Picture Books for a Primary Level Audience Published from 1997-2012**
Wendy Scott Richards, *Northwestern College*
- II. **Knowledge Building About Experiences with Narrative Texts**
Julie Joanna Smith, *University at Albany*
- III. **Language Affordances Among Young Second Generation Vietnamese English Language Learners**
Thao Duong, *University of California, Berkeley*
- IV. **Language and Nationhood: Competing Notions of Being a "Good Writer" in a French-English Curriculum**
Elizabeth A. Morphis, *Teachers College, Columbia University*
- V. **Learning to be Transformative Literacy Teachers of Diverse Students through Service Learning**
Minda Lopez, *Texas State University-San Marcos*
Jesse Gainer, *Texas State University-San Marcos*
Michael Gorman, *Texas State University*

THURSDAY

VI. Lessons in Response to Intervention: A Longitudinal Case Study of One Adolescent Reader

Kendra China, *University of Virginia*

VII. Linguistic Diversity in School Students and Teacher Education Students: Towards a New Set of Understandings

Robyn Cox, *Australian Catholic University*

Cal Durrant, *Australian Catholic University*

Marie Quinn, *Australian Catholic University*

Maureen Walsh, *Australian Catholic University, Sydney, Australia*

Jacqueline Coleman, *Australian Catholic University*

VIII. Literacy Access and Instruction in an Age Of Reform: Meeting the Learning Needs of Every Student

Katharine Chamberlain, *The University of Texas at Austin*

IX. Literacy Strategies and Inquiry in Social Studies

Fahima Choudhry, *George Mason University*

X. Literacy in Our Lives, Past, Present and Future: Exploring Old and New Literacies in the Lives of UAE Preservice Teachers

Patience A. Sowa, *Zayed University*

Cynthia Schmidt, *University of Missouri-Kansas City*

8:45 am - 10:15 am • PAPER SESSION
Oak Cliff 1 - Level 5

The Complexity of Teachers' Lives

Chair:

Amy Hutchison, *Iowa State University*

Discussant:

Roya Qualls Scales, *Western Carolina University*

1. "I Didn't Realize How Hard it Would Be!": Stories of Becoming a Teacher

Jackie Sydnor, *Ball State University*

2. "It's the Battle, the Balance": The Ecology of a Teacher

Ann D David, *St. Edward's University*

3. My Fears, My Heart, and My Leaders: A Story of an Experienced 3rd grade Teacher

Tammi Davis, *Indiana University, Bloomington*

8:45 am - 10:15 am • PAPER SESSION
Oak Cliff 2 - Level 5

Supporting Learning with Assessment at the Secondary Level

Chair:

Gail E. Lovette, *University of Virginia*

Discussant:

Katherine Landau Wright, *Texas A&M University*

1. Assessing Students' Abilities in Summarizing Arguments: A Multistate Reading and Writing Test

Yi Song, *Educational Testing Service*

Mary Fowles, *Educational Testing Service*

Paul Deane, *Educational Testing Service*

2. Developing a Diagnostic Assessment of Academic Writing

Sarah W. Beck, *New York University*

Lorena Llosa, *New York University*

Lauren Anne Jensen, *New York University*

Alyssa Trzeszkowski-Giese, *New York University*

8:45 am - 10:15 am • PAPER SESSION
South Side 1 - Level 3

Literacy and Aesthetics

Chair:

Lane Roy Gauthier, *The University of Mississippi*

Discussants:

Shampa Biswas, *Washington State University*

Lisa Hervey, *North Carolina State University*

1. Creating Discourses of Possibility

Linda Coggin, *Indiana University*

2. Imagination Under Siege: Adolescent Poets and the Survival of Blind Lemon Jefferson

Wendy Caszatt-Allen, *University of Iowa*

8:45 am - 10:15 am • PAPER SESSION
South Side 2 - Level 3

Identity, Youth, and Classroom Discourse

Chair:

Katherine K. Frankel, *Boston University*

Discussant:

Lara J. Handsfield, *Illinois State University*

1. Translating Identity: Examining Pedagogical Strategies for Teachers Working with Bilingual Students

Mark Barba Pacheco, *Vanderbilt University*
 Samuel David, *Vanderbilt University*
 Stephanie Carr, *Metro Nashville Public Schools*

2. What Does It Mean to Be a “Struggling Reader”? The Intersection of Reading and Identity in Literacy Intervention Classrooms

Katherine K. Frankel, *Boston University*

3. “Why Are You Pretending Like You Know About That?”: Self Authoring Practices Across Literacy Contexts

Katie Peterson, *The University of Texas at Austin*

8:45 am - 10:15 am • PAPER SESSION

Trinity 1 - Level 3

New Literacies Among Middle School Learners

Chair:

Yolanda Sealey-Ruiz, *Teachers College, Columbia University*

Discussant:

Rebecca Katz, *Boston University*

1. Access and Inequity: Online Literate Activity in Two Middle School Classes

Sonia M. Kline, *University of Illinois at Urbana-Champaign*

2. Examining the Multimodal Affordances of Mobile Educational Applications in the Context of Middle School Content-Area Instruction

Rachel Karchmer-Klein, *University of Delaware*
 Chrystalla Mouza, *University of Delaware*
 Sohee Park, *University of Delaware*

3. Reading Non-Fiction Literature Using an Ipad: An Exploratory Case Study

Vicky Cardullo, *Auburn University*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION

Trinity 2 - Level 3

Who is a “Struggling Reader”? A Collection of Case Studies

Chair:

Anne McGill-Franzen, *University of Tennessee*

Discussant:

Monica Thomas Billen, *University of Tennessee*

Much research in best practices for remediation and intervention focuses on the “struggling reader” as a holistic group. However, no intervention or remediation can be successful without looking at the individual child. Beyond just a child’s ability level, issues of race, culture, language, and class intersect to confound literacy achievement for many children. This collection of case studies aims to provide a richer and more nuanced description of the diversity found among struggling readers.

1. Deficit Talk, Silenced Voices: Community and Institutional Influences on Literacy Achievement for Minority Children

Ann M. Bennett, *University of Tennessee*

2. Literacy Beyond Labels: Equity and Access in Response to Intervention for English Language Learners

Natalia Ward, *The University of Tennessee*

3. The Value of Capital: One Family’s Experience Navigating a Suburban Public School

Hollie Nawrocki, *University of Tennessee*

4. The Regulation of Literacy: Exploring Scripted Reading Curricula Through the Perceptions of Students

Sarah Swauger, *University of Tennessee*

5. When Delays Persist Despite Intervention: Exploring the Language and Literacy Development of One Deaf Student

Jennifer Renee Kilpatrick, *University of Tennessee*

6. Still Falling Through the Cracks: Oral Assessments and the Problem With Comprehension

Kim McCuiston, *University of Tennessee*

8:45 am - 10:15 am • SYMPOSIUM

Trinity 3 - Level 3

Observations of Teachers’ Instructional Support During Early Literacy/Language Instruction

Chair:

Sharolyn Pollard-Durodola, *University of Denver*

Discussants:

William Teale, *University of Illinois at Chicago*

Jessica L. Hoffman, *Miami University*

This symposium explores teachers’ ability to provide instructional support during early literacy/language instruction. Paper 1 examines teachers’ ability to respond to preschool students’ misunderstandings during shared book reading. Paper 2 uses stimulated recall to investigate preschool teachers’ decision-making processes while scaffolding instruction during a content based shared book reading intervention with English language learners. Paper 3 examines teachers’ ability to demonstrate new

THURSDAY

skills, recognize mistakes, and provide corrective feedback during first-grade Spanish reading instruction.

1. Teachers' Responses to Preschoolers' Story Misunderstandings: Moving Beyond Simple Corrections

Judith A. Schickedanz, *Boston University*

Molly F. Collins, *Vanderbilt University*

2. Analysis of Pre-school Teachers' Scaffolding Decisions While Providing Feedback During a Content-Rich Shared Book Reading Intervention with ELLs

Sharolyn Pollard-Durodola, *University of Denver*

Jorge E. Gonzalez, *Texas A&M University*

Laura Saenz, *The University of Texas at Pan American*

Denise Soares, *Texas A&M University*

3. The Effects of Teacher Student Interactions on the Reading Performance in Spanish of First Grade English Learners Attending Bilingual Schools

Doris Baker, *University of Oregon*

Learning; 3) Cross-Cultural Studies in Literacy; and 4) Globalization and Educational Policy. This session provides audience members with opportunities to engage authors in discussion about their findings and critical issues.

Participants:

Karen A. Krasny, *York University*

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

Elizabeth Steinbach, *University of Texas at Austin*

Liz Ralfe, *KWZ-Natal University*

Lina Sun, *Saint Louis University*

Patience A. Sowa, *Zayed University*

Lolowa Al Marzouqi, *Zayed University*

Carmen Rodriguez de France, *University of Victoria*

Honore Rodriguez de France, *University of Victoria*

Zaline Roy-Campbell, *Syracuse University*

Maria Bojagora, *York University*

Yu-chih Huang, *University of Minnesota*

Maria Jose Larrain Arnolds, *Universidad de Los Andes, Chile*

Chinwe Ikpeze, *St. John Fisher College*

Fenice Boyd, *University at Buffalo*

Misty Sailors, *The University of Texas at San Antonio*

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

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

Kate Elizabeth Kedley, *University of Iowa*

Shea Kerkhoff Vessa, *North Carolina State University*

Mona Matthews, *Georgia State University*

Peggy Albers, *Georgia State University*

Amy Seely Flint, *Georgia State University*

Ran Hu, *East Carolina University*

Kwangok Song, *Arkansas State University*

Bong Gee Jang, *Oakland University*

Sangho Pang, *Clemson University*

Anita Nigam, *Texas Tech University*

Carole Janisch, *Texas Tech University*

Xiaoming Liu, *Towson University*

Amma K Akrofi, *Texas Tech University*

Gilda Martinez-Alba, *Towson University*

Jeonghee Choi, *Arkansas State University*

Madalo Samati, *Creative Centre for Community Mobilization (CRECCOM)*

8:45 am - 10:15 am • PAPER SESSION

Trinity 4 - Level 3

Multiliteracies: Engagements and Constructions

Chair:

Crystle Martin, *University of California, Irvine*

Discussant:

Tracey L. Kumar, *The University of Texas at San Antonio*

Construction of Ec literacy in Children's Books With Sustainability Themes

Rani Muthukrishnan, *Washington State University*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION

Trinity 5 - Level 3

International ICG Alternative Poster Session: Language and Literacy Research in Global Context

Chairs:

Karen A. Krasny, *York University*

Discussant

Chinwe Ikpeze, *St. John Fisher College*

In this alternative format session of twenty poster presentations sponsored by the LRA International Innovative Community Group, researchers investigated literacy as it relates to one of four broad categories: 1) Language and Identity; 2) Studies in English Language

8:45 am - 10:15 am • SYMPOSIUM
Trinity 6 - Level 3

Combining Evidence-Based Practices and Common Core Requirements: A Design Experiment

Chair:

Michael McKenna, *University of Virginia*

Discussant:

Elfrieda H. Hiebert, *TextProject*

The requirements of the CCSS necessitate rethinking beginning reading instruction. Whether teachers and leaders can successfully respond is very much at issue. This symposium begins with a careful clarification of CCSS requirements and continues with an explanation of how a design experiment is best suited to facilitating the substantive growth needed to meet them. It concludes with a report of one such study, with promising results that offer useful guidance for future inquiry.

1. **CCSS in Early Primary: Identifying the Challenges**
Heidi Anne E. Mesmer, *Virginia Tech*
2. **Conducting a Design Experiment: Core Principles**
Barbara A. Bradley, *University of Kansas*
3. **Rigorous Small-Group, Interactive and Shared Reading in K-2**
Sharon Walpole, *University of Delaware*;
Michael McKenna, *University of Virginia*;
Dori Walk, *Staunton City Schools*;
Stephanie Haskins, *Staunton City Schools*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
Trinity 7 - Level 3

Grown in Detroit: Three Studies of Local Decision-Making and Activity in Inner-City Literacy Education In and Out of School

Chairs:

Derek Aguire, *Racquet Up Detroit*
Susan Florio-Ruane, *Michigan State University*

Discussant:

Christopher M. Clark, *Arizona State University*

In this interactive poster session we hope to share and discuss three studies of literacy education in Detroit. All three studies support the power of a local urban context for creation of authentic literacy learning experiences. Non-standardized literacy learning has become increasingly difficult in our reform-focused educational climate, but personalization is possible in spaces which afford local reinvention of literacy practices.

1. **Learning Local Decision-Making: A Contemporary Problem in the Education of Literacy Teachers**
Susan Florio-Ruane, *Michigan State University*
Chad H. Waldron, *Michigan State University*
2. **"I Read Something Interesting in School, Once": Differential Experiences With Literacy Activities in School and in an Afterschool Program**
Maryl A. Randel, *Michigan State University*
- R. **RU Connected? Investigating the Impact of a Digital Literacies Summer Camp on Members of a Detroit Afterschool Program**
Paul Morsink, *Michigan State University*
Patrick Morris, *Racquet Up Detroit*

8:45 am - 10:15 am • PAPER SESSION
Victory Park 1 - Level 5

Role of Beliefs and Attitudes on Writing Instruction

Chair:

Deborah A. Horan, *Metropolitan State University of Denver*

Discussant:

Ted Kesler, *Queens College, CUNY*

1. **"I'm Not Allowed to Write About That in School but at Home I Can": Examining Elementary School Students' Attitudes Towards Writing Instruction**
Ysaaca Axelrod, *Clemson University*
Anna Hall, *Clemson University*
2. **"We Have a Writing Area": Preschool Teachers' Beliefs and Practices for Supporting Writing Development**
Hope Gerde, *Michigan State University*
Tanya S. Wright, *Michigan State University*
3. **The Influence of Dialogic Instruction During Interactive Writing on Teacher Development and Students' Reading and Writing Gains**
Jennifer Jordan, *University of Tennessee*

8:45 am - 10:15 am • PAPER SESSION
Victory Park 2 - Level 5

Supporting Rich Discussions and Diversity in Children's Literature: Dialogue and Choice

Chair:

Thomas Crumpler, *Illinois State university*

Discussant:

Amanda Haertling Thein, *University of Iowa*

- 1. The Collective and Contingent Nature of Idea-Building in Dialogically-Organized Discussions**
Maren Aukerman, *Stanford University*
Lorien Chambers Schuldt, *Stanford University*
Liam Aiello, *Stanford University*
- 2. Exploring 2nd Grade English Language Learners' Verbal and Non-Verbal Responses to Picture Storybooks: A Multimodal Analytical Approach**
Kristin M. Larsen, *University of Pennsylvania*
- 3. Voice and Choice: Critical Response to Relevant Texts**
Michelle Medlin Hasty, *Middle Tennessee State University*

8:45 am - 10:15 am • PAPER SESSION
West End - Level 5

Preservice Teachers Learning to Teach Literacy: The Roles of Discussion and Dialogue

Chair:

Annamary L. Consalvo, *Fitchburg State University*

Discussant:

Holly Johnson, *University of Cincinnati*

The three papers in this session focus on the use of dialogue and discussion to foster literacy learning including the learning of preservice teachers and children.

- 1. English Teacher Candidates Taking a Dialogic Stance: Building Talking-to-Learn into Language Arts Lessons Using Dialogic Tools**
Samantha B. Caughlan, *Michigan State University*
Mary M. Juzwik, *Michigan State University*
Carlin Borsheim-Black, *Central Michigan University*
Sean Patrick Kelly, *University of Pittsburgh*
- 2. Interactive Discussion: Translating Concepts into Practice**
Amber Lynn Meyer, *Michigan State University*

- 3. Preservice Teachers Enacting Text-Based Discussions to Promote Students' Comprehension: Iterative Development of a Literacy Methods Course Inside an "At-Risk" School**

Shannon Henderson, *University of Alabama*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
White Rock 1 - Level 5

Art as Mediating Tool for Literacy Identity Transformation: Pedagogy for Literacy Rich and Equitable Access Classrooms

Chair:

Lisa Richardson, *WestEd*

The purpose of this alternative session is to engage participants in literacy "instructional engagements" that incorporate art as a mediating tool for literacy identity transformation and constructing learning communities of practice that establish and nurture equitable access to literacy development. Presenters will share investigations of how an artistic multimodal self-portrait project emerged as influential for teacher literacy identity transformation and what happens when teachers attempt to integrate visual art into writing curriculum.

- 1. Art as Mediating Tool for Literacy Identity Transformation: Pedagogy for Literacy Rich and Equitable Access Classrooms**

Ellen Spitler, *University of Hawaii at Manoa*

Louise J. Shaw, *Central Connecticut State University*

8:45 am - 10:15 am • PAPER SESSION
White Rock 2 - Level 5

Supporting Students' Literacy Learning

Chair:

Catherine Olsen Maderazo, *California State University, Fullerton*

Discussant:

Leila N. Richey, *George Mason University*

- 1. Beginning Literacy Specialists' Helping Discourse: "Helping Teachers Help Kids"**
Elizabeth Y. Stevens, *Syracuse University*
- 2. Inside the Circus: Supporting Literacy Differentiation**
Kelly Puzio, *Washington State University*

3. Teachers' Experiences Providing One-on-One Instruction to Struggling Readers: A Phenomenological Study

Meghan D. Liebfreund, *North Carolina State University*
 Amy Mattingly, *North Carolina State University*
 Steven J. Amendum, *University of Delaware*

IX. Partners in Family Literacy: Exploring the Community Impact of Family Literacy Programs

Danielle Dennis, *University of South Florida*
 Erin Elizabeth Margarella, *University of South Florida*

X. Pathways for Successful Deaf Readers — Insider Perspectives

Paulson Skerrit, *University of Tennessee*



9:35 am - 10:15 am • ROUNDTABLE SESSION

Katy Trail - Level 2

Roundtable Session 4B

I. Literacy Practices of a Latino College Student in the U.S.

Lina Marcela Trigos Carrillo, *University of Missouri*

II. Mathematizing Read-Alouds in Kindergarten Classrooms

Antony T. Smith, *University of Washington, Bothell*
 Allison Hintz, *University of Washington Bothell*

III. Methods and Materials Elementary Teachers Use for Reading and Language Arts Instruction

Renita Schmidt, *University of Iowa*;
 Linda G. Fielding, *The University of Iowa*

IV. Multimodal Practices in One Fourth Grade Literacy Classroom

Melissa Pendleton, *North Carolina State University*

V. New Literacies Creating Spaces for Transformation in Future School

Päivi Jokinen, *University of Oulu*
 Laura Palmgren-Neuvonen, *University of Oulu*
 Henna Mikkola, *University of Oulu*
 Mariam Jean Dreher, *University of Maryland, College Park*

Riitta-Liisa Korkeamäki, *University of Oulu*

VI. Novice Teachers' Perspectives of Integrating ICT into Literacy Instruction

Rachel Karchmer-Klein, *University of Delaware*
 Sohee Park, *University of Delaware*
 Julie Wise, *University of Delaware*

VII. Opening Our Minds: Literacy Teacher Educators Engage in an Online Book Club to Improve Our Practice

Margaret Vaughn, *University of Idaho*
 Erika Gray, *University of NC at Greensboro*
 Seth A. Parsons, *George Mason University*
 Allison Ward Parsons, *George Mason University*

VIII. PIRLS and PISA: A Document Analysis of International Assessments' Websites

Monica Thomas Billen, *University of Tennessee*

10:30 am - 12:00 pm

Trinity 1-4, 8 - Level 3

P. David Pearson Scholarly Impact and Oscar S. Causey Award Presentations

Chair:

Janice F. Almasi, *University of Kentucky*

I. P. David Pearson Scholarly Impact Award Presentation

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

II. Oscar S. Causey Award Presentation

William H. Teale, *University of Illinois at Chicago*

III. Introduction of Speaker

Linda B. Gambrell, *Clemson University*

IV. 2013 Oscar S. Causey Address: Transmediation: What Art Affords Our Understanding of Literacy

Jerome C. Harste, *Indiana University*

THURSDAY

12:00 pm - 1:00 pm • STUDY GROUPS

Graphic Novels in Education - *Deep Ellum A - Level 2*

Guest Presenter:

Hannah Gerber, *Sam Houston State University*

Teacher Education Research Study Group (TERSG) - *Deep Ellum B - Level 2*

Critical Witnessing: Envisioning Safe Spaces for Critical Conversations - *Greenville Avenue - Level 2*

Those working with youth who have survived trauma have undoubtedly been witnesses to strands of testimonial narratives. However, high stakes testing, common core standards, and district curriculum leave little room for classrooms to handle these stories. We take up critical witnessing - "a self-conscious attention to both connection and difference between one's own and others' testimonies" - as a conceptual lens in our work, anticipating how it may promote resiliency for students and transform pedagogy.

Guest Presenters:

Elizabeth Dutro, *University of Colorado Boulder*
Michael Wenk, *University of Colorado Boulder*
Michael Dominguez, *University of Colorado Boulder*
Mary Ellen Miller, *Vanderbilt University*

Transnationalism in 21st Century Schools: Multilingual/ Transnational Literacies Study Group -

Oak Cliff 1 - Level 5

Doctoral Students' ICG series: The Publication Process - *Oak Cliff 2 - Level 5*

The 2013 DSCIG Study Group series will focus on the publication process. Topics will include: From Dissertation to Publications with Dr. Leigh A. Hall (Wednesday); The Path from LRA Presentation to *Journal of Literacy Research* Publication with Drs. Patricia L. Anders and David B. Yaden, Jr. (Thursday); The Publication Process for *Reading Research Quarterly* with Drs. Linda B. Gambrell and Susan B. Neuman (Friday); and the annual Sara Bruce McCraw Doctoral Student Networking Session (Saturday).

Guest Presenters:

Leigh A. Hall, *University of North Carolina at Chapel Hill*
Patricia L. Anders, *University of Arizona*
David B. Yaden, Jr., *University of Arizona*
Linda B. Gambrell, *Clemson University*
Susan Neuman, *University of Michigan*

Writing Research Study Group: Early Writing and Teachers of Early Writers - *South Side 1 - Level 3*

Guest Presenters:

M. Susan Burns, *George Mason University*
Julie K. Kidd, *George Mason University*
Doug Kaufman, *University of Connecticut*
Ekaterina Midgette, *The College of Saint Rose*

Narratives and Counternarratives: Critical Race Theory, LatCrit, and AsianCrit - *South Side 2 - Level 3*

Guest Presenters:

Judson Laughter, *University of Tennessee*
Robert J. LeBlanc, *University of Pennsylvania*
Tracey L. Kumar, *The University of Texas at San Antonio*

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher - *Trinity 1 - Level 3*

Guest Presenters:

Katina Zammit, *University of Western Sydney*
David M. Lund, *Southern Utah University*
Greg McVerry, *Southern Connecticut State University*
Joan A. Rhodes, *Virginia Commonwealth University*
Karen E. Smith, *University of Manitoba*
Jonathan T. Bartels, *University of North Carolina at Chapel Hill*

Approaches to Video Data Analysis in Literacy Research - *Trinity 2 - Level 3*

Conducting and Publishing Formative Experiments - *Trinity 3*

Guest Presenters:

David Reinking, *Clemson University*
Deanna Ramey, *Clemson University*

Literacy Lab/Reading Clinic Study Group - *Trinity 5 - Level 3*

Living the Writerly Life in Academia - *Trinity 6 - Level 3*

Guest Presenters:

Elizabeth A. Swaggerty, *East Carolina University*
Terry S. Atkinson, *East Carolina University*
Robin R. Griffith, *Texas Christian University*
Johna L. Falconer, *East Carolina University*

Response to Intervention: Theory, Research, and Reform of RTI as Transformative Process in an Age of Reform - Trinity 7 - Level 3

Approaches to Discourse Analysis - Victory Park 1 - Level 5

Word Study Study Group - West End - Level 5

Guest Presenters:

LaTisha Hayes, *University of Virginia*
 Marcia Invernizzi, *University of Virginia*
 Dianna Townsend, *University of Nevada, Reno*
 Kristin M. Gehsmann, *Saint Michael's College*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Arts District 1 - Level 2

Reading and Teaching in Chinese, Japanese, Korean and Kazak

Chair:

Shaomei Wang, *Tufts University*

The authors, most native readers of the language they study, provide evidence from miscue analysis, eye movement and discourse analysis research often with native readers of Chinese, Japanese, Korean and Kazak as they explore literacy issues, views of reading models and writing systems, historical and linguistic information especially focused on non alphabetic languages. They discuss how these written languages work for the people and the cultures that developed them.

Presenters:

Ken Goodman, *University of Arizona*
 Yuehnu Hung, *National Taichung University of Education*
 Yoo Kyung Sung, *University of New Mexico*
 Shaomei Wang, *Tufts University*
 Koomi Kim, *New Mexico State University*
 Junko Sakoi, *University of Arizona*
 Sapargul Mirseitova, *Kazakhstan Reading Association*
 Yetta Goodman, *University of Arizona*
 Mieko Ivantosch, *Pima Community College*

The process of Reading in Non-Alphabetic Languages
 Ken Goodman, *University of Arizona*

1:15 pm - 2:45 pm • PAPER SESSION
Cedars - Level 2

The Potential and Pitfalls of New Literacies and Multiliteracies

Chair:

Laura M Jimenez, *Boston University*

Discussant:

Jennifer J. Wimmer, *Brigham Young University*

- Critical Dramatic Literacy Inquiry: Expanding Educators' Awareness of Youth Homelessness.**
 Kari-Lynn Winters, *Brock University*
- Inside the Box: Expert Readers Attention Patterns in Graphic Novels.**
 Laura M Jimenez, *Boston University*
- Tuned in but Turned Off: New Literacies not Connecting with Community College Students**
 Luann R. Larsen, *University of Nebraska Lincoln*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Deep Ellum A - Level 2

Broadening Contexts for Literacy Access: From Bondage to Empowerment

Chair:

Amie Sarker, *Dallas Baptist University*

Discussant:

Sharon Lee, *Dallas Baptist University*

This session includes 3 PechaKucha presentations followed by audience participation through discussion of key issues related to literacy access and social justice. Presenters will explore the challenges and successes of transformative literacy development work in three repressed literacy access contexts: children and adolescents involved in human sex trafficking, indigenous literacy development, and holistic community literacy projects in a rural South Asian society.

Presenters:

Diane Morren, *Dallas Baptist University*
 Sharon Lee, *Dallas Baptist University*
 Amie Sarker, *Dallas Baptist University*

THURSDAY

1:15 pm - 2:45 pm • PAPER SESSION
Deep Ellum B - Level 2

Tracing the Literacy Development of English Learners

Chair:

Lane Roy Gauthier, *The University of Mississippi*

Discussant:

Ana Taboada Barber, *George Mason University*

1. A Longitudinal Study of Seven Emergent Bilingual Students' English Literacy Development from First Through Sixth Grade

Lori Helman, *University of Minnesota*

Maggie Struck, *University of Minnesota*

Amy Frederick, *University of Minnesota*

2. Investigating Literacy Learning Opportunities in Functional Grammar Instruction With Young English Language Learners

Carrie Symons, *University of Michigan*

3. Transforming Literate Identities: Writing and Multilingual Children at Work.

Tasha Marie Tropp Laman, *University of South Carolina*

In this alternative session, we present the findings of our study of third through twelfth graders' identity work in a New Literacies writing camp, including their interactions, responses, and writing, as well as their teachers' language and actions. Part of the session will consist of small group and whole group discussions.

Presenters:

Melody Zoch, *University of North Carolina at Greensboro*

Nicole M. Martin, *University of North Carolina at Greensboro*

Amy Vetter, *University of North Carolina at Greensboro*

Jennifer Mangrum, *University of North Carolina at Greensboro*

Mark Ray Meacham, *University of North Carolina at Greensboro*

Claire Lambert, *University of North Carolina at Greensboro*

Joy Myers, *University of North Carolina at Greensboro*;

Melissa Adams-Budde, *University of North Carolina at Greensboro*

Brooke Langston-Demott, *University of North Carolina at Greensboro*

Jennifer Belcher, *University of North Carolina at Greensboro*

1:15 pm - 2:45 pm • AREA CHAIR MEETING: AREA 3
Fair Park 1 - Level 3

Critical Literacy Through Critical Approaches to Discourse Analysis in Teacher Education

Presenters:

Melissa Wetzel, *The University of Texas at Austin*

Mariana Souto-Manning, *Teachers College Columbia University*

Ruth Harman, *University of Georgia*

Peter Johnston, *The University at Albany-SUNY*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Greenville Avenue - Level 2

The Identity Work of Young Writers in a New Literacies Writing Camp

Chair:

Amy Vetter, *University of North Carolina at Greensboro*

1:15 pm - 1:55 pm • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable Session 5A

I. Pearls of Meaning: Preschool Children Respond to Multicultural Picture Books

Xiufang Chen, *Rowan University*

Susan Browne, *Rowan University*

II. Preservice Teachers' Literacy Histories: Acknowledging the Past, Understanding the Present, Informing the Future

Sherry Sanden, *Illinois State University*

Deborah Ann MacPhee, *Illinois State University*

III. Preservice Teachers' Knowledge of Word Recognition Processes and Instruction, Their Instructional Practice, and Their Students' Growth in Word Recognition

Kathleen F. Clark, *Marquette University*

Karen S. Evans, *Marquette University*

Christiane L. Wood, *University of Wisconsin-Madison*

IV. Preschoolers' Multimodal Composition with Digital Photography

Barbara J. Peterson, *University of South Florida*

V. Preservice Teachers' Changing Perceptions and Knowledge of Young Children's Writing

Leslie E. La Croix, *George Mason University*
Nedra L. Cossa, *George Mason University*
David Lojkovic, *George Mason University*

VI. Promoting Religious Literacy Through Picturebooks in An Urban Middle School

Denise Davila, *The Ohio State University*
Allison Volz, *The Ohio State University*

VII. Quantitative and Qualitative Data on Upper-Elementary Students' Development of Morphemic and Contextual Analysis Abilities as Independent Word-Learning Strategies

James F. Baumann, *University of Missouri*
Jeni R. Davis, *University of South Florida*
Justin Arner, *University of South Florida*
Heather Peterson, *University of Wyoming*
Patrick Manyak, *University of Wyoming*
Camille Blachowicz, *National Louis University*
Michael F. Graves, *University of Minnesota*

VIII. Re-creational Reading: Reassembling Comics as Meaning Making

Dawnelle Henretty, *Oakland University*
John E. McEaney, *Oakland University*

IX. Reading Aloud to Preservice Teachers: An Inquiry into Student Perceptions and Implications for Future Instructional Planning

Janelle B. Mathis, *University of North Texas*
Tami Butler Morton, *Texas A&M University-Commerce*

X. Reading Hypertexts

Carla Viana Coscarelli, *Universidade Federal de Minas Gerais*

2. The Social Construction of Critical Thinking as Centering on Complexities and Tensions Within the Teaching of Argumentative Writing as Communicative Rationality Practice

SangHee Ryu, *The Ohio State University*

3. Investigating Secondary Writing Instruction: Differences and Commonalities Across Diverse High School Contexts

Mary A. Avalos, *University of Miami*

1:15 pm - 2:45 pm • AREA CHAIR MEETING: AREA 11

Oak Cliff 2 - Level 5



Inside the Qualitative Researcher's Studio

Presenter:

Gary D. Shank, PhD, *Educational Foundations and Leadership*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION

South Side 1 - Level 3

Adolescent Literacy Conversation Circles: Looking Back to See Ahead

Chair:

Leslie S. Rush, *University of Wyoming*

Discussant:

Donna Alvermann, *University of Georgia*

The proposed Alternative Session aims to promote conversations about and explore relations among cultural and political events and adolescent literacy research. The three-part Conversation Circle will examine results of our content analysis of National Reading Conference/Literacy Research Association *Yearbooks* from 2000-2012; explore topics that emerge from the content analysis; and identify important questions related to adolescent literacy. Finally, a Discussant will summarize and bring closure to the session.

Presenters:

Victoria R Gillis, *University of Wyoming*
Jessica G. Ford, *University of Wyoming*
Debalina Maitra, *University of Wyoming*
Megan C. Marshall, *University of Wyoming*
Todd Reynolds, *University of Wyoming*
Leslie S. Rush, *University of Wyoming*
Mary D. Wehunt, *University of Wyoming*
Kathy Headley, *Clemson University*

1:15 pm - 2:45 pm • PAPER SESSION

Oak Cliff 1 - Level 5

Unpacking Reading, Writing, and Ways of Knowing

Chair:

Mary A. Avalos, *University of Miami*

Discussant:

Sarah W. Beck, *New York University*

1. Interpretive Models: Bridging Formal and Informal Ways of Knowing

Teresa Sosa, *University of Illinois at Chicago*
Allison H. Hall, *University of Illinois at Chicago*
Sarah Levine, *Northwestern University*

THURSDAY

1:15 pm - 2:45 pm • SYMPOSIUM
South Side 2 - Level 3

Critical Literacy in Early Childhood: Teachers and Young Children Inquiring into Issues of Equity, Access, and Positioning

Chair:

Candace Kuby, *University of Missouri*

Discussant:

Mitzi Lewison, *Indiana University, Bloomington*

The conference theme invites educators to consider how researchers are examining and critiquing the ways in which culture, knowledge, language, and power intersect literacy access, equity, and social justice. The panel brings together critical literacy perspectives from early childhood teachers, teacher educators, and young children to examine the possibilities and tensions of this stance across the field of early childhood.

1. Multicultural Teaching in Early Childhood Classrooms

Mariana Souto-Manning, *Teachers College, Columbia University*

2. Moments of Consciousness-Raising: Personal Narratives that Influence Critical Literacy Teaching

Candace Kuby, *University of Missouri*

3. Documenting Communities: Opportunities for Critical Stances with First Grade Latino Emergent Bilinguals

Maria Ghiso, *Teachers College, Columbia University*
Patricia Martinez-Alvarez, *Teachers College, Columbia University*

4. Young Children's Demystifying and Remaking the University through Critical Imaginative Play

Gerald Campano, *University of Pennsylvania*
Katharine Emily Bartow Jacobs, *University of Pennsylvania*
David Low, *University of Pennsylvania*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Trinity 1 - Level 3

Nonlinear Processes with "Explosive Potential" in the Spaces of Possibilities

Chair:

Kelly Chandler-Olcott, *Syracuse University*

Discussant:

Stergios Botzakis, *University of Tennessee, Knoxville*

The nature of literacy is rapidly evolving and these changes demand an expanded view of "text" to include visual, digital and other multimodal formats. A richer and more complex definition of literacy requires a complex theoretical framing of the "multiple realities" that exist between educational research and practice. This alternative PechaKucha session uses multiple methods united by similar perspectives to investigate shifts in the space and stuff of learning.

Presenters:

Thomas DeVere Wolsey, *Walden University*
Sue Ringler-Pet, *Manhattanville College*
Mike Lewis, *Cohasset Public Schools*
Greg McVerry, *Southern Connecticut State University*
Junko Yokota, *National Louis University*
Joan A. Rhodes, *Virginia Commonwealth University*
Katina Zammit, *University of Western Sydney*
William Ian O'Byrne, *University of New Haven*

1:15 pm - 2:45 pm • AREA CHAIR MEETING: AREA 5
Trinity 2 - Level 3

Primary-Grade Teachers' Views of Text Complexity: An Exploratory Study

Presenters:

Heather H. Koons, *MetaMetrics*
Jill Fitzgerald, *University of North Carolina at Chapel Hill and MetaMetrics*
Jeff Elmore, *MetaMetrics*
Kimberly Bowen, *MetaMetrics*
Elfrieda H. Hiebert, *TextProject*
Eleanor E. Sanford-Moore, *MetaMetrics*
A. Jackson Stenner, *MetaMetrics*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Trinity 3 - Level 3

Opening the Doors to Equity: Recognizing What Children Can Do

Chair:

Poonam Arya, *Wayne State University*

This alternative session explores the use of three types of data-eye movement, oral reading, and comprehension-to evaluate students as readers from quantitative and qualitative perspectives. Participants look across the data in small groups and discuss what information each perspective provides. Session ends with a discussion of how relying solely on numbers underestimates the abilities



of students, and what is needed instead is an examination of the processes students use to construct meaning.

1. **Assessing Students' Reading: Looking at the Numbers**
Nancy Creech, *Wayne State University*
2. **Revaluing Students' Reading: Beyond the Numbers**
Karen M. Feathers, *Wayne State University*
Poonam Arya, *Wayne State University*

1:15 pm - 2:45 pm • PAPER SESSION
Trinity 4 - Level 3

Multimodal Composition, Meaning-Making, and Understanding

Chair:

Jane S. Vogler, *Oklahoma State University*

Discussant:

Jane S. Vogler, *Oklahoma State University*

1. **Images and Words: Transforming and Accessing Meaning-Making with Nonverbal and Verbal Texts**
Kathleen A. Reilly, *Towson University*
2. **Teaching Argumentation Through Multimodal Composition in a High School Economics Classroom**
Kristine E. Pytash, *Kent State University*
Elizabeth Edmondson, *Gilmour Academy*
Arin Miller-Tait, *Gilmour Academy*
3. **Transformative Meaning-Making in an Online Writing Center: Digital Lifeworlds, Multi-Tasking and Multimodal Composition**
Alaina Christine Feltenberger Beaver, *University of Colorado at Boulder*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Trinity 5 - Level 3

Examining Literacy Learning and Instruction through Various Methods of Discourse Analysis

Chair:

Amy Vetter, *University of North Carolina at Greensboro*

This alternative format session explores various approaches to discourse analysis with data from a range of educational contexts. Presenters and audience members will first discuss the following three methods of discourse analysis: Mediated Discourse Analysis, Temporal Discourse Analysis, and the use of Systemic Functional Linguistics in Critical Discourse Analysis. In small groups, participants will then engage in one of the above methods of discourse analysis with data from current studies related to literacy and education.

Presenters:

Samantha B. Caughlan, *Michigan State University*
Cathy Compton-Lilly, *University of Wisconsin-Madison*
Patricia C. Paugh, *University of Massachusetts Boston*
Cynthia Lewis, *University of Minnesota*
Mark Ray Meacham, *University of North Carolina at Greensboro*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Trinity 6 - Level 3

Evaluating Literacy Instruction: Principles and Promising Practices

Chair:

Rachael Gabriel, *University of Connecticut*

Discussant:

Richard Lloyd Allington, *University of Tennessee*

The purpose of this panel is to discuss the intersection of research on literacy instruction and teacher evaluation. With the proliferation of new teacher evaluation policies across the U.S. has come an increasing focus on observing teachers annually with professional development, and other human capital decisions hanging in the balance. Through presentations of research, perspectives and commentary, panelists will discuss possibilities and implications for a range of tools and systems designed to evaluate literacy instruction.

Presenters:

Rachael Gabriel, *University of Connecticut*
Peter Afflerbach, *University of Maryland*
Debra Peterson, *University of Minnesota*
James V. Hoffman, *The University of Texas at Austin*
Francesca Lopez, *Marquette University*
Virginia Goatley, *University at Albany*
Misty Sailors, *The University of Texas at San Antonio*

THURSDAY

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 7 - Level 3

Toward Redefining Literacy Scholarship as Partnerships with Communities

Chair:

Carolyn Colvin, *University of Iowa*

Discussant:

Kathleen A. Hinchman, *Syracuse University*

Presenters share examples of publicly engaged scholarship framed by scholarship to reflect characteristics of public scholarship. A discussant addresses challenges and opportunities in one University's efforts to include public engagement in its mission. We devote discussion time so that session attendees understand challenges and opportunities of publicly engaged scholarship. This session illuminates themes of transformation and invites a reconsideration of methodologies and theories in discussions of higher education reform and literacy research.

1. **Preparing Publicly Engaged Literacy Teachers**
Marcelle Haddix, *Syracuse University*
2. **Publicly Engaged Scholarship in Urban Communities**
Valerie Kinloch, *The Ohio State University*
3. **Whose Interests Are Served? Working Toward Ethical Community Collaborations In A Rural Setting**
Carolyn Colvin, *University of Iowa*

1:15 pm - 2:45 pm • PAPER SESSION
Victory Park 1 - Level 5

Culturally Responsive Literacy Practices for Students & Teachers

Chair:

Antonieta Avila, *University of Wisconsin Milwaukee*

Discussant:

Estanislado S. Barrera, IV, *Louisiana State University*

1. **It's Not About Holidays Around the World: From Preservice and Inservice Teachers' Experiences to Culturally Responsive Literacy Practices**
Susan V. Bennett, *University of Mississippi*
AnnMarie Gunn, *University of South Florida St. Petersburg*
Mary Lou Morton, *Walden University*
2. **Literacy in Action: A Student-Centered Participatory Approach to Investigating Literacy Learning and Development for Black and Latino Males**
Chantal Francois, *Rutgers, The State University of New Jersey*
Keisha Lynette Green, *Rutgers, The State University of New Jersey*

1:15 pm - 2:45 pm • PAPER SESSION
Victory Park 2 - Level 5

Exploring Ways to Help Preservice Teachers Provide Effective Instruction for English Learners

Chair:

Marla King Robertson, *Texas Woman's University*

Discussant:

Robert Carpenter, *Eastern Michigan University*

The papers in this session focus on various approaches for helping preservice teachers to provide effective instruction for English learners.

1. **Picturing English Language Learners' and Preservice Teachers' Perspectives on Literacy: Intersections and Tensions to Inform our Pedagogies and Curricula**
Kristien Zenkov, *George Mason University*
Marriam Ewaida, *George Mason University*
2. **Preservice Teachers' Use of Culturally Relevant Texts to Engage English Language Learners in an Urban Practicum**
Kirsten Dara Hill, *University of Michigan-Dearborn*
3. **Taking Responsibility for our Children: Scaffolding Preservice Teachers in Promoting Literacy Development of All Students**
Tricia DeGraff, *University of Missouri-Kansas City*
Cynthia Schmidt, *University of Missouri-Kansas City*
Jennifer Waddell, *University of Missouri - Kansas City*

1:15 pm - 2:45 pm • PAPER SESSION
West End - Level 5

Examining Talk about Writing Among Children, Youth, and Teachers

Chair:

Jude Wolf, *University of San Francisco*

Discussant:

Suzanne Porath, *University of Wisconsin-Madison*

1. **Relationships Among Teachers' Schema of Effective Text-Based Writing Tasks, Classroom Practice, and Student Learning**
Elaine Wang, *University of Pittsburgh*
2. **Talking About Writing: Examining Teacher's Oral Feedback to Elementary Writers**
Lorien Chambers Schuldt, *Stanford University*
3. **Writing, Teaching, Talking and Learning Across a School Year with Four Immigrant High School Students**
Annamary L. Consalvo, *Fitchburg State University*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
White Rock 1 - Level 5

The Praxis of Pop Culture: Leveraging Urban Youth Literacies to Transform Middle School Curriculum

Chairs:

Erika Tucker, *University of Georgia*
Angelyne Collins, *University of Georgia*

Discussant:

TBD

This session engages participants in a PechaKucha presentation that focuses studies that delve into the ways students' and teachers' use of popular culture can be a transformative pedagogy that can implicitly or explicitly address how race, gender, language, culture, and inequities play a role in the teaching and learning of literacies for urban youth.

1. **The Praxis of Pop Culture: Leveraging Urban Youth Literacies to Transform Middle School Curriculum**
Erika Tucker, *University of Georgia*
2. **Beyond the Hook: Meaningful Integrations of Hip Hop Culture**
Erika Tucker, *University of Georgia*
3. **The Potential of Practice and Participation in a Pop Culture Classroom**
Angelyne Collins, *University of Georgia*

1:15 pm - 2:45 pm • PAPER SESSION
White Rock 2 - Level 5

Teacher Learning as Transformation

Chair:

Sara Ann Beach, *University of Oklahoma*

Discussant:

Regine Randall, *Southern Connecticut State University*

1. **“The Classroom is a Place Where I’m Alive”: One Teacher’s Description of Her Literacy-Related Learning and Teaching**
Susanna Mae Steeg, *George Fox University*
2. **Exploring and Situating Literacy Teachers’ Knowledge in Micro-, Meso-, and Macro-Level Contexts**
Julie L. Pennington, *University of Nevada, Reno*
Cynthia Helen Brock, *University of Nevada, Reno*
Eleni Oikonomidou, *University of Nevada, Reno*
Rachel Salas, *Henderson State College*
Livia D’Andrea, *University of Nevada, Reno*

3. **Unpacking In-the-Moment Teaching Decisions in Reading: The Role of “Meta-Cognitive Decision Making” in Effective Teaching**

Robin R. Griffith, *Texas Christian University*
Michelle Bauml, *Texas Christian University*
Bonnie Barksdale, *Texas Christian University*

2:05 pm - 2:45 pm • ROUNDTABLE SESSION
Katy Trail - Level 2



Roundtable Session 5B

- I. **Reading Quizzes in a Teacher Preparation Course: Bad Pedagogy or a Formative Opportunity for Students and Instructors?**
Lori N. Elliott, *University of Colorado Denver*
Nancy Lee Daily, *University of Colorado Denver*
Molly Leamon, *University of Colorado Denver*
- II. **Redefining Reading “Accountability” in an Urban Middle School Classroom: Making Reading Social, Visible, and Analytical**
Chantal Francois, *Rutgers, The State University of New Jersey*
- III. **Rediscovering Young Children’s Writing through the Lens of Defamiliarization**
Huili Hong, *East Tennessee State University*
- IV. **Reframing Literacy in Socially Collaborative Spaces: Urban Teens Creating and Transforming Literacy Practices**
Jolene Malavasic, *University at Albany*
- V. **Rethinking Language Instruction: Teachers Working Together to Transform Classroom Practices**
Michelle Fowler-Amato, *The University of Texas at Austin*
- VI. **Road Trips: The Impact of Inquiry Learning on the Literacy Development and Academic Achievement of Students in a Fifth Grade Classroom**
Lauren Freedman, *Western Michigan University*
Karen Thomas, *Western Michigan University*
Kelly Killen, *Western Michigan University*
- VII. **South Korean Teachers’ Beliefs About Integrating Technology Into Literacy Instruction**
Sangho Pang, *Clemson University*
David Reinking, *Clemson University*
Deanna Ramey, *Clemson University*
Seryeong Ki, *Korea University*
- VIII. **Sponsorship in English Language Arts Teachers’ Literacy Instruction**
Adam Loretto, *University of Pittsburgh*
- IX. **Stories Migrate to Reveal Issues of Race, Class and Power With Children: A Review of Theories and Research**
Kimberly McDavid Schmidt, *University of Colorado Boulder*

X. Student Thinking Processes While Constructing Graphic Organizers of Textbook Content: What Insights Do Think-Alouds Provide?

Deborah Beth Scott, *Pennsylvania State University*
Mariam Jean Dreher, *University of Maryland, College Park*

XI. Investigating Text Complexity of Passages Used in Informal Reading Inventories (IRIs)

Yukie Toyama, *University of California, Berkeley*
P. David Pearson, *University of California, Berkeley*

3:00 pm - 4:30 pm • SYMPOSIUM
Arts District 1 - Level 2

Reaching Rural Schools: Providing Professional Development Programs in Writing

Chair:

Rebecca Kaminski, *Clemson University*

Discussant:

Linda Friedrich, *National Writing Project*

This symposium presents three studies that investigate the challenges inherent in providing geographically dispersed rural schools with professional development in writing, focusing on the obstacles faced and lessons learned in engaging teachers in rural areas, including issues of access. The impact of professional development programs emphasizing long-term university-school partnerships, teacher inquiry, and authentic literacy experiences will be explored, demonstrating ways researchers can partner with underserved K-12 schools through professional development partnerships.

1. Conquering the Divide: Infusing New Literacies into Professional Development for the Common Core State Standards

Sarah Hunt-Barron, *Converse College*
Kelly N. Tracy, *Western Carolina University*
Rebecca Kaminski, *Clemson University*
Emily Smothers Howell, *Clemson University*

2. What Happens When Students in a Grades 3-5 School Write in Writers' Workshops?

Jane Hansen, *University of Virginia*

3. Learning to Write in a Digital Environment: One to One Laptops and Writing Professional Development

Keri R. Franklin, *Missouri State University*
Angela M. Kohnen, *Missouri State University*

3:00 pm - 4:30 pm • PAPER SESSION
Cedars - Level 2

Becoming a Teacher of Writing

Chair:

Marla King Robertson, *Texas Woman's University*

Discussant:

Vicki McQuitty, *Towson University*

1. "I Would Teach it if I Knew How": Secondary Teacher Self-Efficacy in Writing Instruction

Melanie Marie Landon-Hays, *Western Oregon University*

2. Learning to Become Writers and Writing Teachers: A Case Study of Generative Change in South Africa

Lori Czop Assaf, *Texas State University-San Marcos*
Elizabeth Steinbach, *University of Texas at Austin*
Liz Ralfe, *KWZ-Natal University*

3. Re-evaluating the Literacy Professional's Role: A Collaborative Project Between an Urban School District and Literacy Graduate Candidates on Improving Students' Persuasive Writing

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

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Deep Ellum A - Level 2

Facing the Realities of Literacy Development for Youth in Urban-Poor School and Community Contexts: A Conversation Circle of Perspectives from the Classroom, Neighborhood, and University

Chair:

James F. Baumann, *University of Missouri*

This Conversation Circle addresses unique complexities associated with teaching and supporting the literacy development of K-12 youth in urban-poor school and community contexts. Six panelists from diverse backgrounds will offer brief personal statements and share questions they have about their experiences working in urban classrooms, community centers, and churches. The goal for this session is to generate discussion with attendees on exploring practical solutions for promoting literacy and academic achievement of urban youth.

1. Facing the Realities of Literacy Development for Youth in Urban-Poor School and Community Contexts: A Conversation Circle of Perspectives from the Classroom, Neighborhood, and University

Adrian C. Clifton, *University of Missouri*
 Veda McClain, *Jefferson County Public Schools*
 Pamela Ingram, *Granny's House*
 Lenny Sanchez, *University of Missouri*
 Ellis A. Ingram, *University of Missouri-Columbia*

3:00 pm - 4:30 pm • PAPER SESSION
 Deep Ellum B - Level 2

Ethnographic Approaches to Critical Literacy

Chair:

Ingrid Enniss, *Oakwood University*

Discussant:

Holly Johnson, *University of Cincinnati*

1. A Journey with Roma (Gypsy) Musicians: Taking a Multimodality Lens

Hsiao-Chin Kuo, *Indiana University*

2. Place-Making and Affect in Adolescents' Literacy-Rich Experiences While Hospitalized

Christian Ehret, *Vanderbilt University*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
 Fair Park 1 - Level 3

Engaging Students and Teachers with Culturally Relevant Mentor Texts

Chair:

Angie Zapata, *The University of Texas at Austin*

Discussants:

Patricia Enciso, *The Ohio State University*
 Robert T. Jimenez, *Vanderbilt University*

This alternative session examines ways a culturally relevant mentor text inspires young and not-so-young writers in making connections across texts, content areas, languages, and individual and collective experiences. Four teacher research studies address the questions and responses that emerged while young bilingual students, families and pre-service teachers read the historical novel *Sylvia and Aki* (Conkling, 2012). Critical encounters with events and characters in the text are central to the narrative and pedagogical analyses.

Presenters:

Maria E. Franquiz, *The University of Texas at Austin*
 Minda Lopez, *Texas State University-San Marcos*
 Antonieta Avila, *University of Wisconsin Milwaukee*
 Brenda Lewis-Ayala, *University of Texas at Austin*
 Ilza Garcia, *Austin Independent School District*
 Kristina Kramer, *Austin Independent School District*
 Maria Leija-Lara, *University of Texas at Austin*
 Manuel Martinez, *Austin Independent School District*

3:00 pm - 4:30 pm • PAPER SESSION
 Greenville Avenue - Level 2

Theoretical Literacies

Chair:

Sandra M. Webb, *Georgia College & State University*

Discussant:

Mark Allen Dressman, *University of Illinois at Urbana-Champaign*

1. Model for Developing Collaborative Action Research and a Community of Learners through a University Institute Partnership with Harlem and Brooklyn K-8 Teachers

Jodene Morrell, *Teachers College, Columbia University*
 Kelly Johnston, *Teachers College, Columbia University*

2. Monday Nights at Panera: Exploring the Use of Cultural-Historical Activity Theory as a Lens for Understanding Professional Learning

Colleen P. Gilrane, *University of Tennessee*

Kathryn Allen, *University of Minnesota*

Kelly Ann Boyce, *The University of Tennessee, Knoxville*
 Margaret Lohr, *Wake County Schools*

Kristi D. Swafford, *The University of Tennessee*

3. Tove Jansson's 'The Spring Tune' as 'A Spring Dream': A Freudian Interpretation of Snufkin's Curious Encounter

Lindsay Persohn, *University of South Florida*

THURSDAY

 3:00 to 3:40 pm • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable Session 5C

- I. **Bilingual Education and the Hizmet Movement**
Yusuf Incetas, *University of Illinois, Urbana-Champaign*
- II. **Kindergarten Koren Bilingual Children's Response to African American Characters in Multicultural Literature: A Case Study**
So Jung Kim, *University of Texas at El Paso*
- III. **Language Diversity: The Challenge of Transporting New Ideas into Old Spaces**
Catherine D. Hunter, *University of Illinois, Urbana-Champaign*
- IV. **Meaning Making Literacy Practices in Bi/Multilingual Kenyan Rural Primary Schools**
Lydia K. Kiramba, *University of Illinois, Urbana-Champaign*
- V. **Story-ing the Contradiction: The Emergence of an Ethnic Studies Course during an Ethnic Studies Ban**
Timothy San Pedro, *The Ohio State University*

3:00 pm - 4:30 pm • SYMPOSIUM
Oak Cliff 1 - Level 5

Complicating Disciplinary Literacy: How Students Across Diverse School Settings Take Up Disciplinary Literacy Practices

Chair:

Cynthia Greenleaf, *WestEd*

Discussant:

Cynthia Greenleaf, *WestEd*

A focus on linear, skill-based notions of disciplinary literacy has emerged in adolescent literacy research and policy, perhaps due in part to the implementation of the Common Core Standards and emphasis on skill and strategy instruction over the past decade. The overarching purpose of our symposium is to complicate the picture of adolescent literacy development and to shed light on the multiple considerations that educators should bring to the work of disciplinary literacy instruction.

1. **"Climbing The Staircase": The Developing Disciplinary Literacy Practices and Understandings of High Achieving Youth**
Emily Rainey, *University of Michigan*
2. **Relationships between Epistemological Awareness and Authority in Writing**
Michelle Mai Nguyen, *University of Michigan*

3. **Disciplinary Literacy in an Urban Classroom: The Tensions between "Doing School" and Making Historical Connections**

Darin Stockdill, *Oakland Schools*

3:00 pm - 4:30 pm • PAPER SESSION
Oak Cliff 2 - Level 5

Extending the Critical Tradition: Searching for Critical Understandings in Literacy Education

Chair:

Stephanie Anne Shelton, *University of Georgia*

Discussant:

Wendy Williams, *Arizona State University*

1. **Socially Transformative Contexts: Bringing Together Children, Families, and Preservice Teachers to Disrupt the Commonplace**
SueAnn Bottoms, *Oregon State University*
2. **The Crossing Boundaries Podcast: How Adolescent Students Understand and Demonstrate Knowledge in a Critical Pedagogy**
Heather Hurst, *University of Pennsylvania*
3. **Toward Critical Multicultural Literacy in the Classroom: The Teacher's Practices and the Student's Reactions**
Bogum Yoon, *State University of New York at Binghamton*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
South Side 1 - Level 3

Academia 101: Navigating the Journey from Graduate Student to Professional

Chair:

Lorien Chambers Schuldts, *Stanford University*

In order to support doctoral students to become educational scholars, this alternative format provides a panel of early career professors, post-doctoral students, and administrators working outside academia who will share their insights into navigating the transition from graduate school to professional positions in academia and beyond. They will focus on the demands and opportunities central to their positions, job searches, networking and interviewing, and key aspects of vita building for all levels of doctoral students.

Academia 101: Navigating the Journey from Graduate Student to Professional

Lorien Chambers Schuldt, *Stanford University*
 Erica C. Boling, Rutgers, *The State University of New Jersey*
 Elizabeth M. Hughes, *Duquesne University*
 Byeong-Young Cho, *Iowa State University*
 Danny C. Martinez, *University of California, Davis*
 Toni Williams, *University of South Carolina*
 Happy Carrico, *Newton Rayzor Elementary School*

3:00 pm - 4:30 pm • PAPER SESSION
 South Side 2 - Level 3

The Influence of Literacy Coaches

Chair:

Carolyn Walker Hitchens, *Ball State University*

Discussant:

Nancy Frey, *San Diego State University*

- A Systematic Review of Literacy Coaching**
 Misty Sailors, *The University of Texas at San Antonio*
 Sylvia Minton, *University of Texas at San Antonio*
 Lorena Villarreal, *The University of Texas at San Antonio*
- Coaching for Student Impact in Secondary Classrooms: The Relationship of Disciplinary Knowledge, Epistemic Beliefs and Pedagogy on Coaching Stance**
 Phillip Michael Wilder, *Clemson University*
- Junior High School Literacy Coaching: Coaches' Roles and Student Achievement**
 Leslie S. Rush, *University of Wyoming*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
 Trinity 1 - Level 3

New Models for New Texts: Professionally Developing Teachers and Technology Embedded Instruction

Chair:

Melissa Ellis Bartlett, *North Carolina State University*

Discussant:

Jill Castek, *Portland State University*

This session attempts to answer the question: How do we design instruction that enables educators to cultivate digital literacies for themselves as well as their students? The presentation focuses on pedagogical models that apply a "community of inquiry" perspective to teacher professional development.

- Creating a Professional Community of Learners: Teachers from China Explore New Literacies**
 Hiller A. Spires, *North Carolina State University*
 Meixun Zheng, *University of the Pacific*
- Teacher Attitudes and Aptitudes as They Work To Utilize Digital Texts and Tools in a Blended Learning Environment**
 Tammy Brown, *Marywood University*
 Francis DeMatteo, *Marywood University*
- Exploring Changes in Pedagogical Approach and Student Participation**
 Pauline Parker, *Lower Pioneer Valley Educational Collaborative*
 James Walker, *Lower Pioneer Valley Educational Collaborative*
- The Transfer of Personal New Literacies Practices to Professional Practice and the Implications for Teacher Preparation**
 Jonathan T. Bartels, *University of North Carolina at Chapel Hill*

3:00 pm - 4:30 pm • PAPER SESSION
 Trinity 2 - Level 3

Online: Academic and Personal Writing

Chair:

Peggy Semingson, *The University of Texas at Arlington*

Discussant:

Charles K. Kinzer, *Teachers College, Columbia University*

- Multimodal Scholarship: Academic Writing in Online Spaces**
 Rob Simon, *University of Toronto*
- Positioning Herself as a Writer: Adolescent Writerly Identities Online and Offline**
 Jayne C. Lammers, *University of Rochester*
 Valerie L. Marsh, *University of Rochester*
- How Does Online Discussion in an ESL Writing Class Relate to Academic Writing Development?**
 Jeong-bin Park, *The University of Texas at Austin*

3:00 pm - 4:30 pm • PAPER SESSION
 Trinity 3 - Level 3

Reading Engagement with Diverse Populations

Chair:

Ginger Marie Walker, *Virginia Commonwealth University*

Discussant:

Douglas Fisher, *San Diego State University*

THURSDAY

- 1. A Case Study Exploring the Reading Engagement of Middle School English Language Learners**
Maria Selena Protacio, *Western Michigan University*
- 2. Multiple Dimensions of Korean Adolescents' Reading Attitudes and Achievement**
Bong Gee Jang, *Oakland University*
Michael McKenna, *University of Virginia*
Ji Hoon Ryoo, *University of Virginia*
- 3. Social Processes of Engaged Reading and Engaged Classrooms**
Gay Ivey, *University of Wisconsin-Madison*
Peter Johnston, *The University at Albany-SUNY*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Trinity 4 - Level 3

Transformative Literacy: A Historical Perspective on People, Events & Practices that Have Shaped the Present

Chair:

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

Discussants:

Norman A. Stahl, *Northern Illinois University*

Yetta Goodman, *University of Arizona*

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

This session is offered to encourage and support historical thinking within literacy studies as a tool for understanding transformational literacy. The proposed session will feature two sets of presenters. The first set will be a group of faculty who will present syllabi from 'history of literacy' courses. The second set of presenters will be graduate students from each site who will each present a report on historical research conducted in the course.

1. History of Literacy Instruction

P. David Pearson, *University of California, Berkeley*
James V. Hoffman, *The University of Texas at Austin*
James R. King, *University of South Florida*
Alanna Rochelle Dail, *Syracuse University*
Sue Christian Parsons, *Oklahoma State University*
Elizabeth G. Sturtevant, *George Mason University*
Michelle Commeyras, *University of Georgia*

2. Reports of Research into the History of Literacy

Laura Taylor, *The University of Texas at Austin*
Jennifer M. Graff, *University of Georgia*
Karen Kleppe Graham, *University of Georgia*
Karen Sutter Doheney, *George Mason University*
Marriam Ewaida, *George Mason University*
Sydney Alexia Merz, *George Mason University*
Katina B. Kearney, *George Mason University*
Fahima Choudhry, *George Mason University*

Paul Czuprynski, *Syracuse University*
Rachel Dentinger, *Syracuse University*
Megan Giehl, *Syracuse University*
Andrew Kopp, *Syracuse University*
Vanessa Mangowski, *Syracuse University*
Hannah Robinson, *Syracuse University*
Victoria Puco, *Syracuse University*
Sam DeJulio, *The University of Texas at Austin*
Leah Duran, *The University of Texas at Austin*
Doris Gould, *The University of Texas at Austin*
Michiko Hikida, *The University of Texas at Austin*
Maria Leija-Lara, *The University of Texas at Austin*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Trinity 5 - Level 3

Exploring Youth and Preservice Teachers' Multimodal Compositions: Tensions, Connections, and Intersections

Chair:

Scott Ritchie, *Kennesaw State University*

Discussants:

Rachel Karchmer-Klein, *University of Delaware*

Kristine E. Pytash, *Kent State University*

In this alternative session, we explore tensions, connections, and intersections among multimodal compositions created by youth and by preservice teachers. First, we showcase compositions created by participants in our research. Second, we describe the theory and context related to these compositions through short presentations describing 5 studies of multimodal composition. After the research presentations, two discussants will respond to the session and to each other, initiating discussion about tensions, connections, and intersections across our work.

1. Implementing Digital Multimodal Composing in an Age of Common Core State Standards

Sean P. Connors, *University of Arkansas*

2. "We Created this Flow and It's All on the Page": A Comparative Case Study of Urban Adolescents' Multimodal Composing Processes

Blaine Smith, *Vanderbilt University*

3. Investigating Youth Composers' Production Processes When Making Map Performances

Nathan Phillips, *Vanderbilt University*

4. The Multimedia Memoir: Leveraging Multimodality to Facilitate Preservice Teachers' Writing

Donna Werderich, *Northern Illinois University*
Michael Manderino, *Northern Illinois University*

5. Remediating Master Narratives of Place With Preservice Teachers

Ryan M. Rish, *Kennesaw State University*

3:00 pm - 4:30 pm • PAPER SESSION
Trinity 6 - Level 3

Understanding and Developing Strategic Literacy Practices

Chair:

Jennifer Lynn Fox, *Southwest Baptist University*

Discussant:

George G. Hruby, *University of Kentucky*

1. An Examination of the Spelling Skills of Middle School Students

Lisa Marie Bowers, *University of Tennessee*

Hannah M. Dostal, *Southern Connecticut State University*

Jillian McCarthy, *University of Tennessee*

Ilsa Schwarz, *University of Tennessee*

Kimberly A. Wolbers, *University of Tennessee*

2. Metacognitively Aware, Purposeful, and Strategic: What Professors Do as Readers that College Students Would Benefit from Doing

Marne B. Isakson, *Brigham Young University*

Richard L. Isakson, *Brigham Young University*

3. Recommendations for the Development and Use of Visualizations in Science Literacy Teaching and Learning

Linda M. Phillips, *University of Alberta*

Stephen P Norris, *University of Alberta*

3:00 pm - 4:30 pm • SYMPOSIUM
Trinity 7 - Level 3

New Directions in Children's Nonfiction Research

Chair:

Amy Alexandra Wilson, *Utah State University*

Discussant:

Angie Zapata, *The University of Texas at Austin*

In this symposium, the three presenters will present new research that pushes the boundaries of what constitutes children's nonfiction, text complexity, and close, in-depth readings of these texts, including critical readings towards social justice. The authors show that genre is a fluid, socially-based construct, and that reading comprehension is genre specific. The papers, collectively, examine and critique the Common Core State Standard's constructs surrounding informational texts towards more nuanced uses of these texts in classrooms.

1. Children's Comprehension of Poetic Nonfiction Picture Books

Ted Kesler, *Queens College, CUNY*

2. Children's Design Thinking While Reading Engineering Texts

Amy Alexandra Wilson, *Utah State University*

3. Teachers' Engagement with Children's Nonfiction for Critical Literacy and Common Core Goals

Grace Enriquez, *Lesley University*

3:00 pm - 4:30 pm • SYMPOSIUM
Victory Park 1 - Level 5

Ensuring High Quality Language and Literacy Instruction for Pre-Kindergarten Children at Risk for Later Reading Difficulties

Chair:

Sonia Cabell, *University of Virginia*

Discussant:

Marcia Invernizzi, *University of Virginia*

This symposium presents research reports from three samples of pre-kindergarten (pre-k) children and their teachers to consider important variables and approaches to ensuring that effective instruction is accessible to young children facing early adversity. Decades of research show that the quality of pre-k language and literacy instruction can have substantial effects on children's later reading. Together, these three reports provide important perspectives on the quality of pre-k instruction and its relation to child learning.

1. The Relationship between Pre-Kindergarten Teacher Knowledge and Beliefs and Children's Language and Literacy Skills

Sonia Cabell, *University of Virginia*

Anne Henry Cash, *Johns Hopkins University*

Bridget Hamre, *University of Virginia*

2. Assessment of Effective Instructional Practices of Pre-Kindergarten Teachers within a Data-Based Coaching Model

Tricia Zucker, *University of Texas Houston Medical Center*

April Crawford, *University of Texas Houston Medical Center*

Jeffrey Williams, *University of Texas Health Sciences Center at Houston*

Susan Landry, *University of Texas Health Sciences Center at Houston*

3. Improving the Early Literacy Skills of Young Children with Disabilities

Laura Justice, *The Ohio State University*
Jessica Logan, *The Ohio State University*
Joan Kaderavek, *University of Toledo*
Jaclyn Dynia, *The Ohio State University*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Victory Park 2 - Level 5

Literacy Across the Curriculum and Grade Span: A Reflective, Evidence-Based Discussion

Chair:

Rebecca R. Norman, *Mount Saint Mary College*

Discussant:

Kathryn L. Roberts, *Wayne State University*

Arguably, literacy is not a content area unto itself, but rather part of all content areas, and is genre- and domain-specific (e.g., Lee & Spratly, 2010; Moje, 2008; Shanahan & Shanahan, 2008). The Common Core (CCSSO & NGS, 2010) reflects this stance, calling for integrated literacy and content-area instruction at all levels. In this session, we invite colleagues to examine and interpret evidence, thinking critically about the research on content-area literacy we have and need.

1. Third Graders' Interpretations of Graphical Devices in Content-Area Texts: In Their Own Words

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

2. Doing More with Less: The Impact on Student Learning of Integrating History, Literacy, and Visual Arts Instruction

Kristy Brugar, *Wayne State University*

3. Disciplinary Literacy in the Secondary Classroom: The Role of Project-Based Learning (PBL) and Teacher Education

David Gallagher, *Mount Saint Mary College*
Matt J. Hollibush, *Mount Saint Mary College*

4. Building the Base of the Pyramid: Health and Nutrition as a Bridge to Home Literacy Practices

Meagan K. Shedd, *Plymouth State University*

3:00 pm - 4:30 pm • PAPER SESSION
West End - Level 5

Expanding Expository Text in Elementary Classrooms

Chair:

Juliet L. Halladay, *University of Vermont*

Discussant:

Mary F. Roe, *Arizona State University*

1. Examining the Effects of Combining Narrative and Expository Text on Young Children's Conceptual Knowledge and Expository Text Comprehension

Lisa O'Brien, *Boston University*

2. Negotiating Informational Texts in Third Grade Classrooms: A Case of Three Teachers

Stacey Korson, *University of Illinois at Urbana-Champaign*

3. Dialogic Talk about Non-Fiction Text in a Fourth-Grade Classroom: A Teacher's Approach to Promoting Student Reasoning and Dialogic Talk During Discussions

Kristin Bourdage Reninger, *Otterbein University*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
White Rock 1 - Level 5

Teaching Teachers How to Design Writing Instruction and Assessment to Develop Students' Fluency

Chair:

J. Luciano Beltramo, *University of Southern California*

This alternative session focuses on methods with secondary, English pre-service/newly-inducted teachers in student writing to develop fluency and accuracy, especially for novice writers. Academic writing receives scant attention in many teacher-education programs, leaving newly inducted teachers uncertain of innovative approaches to instruction and assessment with novice students' academic writing. Participants will dialogue about sociocultural approaches to writing instruction and assess student samples, applying strategies of "assessing to teach" for use in teacher-education methods courses.

Presenters:

Paula M. Carbone, *University of Southern California*
J. Luciano Beltramo, *University of Southern California*
Monique Datta, *University of Southern California*

3:00 pm - 4:30 pm • PAPER SESSION
White Rock 2 - Level 5

Following the Development of Comprehension

Chair:

Ana Taboada Barber, *George Mason University*

Discussant:

Robert Carpenter, *Eastern Michigan University*

1. **Cross Case Analysis of Social Imagination in Kindergartners' Wordless Book Readings**
Judith T. Lysaker, *Purdue University*
Zaira Arvelo-Alicea, *Purdue University*
Elizabeth Hopper, *Purdue University*
2. **Interaction of Readers' Strategic Processing and Text Characteristics**
Daniel Lee Dinsmore, *University of North Florida*
Meghan M. Parkinson, *University of North Florida*
3. **The Relationship between the Quality of Parent-Child Book Reading and Children's Retelling Skills**
Ying Guo, *University of Cincinnati*
Allison Breit-Smith, *University of Cincinnati*
Shuyan Sun, *University of Maryland, Baltimore County*
Carrie Biales, *University of Cincinnati*

6:15 pm - 7:15 pm • TOWN HALL MEETING
Fair Park 1 - Level 3

9:00 pm - 11:00 pm • LINE DANCING
Fair Park 1 - Level 3

4:45 pm - 6:00 pm • PLENARY ADDRESS ONE
Trinity 1 - 4, 8 - Level 3

Chair:

Arlette I. Willis, *University of Illinois at Urbana-Champaign*

- I. **Distinguished Scholar Lifetime Achievement Award Presentation**
Paula Schwanenflugel, *University of Georgia*
- II. **Early Career Achievement Award Presentation**
Diane Lapp, *San Diego State University*
- III. **Introduction of Speaker**
Kelly Chandler-Olcott, *Syracuse University*
- IV. **Plenary Address: Theorizing Generativity and Operationalizing Research on Transformative Literacies as the Foundation for Meaningful Reform when Preparing Teachers for Diversity in Transnational Contexts**
Arnetha F. Ball, *Stanford University*

Friday • December 6, 2013

Friday

Transformative Literacy: Theory, Research, and Design
63rd Annual Conference of the Literacy Research Association | December 4 - 7, 2013 | Dallas, TX

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-Friday from noon to 1:00 pm and Saturday from 7:30 am - 8:30 am) of the Annual Conference.

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 2013 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.

**BARR/MOSENTHAL HANDBOOK OF READING RESEARCH
FUND COMMITTEE**

7:30 am - 8:30 am • Deep Ellum A - Level 2

ETHICS COMMITTEE MEETING

7:30 to 8:30 am • Deep Ellum B - Level 2

**DOCTORAL STUDENT INNOVATIVE COMMUNITY GROUP (ICG)
MEETING**

7:30 am - 8:30 am • South Side 2 - Level 3

**MULTILINGUAL/TRANSCULTURAL LITERACIES INNOVATIVE
COMMUNITY GROUP (ICG) MEETING**

7:30 am - 8:30 am • West End - Level 5

EDWARD B. FRY BOOK AWARD COMMITTEE MEETING

7:30 am - 8:30 am • White Rock 1 - Level 5

CYBER CAFE - FRIDAY

8:00 am - 5:00 pm • Parlor Suite 664

ATTENDEE REGISTRATION OPEN

8:00 am - 7:00 pm • Registration & Event Office
Trinity Foyer - Level 3

BOOK DISPLAY/SILENT AUCTION/EXHIBITS OPEN

8:00 am - 5:00 pm • Trinity Foyer - Level 3

**JOURNAL OF LITERACY RESEARCH
EDITORIAL BOARD DESSERT RECEPTION (INVITATION ONLY)**

6:30pm - 8:30 pm • West End - Level 5

8:45 am - 10:15 am • PAPER SESSION
Arts District 4 - Level 2

Development and Revision of Genre Writing

Chair:

Sara Ann Beach, *University of Oklahoma*

Discussant:

Kathleen A. J. Mohr, *Utah State University*

- Children's Sense of Informational Language**
Zihui Fang, *University of Florida*
- Effects of Giving Feedback on Fourth and Fifth-Grade Students' Revision of Persuasive Essays**
Zoi Apostolia-Philippakos, *University of Delaware*
Charles MacArthur, *University of Delaware*
- It's A How-To Text: Preschoolers' Reading and Writing of Procedural Texts**
Lynne M. Watanabe, *Michigan State University*

8:45 to 10:15 am • ALTERNATIVE FORMAT SESSION
Arts District 5 - Level 2

Toward Transformative Literacy Practices: Ethical and Methodological Issues in Literacy Research

Chair:

Kristen H. Perry, *University of Kentucky*

This alternative symposium will help researchers think through ethical and methodological issues that arise in various types of literacy research, particularly as applied with marginalized learners, including prisoners, English language learners, and adult learners. Four research issues will be explored: (a) validity in phenomenological research, (b) ethical issues in digital research methodologies, (c) using video data in phenomenological analysis of English learners, and (d) applying discourse analysis to data from English learners.

- Validity in Phenomenological Research**
William Robert Muth, *Virginia Commonwealth University*
Ginger Marie Walker, *Virginia Commonwealth University*
- Through the Looking Glass: Accepting the Challenge of Levinas' Ethics through Digital Research Methods**
Leah Katherine Saal, *Arkansas State University*
- Using Video Data in Interpretative Phenomenological Analysis**
Carmela Romano Gillette, *Michigan State University*

4. Applying Discourse Analysis with English Learners: Ethical/Methodological Issues

Kristen H. Perry, *University of Kentucky*
Christine Mallozzi, *University of Kentucky*

8:45 am - 10:15 am • PAPER SESSION
Cedars - Level 2

Learning About Literacy from African-American and Latino Male Youth

Chair:

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

Discussant:

Patricia C. Paugh, *University of Massachusetts Boston*

1. Students' Needs and Teachers' Practice: Teaching and Literacy Instruction for Low-Income Black and Latino Boys

Anne Beitlers, *New York University*

2. Welcoming Taya: How His English Teacher Embraced an African-American Transfer Student in an Affluent Suburb

Kirsten Dara Hill, *University of Michigan-Dearborn*

3. The End of Fear: Black and Latino Male High School Students Performing Life Lessons Through Poetry

Yolanda Sealey-Ruiz, *Teachers College, Columbia University*

8:45 am - 10:15 am • SYMPOSIUM
Deep Ellum A - Level 2

Building Our Capacity to Forge Successful Home-School Partnerships: Programs that Support and Honor the Contributions of Families

Chair:

Susan Dougherty, *Rutgers, The State University of New Jersey*

Discussant:

Jeanne R. Paratore, *Boston University*

Research demonstrates that children benefit from collaborative support from families and teachers. Yet, there is often a mismatch between the knowledge of teachers and school personnel about family literacy practices and the kinds of school-based efforts that are most likely to engage families in literacy events consequential for school success. This symposium examines outcomes from three studies of home-school partnerships designed to increase children's early literacy achievement.

1. Creating Opportunities to Read More Connected Text: Parents and Children Reading Together

Lilly Steiner, *Monmouth University*
Alisa Hindin, *Seton Hall University*

2. Parent Involvement Program: Building Language and Literacy Skills Through Reading and Play

Lesley M. Morrow, *Rutgers, The State University of New Jersey*
Samantha Berkule, *Marymount Manhattan College*
Kellyanne Healy, *Rutgers, The State University of New Jersey*

3. Tapping the Potential of Male Mentors: "Dads" Read

Susan Dougherty, *Rutgers, The State University of New Jersey*

8:45 am - 10:15 am • SYMPOSIUM
Deep Ellum B - Level 2

Multilingual Literacies in the Preparation and Practices of Bilingual Teachers on the U.S.-Mexico Border

Chair:

Patrick Henry Smith, *The University of Texas at El Paso*

Discussant:

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

The papers in this symposium contribute to broader understanding of multilingual literacies on the U.S.-Mexico border by exploring bilingual teacher preparation in higher education and literacy instruction in a pre-school setting. In addition to literacies in Spanish and English, they report on the multilingual literacies of Indigenous teachers and the practices of a Latina teacher of Arabic-speaking children. Each study provides insights into why multilingual literacies matter for teachers and learners in non-dominant communities.

1. Standardized Literacy Tests as Predictors of Bilingual Teacher's Performance on Certification Exams

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

2. Challenging Deficit Discourses: Latino/a Preservice Teachers' Academic Literacies on the U.S.-Mexico Border

Luciene Wandermurem, *The University of Texas at El Paso*

3. Indigenous Literacy Narratives of Central American Teachers on the U.S.-Mexico Border

Brenda O. Fuentes, *The University of Texas at El Paso*

4. A Latina Teacher Transforms Arabic-Speaking Children's Bilingual Development through Digital Technologies

Laila Z. Al-Salmi, *The University of Texas at El Paso*

8:45 am - 10:15 am • SYMPOSIUM
Greenville Avenue - Level 2

Researching the Potential of the Storytelling and Story-Acting Approach of Vivian Gussin Paley on Young Children's Learning and Literacy: UK and US Perspectives

Chair:

Teresa Cremin, *The Open University*

Discussant:

Eithne Kennedy, *St. Patrick's College*

This symposium explores the learning potential of Vivian Gussin Paley's approach to story-telling and story-acting. It provides an overview of the differences in the adoption of Paley's approach in American and British pre-school and kindergarten settings, and, drawing on recent research studies, will examine the findings of these. In so doing it will outline evidence for how a child-centred, play-based learning environment might favour a series of literacy-promoting activities and afford particular benefits for pre-schoolers.

1. **Using a Narrative- and Play-Based Activity to Promote Low-Income Preschoolers' Oral Language, Emergent Literacy, and Social Competence**
Ageliki Nicolopoulou, *Lehigh University*
2. **The Potential of the Helicopter Technique of Storytelling and Story-Acting for Nurturing Young Children's Control and Ownership of Their Literacy Learning**
Teresa Cremin, *The Open University*
3. **The Potential of the Helicopter Technique of Storytelling and Story-Acting for Young Children's Multimodal Communication and Literacy Development**
Rosie Flewitt, *Institute of Education*
4. **Children's Personal Stories Captured with an iPad App: Evidence for a New Sense of Self?**
Natalia Kucirkova, *The Open University*
5. **'Once There Was A Wolf'...: Children's Collective Meaning Making During Helicopter Technique Storytelling Sessions**
Dorothy Faulkner, *The Open University*
6. **The Future of Play and Storytelling in the Emergent Literacy Curriculum: From Paley to the Common Core in Research and Practice**
Patricia Cooper, *Queens College, CUNY*

8:45 am - 10:15 am • STAR ROUNDTABLE SESSION
Katy Trail - Level 2



- I. **Co-Constructing Communities of Practice in the Science Classroom with Emergent Bilingual Students**
Antonieta Avila, *University of Wisconsin Milwaukee*
- II. **The Literacy Practices and Academic Identity of Dual Language Learners**
P. Zitlali Morales, *University of Illinois at Chicago*
- III. **Latina Literacy Teachers' Ethnolinguistic Identities and the Impact on Their Relationship With Their Latina/O Students**
Soria Colomer, *University of South Florida*
- IV. **Rethinking Latina Family Engagement in New Latino Diaspora Contexts: Drawing on Multilingual and Digital Resources**
Silvia Nogueron-Liu, *University of Georgia*
- V. **Assessing Language and Literacy Development in Young Emergent Bilingual Children**
Kwangok Song, *Arkansas State University*
- VI. **How Writing about Texts is Impacted by Reading Strategies and Comprehension**
Monica S. Yoo, *University of Colorado, Colorado Springs*
- VII. **Digital Touchstones: Transforming the Composition Process**
Marva Solomon, *Angelo State University*
- VIII. **Investigating the Disengaged Reading of Middle School English Language Learners**
Maria Selena Protacio, *Western Michigan University*
- IX. **Conflict, Agency and Accord: A Teacher Educator's Experience Facilitating an EL-focused Teacher Study Group**
Mary McGriff, *New Jersey City University*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
Oak Cliff 1 - Level 5

"No One has Ever Asked Me to Tell My Story" — Urban African American Girls' Use of Out-Of-School Literacies to Understand Gender and Sexual Identity

Chair:

Kattie M. Hogan, *Wayne State University*

Discussant:

Karen M. Feathers, *Wayne State University*

The purpose of the presentation is to explore the ways African American lesbian, bisexual and transgender (LBT) adolescent girls used multimodal literacy strategies in an out-of-school book club to define themselves on their own terms and give voices to experiences that had previously been silenced. Using PechaKucha as the presentation tool, the audience will step into the girls' lives by looking

at their collages, masks, drawings, words, and other representations.

“No One has Ever Asked Me to Tell My Story” African American Girls Transforming Gender and Sexual Identities

Candice Marie Moench, *University of Great Falls*
Kattie M. Hogan, *Wayne State University*
Poonam Arya, *Wayne State University*

8:45 am - 10:15 am • PAPER SESSION
Oak Cliff 2 - Level 5

Literacy Teachers and English Language Learning

Chair:

Nicole Yvette Strange, *Barry University*

Discussant:

Susan Browne, *Rowan University*

- 1. Transforming the Interconnections between Literacy Teachers, ELL Teachers, and Classroom Teachers**
Kena Terese Avila, *Linfield College*
- 2. Who is Not an ESOL Teacher? An Inquiry into the Layers of Context that Influence Content Area Teachers Pursuing an ESOL Endorsement**
Tobie Bass, *University of Georgia*
- 3. Diversity Issues in Literacy Teacher Education: Results of a U.S. Survey**
Sue Ann Sharma, *Oakland University*
Abha Gupta, *Old Dominion University*
Julie K. Kidd, *George Mason University*

8:45 am - 10:15 am • SYMPOSIUM
South Side 1 - Level 3

Affordances and Constraints of Literacy Tools and Learning: “It Just Depends on What She Gives Us”

Chair:

Lynn E. Shanahan, *University at Buffalo*

Discussant:

James R. Gavelek, *University of Illinois at Chicago*

These studies describe the diverse ways that literacy practices are accomplished and thinking is mediated via instructional practices promoting literacy learning in early childhood contexts. Through these studies we share how the student participants enacted and transformed literacy practices through both material and symbolic mediational tools, which provided both affordances and constraints. The students in these four studies are young learners from

different settings whose literacy practices were impacted by social, cultural, and political factors.

- 1. Embodied Social Interactions of Preschoolers Using iPads: A Multimodal Interaction Analysis**
Andrea Tochelli, *University at Buffalo*
- 2. The Story of Apple in Kindergarten**
Rosa D’Abate, *University at Buffalo*
- 3. Literacy Tools and Learning: First Grade Students Acting with Mediating Means**
Caroline M. Flury-Kashmanian, *University at Buffalo*
- 4. Student Engagement with Mediational Tools in a Literacy Clinic: A Multimodal Examination of Clinician Designed Materials**
Tyler W. Rinker, *University at Buffalo*

8:45 am - 10:15 am • PAPER SESSION
South Side 2 - Level 3

Applications, Learning, and Technology

Chair:

Thomas Crumpler, *Illinois State University*

Discussant:

Elizabeth Dobler, *Emporia State University*

- 1. Development of a Tool for Choosing the Best Picture Book Apps for Digital E-Readers: Some Guidelines for Educators**
Marcy Zipke, *Providence College*
- 2. Does an iPad Change the Experience? A Look at Parent-Child Book Reading Interactions**
Kathryn Lake MacKay, *Brigham Young University*
Kendra Hall-Kenyon, *Brigham Young University*
- 3. A Study of Teachers’ Integration of App Affordances and Early Literacy Best Practices**
Madeleine Sarah Israelson, *University of Minnesota*

8:45 am - 10:15 am • SYMPOSIUM
Trinity 1 - Level 3

Using Making and Work Literacies in the Classroom

Chair:

Keri R. Franklin, *Missouri State University*

Discussant:

Elyse Eidman-Aadahl, *National Writing Project*

For two years, the Writing Project site of a regional Midwestern university has provided professional development to in-service career and technical educators in three contexts: a large, high needs public high school; a

local “maker” conference; and a rural career and technical center. This symposium will report on research conducted in each of these contexts and will argue for the place of “making” and out of school work literacies in the classroom.

1. **The Literacies of Family and Consumer Science**
Heather Payne, *Missouri State University*
2. **Making and Technical Writing**
Keri R. Franklin, *Missouri State University*
3. **Literacy Initiatives and the Career and Technical Center**
Angela M. Kohnen, *Missouri State University*

8:45 am - 10:15 am • PAPER SESSION
Trinity 2 - Level 3

Technology and Participatory Engagement

Chair:

Terry S. Atkinson, *East Carolina University*

Discussant:

Ted Hall, *Indiana University*

1. **Critical Participation in Literacy Research through New and Emerging Technologies: A Study of Web Seminars and Global Engagement**
Peggy Albers, *Georgia State University*
Dennis Murphy Odo, *Georgia State University*
Christi L. Pace, *Georgia State University*
David W. Brown, Jr., *Georgia State University*
Tuba Angay-Crowder, *Georgia State University*
2. **An Historical Review of TPACK: Implications for New Literacies Researchers and Teacher Educators**
Jennifer K. Lubke, *University of Tennessee*
3. **The Development of an Instructional Planning Cycle for Technology Integration in Literacy and Language Arts Instruction**
Amy Hutchison, *Iowa State University*
Lindsay Woodward, *Iowa State University*
Beth Beschoner, *Drake University*

8:45 am - 10:15 am • PAPER SESSION
Trinity 3 - Level 3

Using Professional Development to Transform Schools

Chair:

Robin D'Ann Johnson, *Stephen F. Austin State University*

Discussant:

Nancy Frey, *San Diego State University*

1. **CLASS™ Scores across Contexts and Time with Professional Development: Teacher-Child Interactions in the Preschool**
Carol Vukelich, *University of Delaware*
Laura Justice, *The Ohio State University*
Martha J. Buell, *University of Delaware*
Myae Han, *University of Delaware*
2. **Collaborative Advancement of Reading Education (CARE): A Longitudinal Literacy Professional Development Project in a High-Needs, Urban Elementary School**
Seth A. Parsons, *George Mason University*
Allison Ward Parsons, *George Mason University*
Stephanie L. Dodman, *George Mason University*
Melissa R. Pierczynski, *George Mason University*
Rebecca Cauffman, *George Mason University*
Leila N. Richey, *George Mason University*
Erin Marie Ramirez, *George Mason University*
3. **Lesson Study in a Turn-Around School: Collaboration in a Pressure Cooker**
Vicki Stewart Collet, *University of Arkansas*

8:45 am - 10:15 am • SYMPOSIUM
Trinity 4 - Level 3

Multimodality & Multiliteracies: Composing In and Out of School

Chair:

Iliana Reyes, *University of Arizona*

Discussant:

Ana Christina Iddings Da Silva, *University of Arizona*

Sponsored by Ethnicity, Race, and Multilingualism Committee The various contexts where children interact in their communities force us to consider new forms of literacy and how these expand our view of reading and writing to include multiliteracies and multiple modalities. The studies in this symposium take a semiotic approach to describe how literacy processes occur using ‘semiotic resources’ such as oral language, symbols, music, and children’s literacy projects integrating their family and community funds of knowledge.

1. **De Artista a Artista, Writer to Writer: Examining the Multimodal and Multilingual Resources of Young Latino Picturebook Makers**
Angie Zapata, *The University of Texas at Austin*
2. **Tirando Fotos’ with Young Children and Their Families to Learn from and about Their Everyday Literacies**
Julia Lopez-Robertson, *University of South Carolina*

3. Digital Touchstones: Transforming the Composition Process

Marva Jeanine Solomon, *Angelo State University*

4. Language Arts 2.0: Exploring Pedagogies of Possibility in Culturally Diverse Contexts

Detra Price-Dennis, *The University of Texas at Austin*

8:45 am - 10:15 am • PAPER SESSION
Trinity 5 - Level 3

Interactivity and Diverse Literacy Learners

Chair:

Ana Taboada Barber, *George Mason University*

Discussant:

Donald Leu, *University of Connecticut*

1. Looking Closely at the Digital Literacy Experiences of a Young English Learner

Sally Brown, *Georgia Southern University*

2. Voice Recognition Apps: A Systems Theory Exploration of Grapho-Semantic Awareness

Elizabeth (Betsy) A. Baker, *University of Missouri*

3. Responses of English Learners During Small-Group Interactive Read-Alouds and Guided Writing: The Role of Oral, Written, and Non-Verbal Response

Susan King Fullerton, *Clemson University*

Sheliah G. Durham, *Clemson University*

David Fleming, *Clemson University*

8:45 am - 10:15 am • PAPER SESSION
Trinity 6 - Level 3

Literacy, Technology, and Classroom Instruction

Chair:

Mikel Cole, *Clemson University*

Discussant:

Gerald Campano, *University of Pennsylvania*

1. Multimodal Composition for Teacher Candidates: Models for K-12 Classroom Literacy Instruction

Linda Smetana, *California State University, East Bay*

Dana L. Grisham, *National University*

2. Appreciating the Balance when Attempting to Transform Literacy Teaching and Learning with iPad Devices

Diane Santori, *West Chester University*

Carol Smith, *West Chester University*

3. Promoting Literacy Skills through Computer-Based Software: How Preference for Reading Materials Can Influence Reading Fluency

Reginald Arthur D'Silva, *University of British Columbia*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
Trinity 7 - Level 3

What We Know: Professional Development that Builds Capacity and Sustains Change

Chair:

KaiLonnie Dunsmore, *National Center for Literacy Education*

Discussant:

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

This PechaKucha structured session brings together scholars, who attend to different aspects of literacy research and work from diverse methodological perspectives, to talk about current knowledge of professional development that builds capacity for sustained improvements in literacy teaching and learning. Highlighting key findings in their own work, they will collectively address themes in the National Center for Literacy Education's recent survey on the characteristics of American teacher professional development.

Presenters:

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

Douglas Fisher, *San Diego State University*

Nancy Frey, *San Diego State University*

Elfrieda H. Hiebert, *TextProject*

Gina Cervetti, *University of Michigan*

Rosario Ordonez-Jasis, *California State University, Fullerton*

Nell K. Duke, *University of Michigan*

8:45 am - 10:15 am • PAPER SESSION
Victory Park 1 - Level 5

Critical Issues in Contemporary Picturebooks

Chair:

Donna Adomat, *Indiana University*

Discussant:

Karla J. Moller, *University of Illinois at Urbana-Champaign*

1. Using Visual, Literary & Psychological Frameworks to Analyze Children's Picturebooks about Bullying

Angela Wiseman, *North Carolina State University*

2. Representations of Disability in International Children's Literature

Donna Adomat, *Indiana University*

3. **The Evolving Collection of Picture Books with LGBT Characters Twenty-Five Years After *Heather Has Two Mommies***

Janine Schall, *The University of Texas at Pan American*

8:45 am - 10:15 am • SYMPOSIUM
Victory Park 2 - Level 5

Culturally Responsive Instruction Observation Protocol (CRIOP): A Framework for Design, Implementation, and Evaluation of Teacher Preparation and Development

Chair:

George G. Hruby, *University of Kentucky*

Discussant:

Ellen McIntyre, *University of North Carolina, Charlotte*

The CRIOP is an instructional framework and measurement tool designed to assess and support instruction in seven components of culturally responsive instruction: classroom relationships, family collaboration, assessment, curriculum, instruction/pedagogy, discourse, and socio-political consciousness. This tool has been used in studies conducted in three states to design, implement, and/or evaluate preparation experiences for teachers at multiple career stages. Papers will address the purpose, methods, findings, and implications of these individual projects.

1. **The Intersection of Beliefs and Practices: Elementary Teachers' Self-efficacy, Expectancies, and Implementation of Culturally Responsive Instruction**
Susan Chambers Cantrell, *University of Kentucky*
Victor Malo-Juvera, *University of North Carolina-Wilmington*
Rebecca Powell, *Georgetown College*
Pamela Correll, *University of Kentucky*
2. **Designing for Culturally Responsive Science through Professional Development**
Julie C. Brown, *University of Florida*
Dorene Ross, *University of Florida*
3. **Perspectives and Practices of Graduates of an Urban Teacher Residency Program**
Katie Tricarico, *James Madison University*
4. **New Directions: Integrating the CRIOP Model into Laboratory School Preservice Teacher Preparation**
C. Ruth Bosch, *James Madison University*
John C. Almarode, *James Madison University*
Laura Desportes, *James Madison University*

8:45 am - 10:15 am • PAPER SESSION
West End - Level 5

Interrogating Literacy through Body, Drama, and Dilemmas

Chair:

Suzanne Porath, *University of Wisconsin-Madison*

Discussant:

Kathryn Pole, *The University of Texas at Arlington*

1. **Interrogating Embodiment: Four Approaches to Understanding the Body**
Alex Hoobie Schott, *University of Iowa*
2. **Fostering Critical Literacy through Ethnodrama**
Sarah Reed Hobson, *SUNY Cortland*
3. **Conceptual, Pedagogical, Cultural and Political Dilemmas of Implementing a Literacy Workshop**
Suzanne Porath, *University of Wisconsin-Madison*

8:45 am - 10:15 am • PAPER SESSION
White Rock 1 - Level 5

Exploring Language and Literacy in Elementary Classrooms

Chair:

Huili Hong, *East Tennessee State University*

Discussant:

Theresa Roberts, *California State University, Sacramento*

1. **An Exploratory Study of the Narrative Production of African American 5th Grade Students**
Roszina Danielle Scott, *Indiana University*
Megan Mahowald, *Indiana University*
2. **Pushing Back and Moving Forward: Language Practices and Ideologies of Fifth Graders in a Supportive Bilingual Classroom**
Jo Worthy, *The University of Texas at Austin*
Leah Durán, *The University of Texas at Austin*
Alina Pruitt, *The University of Texas at Austin*
Molly Trinh Wiebe, *The University of Texas at Austin*
Michiko Hikida, *The University of Texas at Austin*
3. **Use Intertextuality to Help Young ELLs' Construct Learning Complexities in Literacy Practices**
Huili Hong, *East Tennessee State University*

FRIDAY

8:45 am - 10:15 am • PAPER SESSION
White Rock 2 - Level 5

Writing Identities, Representations, and Practices

Chair:

Gholnecsar E. Muhammad, *Georgia State University*

Discussant:

Lauren Freedman, *Western Michigan University*

1. **“I Don’t Like Writing”: A Qualitative Study on the Writing Reluctance of Four Girls**
Hannah Chai, *Wright State University*
2. **In Search for a Full Vision: Writing Representations of African American Adolescent Girls**
Gholnecsar E. Muhammad, *Georgia State University*
3. **Transformative Vocabulary: Academic Language and Identity in an Urban High School English Class**
Scott Storm, *Harvest Collegiate High School*

10:30 am - 12:00 pm • SYMPOSIUM
Arts District 4 - Level 2

Ubuntu Matters: Locating the “We” within Literacy Communities Including Students with Limited or Interrupted Formal Education (SLIFEs)

Chair:

Bryan Ripley Crandall, *Fairfield University*

Discussant:

Gerald Campano, *University of Pennsylvania*

This symposium is designed to highlight research projects including SLIFEs who come from a variety of countries and language backgrounds. Presenters have conducted independent research framed as discourse analysis, writing activity genre research, collective case studies, formative experiments, and ecologically-oriented literacy interventions. Findings suggest how schools and community organizations can provide more equitable access to high-quality literacy instruction for SLIFEs, with a particular focus on how Ubuntu (community) helps to provide transformative literacy success.

1. **The Relationship Discourse: Navigating Local Literacies within Global Atrocities**
Elizabeth Y. Stevens, *Syracuse University*
2. **“Writing Is Something Bigger. It’s Not Just School”: ‘Improv’ with African-Born Male English Language Learners to ‘Improve’ Literacy Outcomes**
Bryan Ripley Crandall, *Fairfield University*

3. **“Our School is Racist”: Migrant Youth Writing for Empowerment and Agency**
Elizabeth C. Lewis, *Dickinson College*
4. **The Creation and Evolution of a Co-teaching Community: How Teachers Learned to Address Diverse Literacy Learning Needs**
Kelly Chandler-Olcott, *Syracuse University*
Janine Nieroda, *Syracuse University*
5. **An Ecological Exploration of a Somali Refugee’s Entrée into English Language Print Literacy**
M. Kristiina Montero, *Wilfrid Laurier University*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
Arts District 5 - Level 2

“Tech-savvy” Activist, Researcher, Teacher, “Insider” Vulnerable Observer: Exploring Researcher Subjectivities and Positionality in Digital Literacy Research with Culturally and Linguistically Diverse Communities

Chair:

Silvia Nogueron-Liu, *University of Georgia*

In this alternative session, we will guide discussion and reflection on the multiple positionalities that digital media researchers negotiate in qualitative, ethnographic, and participatory projects with students of color. This session will be led by three researchers who have studied the digital literacy practices of students and families in communities where they are regarded as cultural “insiders, who will discuss the challenges faced balancing multiple roles and positionalities.

Presenters:

Silvia Nogueron-Liu, *University of Georgia*

Tisha Y. Lewis, *Georgia State University*

Marva Jeanine Solomon, *Angelo State University*

10:30 am - 12:00 pm • SYMPOSIUM
Cedars - Level 2

Advanced Literacy Practices: From the Clinic to the Classroom

Chair:

Earl H. Cheek, *Louisiana State University*

Discussant:

Stephan Sargent, *Northeastern State University*

This symposium addresses the multi-faceted nature of literacy clinics from historical perspectives to cutting edge clinical literacy practices that transfer from the clinic to the classroom. It includes elements of designing literacy clinics, models of reading, writing, and multiliteracy practices, technology-based instruction, and frameworks for meeting the diverse needs of students. This current examination of issues and trends in clinical literacy practices is appropriate for novice and experienced educators and researchers alike.

Presenters:

Evan Ortlieb, *Monash University*

Erica Bowers, *California State University, Fullerton*

Tammy Ryan, *Jacksonville University*

Lee Ann Tysseling, *Boise State University*

Tammy Marsh Milby, *University of Richmond*

Barbara Laster, *Towson University*

Wolfram Verlaan, *University of Alabama in Huntsville*

Theresa A. Deeney, *University of Rhode Island*

Cheryl Dozier, *University at Albany*

10:30 am - 12:00 pm • PAPER SESSION
Deep Ellum A - Level 2

Understanding Fluency Assessment

Chair:

Catherine Olsen Maderazo, *California State University, Fullerton*

Discussant:

Melanie R. Kuhn, *Boston University*

1. A Slow Start: Profiles of Slow Readers in First, Second, and Third Grade

Laura Tortorelli, *University of Virginia*

Marcia Invernizzi, *University of Virginia*

2. Linguistic Focus Prosody and Reading Fluency

Paula Schwanenflugel, *University of Georgia*

Matthew R. Westmoreland, *University of Georgia*

Rebekah George Benjamin, *Massachusetts College of Liberal Arts*

Lilly Steiner, *Monmouth University*

Carolyn Groff, *Monmouth University*

3. The Push for Complex Texts: A Word of Caution Based on an Analysis of Early Readers' Rate, Accuracy, and Comprehension

Steven J. Amendum, *University of Delaware*

Kristin Conradi, *North Carolina State University*

Meghan D. Liebfreund, *North Carolina State University*

10:30 am - 12:00 pm • SYMPOSIUM
Deep Ellum B - Level 2

Critical Pedagogy and Adult Literacy Instruction in Changing Times

Chair:

Laura Eileen Nimmon, *University of British Columbia*

Discussant:

Victoria Purcell-Gates, *University of British Columbia*

One of the hallmarks of critical pedagogy is collaborative engagement that takes a critical perspective on the ideological nature of education. In this symposium, we describe how these elements of critical pedagogy are re-articulated and transformed within three different adult literacy research contexts with: (1) learners and educators in adult literacy programs in Japan, (2) adults who live a small rural community in Western Canada, and (3) US immigrant Latina/os adult ABE learners in California.

1. Adult Literacy and Critical Pedagogy in a Changing Japan

Erik Jacobson, *Montclair State University*

2. Reading the Word, Reading the World, Reading the Body: A Freirian Approach to Critical Health Literacy

Laura Eileen Nimmon, *University of British Columbia*

3. How Do You Text Conscientização?: A Study of Critical Pedagogy & Mlearning

Karla Perez, *University of California, Los Angeles*

10:30 to 12:00 pm • SYMPOSIUM
Greenville Avenue - Level 2

Studies of Affect and Emotion in Literacy Practice: Reshaping the Textures of Experience and Learning

Chair:

Ana Christina Iddings Da Silva, *University of Arizona*

Discussant:

Christian Ehret, *Vanderbilt University*

In this session we draw on multiple theoretical orientation, including sensory ethnography, Deleuzian rhizomatics, psychoanalytic theory, and sociocultural theory, to understand affect and emotion as they emergent, constructed, and distributed among texts, bodies, artifacts, and places of literacy practice. In diverse contexts of literacy and bi-literacy, we ask how practices of literacy learning are differently illuminated when we understand them as affectively emergent and emotionally laden.

1. **Making Place for Literacy: Youth Designing a New Learning Space**
Ty Hollett, *Vanderbilt University*
Kevin Leander, *Vanderbilt University*
2. **Bi-literacy and Emotion: Stories of Immigrant Mothers Re-read by their American Children**
Ana Christina Iddings Da Silva, *University of Arizona*
Alzira Duncan, *University of Arizona*
3. **Moments of Meeting: Learning to Play in the Intersubjective Assemblage of Reading Resistance**
Gail Boldt, *Penn State University*

10:30 am - 11:10 am • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable Session 6A

- I. **TILting at Windmills: Language and Literacy Instructional Techniques in the Age of the Common Core**
Anne Gregory, *Western Illinois University*
Mary Ann Cahill, *Boise State University*
- II. **Taking a Risk: How Mentor Texts Invite Adolescent Writers to Try New Composing Practices**
Katrina Jansky, *The University of Texas at Austin*
- III. **Talking through Text**
Greg McVerry, *Southern Connecticut State University*
Cheryl Dickinson, *Southern Connecticut State University*
- IV. **Teaching New Authors: Learning to Identify and Draw on the Strengths in Children's Writing**
Detra Price-Dennis, *The University of Texas at Austin*

Nancy L. Roser, *The University of Texas at Austin*
Melissa Wetzel, *The University of Texas at Austin*
Ramon Martinez, *The University of Texas at Austin*

- V. **Text Complexity: Measuring Educators' Knowledge and Implementation**
Jodi G. Welsch, *Frostburg State University*
- VI. **The Connection between Reading Motivation & Reading Achievement**
Sarah Pennington, *University of South Florida*
- VII. **The Examination of Secondary Preservice Teachers' Disciplinary Literacy Knowledge**
David Gallagher, *Mount Saint Mary College*
Matt J. Hollibush, *Mount Saint Mary College*
- VIII. **The High-Stakes Literacies of Undocumented, Unaccompanied Immigrant Youth Detained in America**
Alexis Cullerton, *University of Illinois at Chicago*
- IX. **The Introduction of the Apple iPad: How the Implementation of Different Technologies Influenced Teacher Design of an Extended Day Program**
Sarah Solley, *SUNY Buffalo*
- X. **Exploring Discursive Tactical Negotiations within Literacy Coaching Interactions**
Carolyn Hunt, *Illinois State University*
- XI. **The Read Malawi Project: Investigation of the Efficacy of the Program on the Development of L1 and L2 Literacy Achievement**
Jaran Shin, *University of California, Berkeley*
Misty Sailors, *The University of Texas at San Antonio*
James V. Hoffman, *The University of Texas at Austin*
Nicola McClung, *University of San Francisco*
P. David Pearson, *University of California, Berkeley*

10:30 pm - 12:00 pm • PAPER SESSION
Oak Cliff 1 - Level 5

Literacy Interventions

Chair:

Jane Bean-Folkes, *Rowan University*

Discussant:

Kathy Ganske, *Vanderbilt University*

1. **A Multi-Pronged Approach to Supporting Students' Literacy Success in Early Elementary Classrooms**
Alyssa Boardman, *University of Minnesota*
Lori Helman, *University of Minnesota*

2. **Perspective Speaking: Using Echolalic Speech to Elicit Language**
Hannah M. Dostal, *Southern Connecticut State University*
Jessica Nina Lester, *Washington State University*
Kelli Ellenbaum, *Red Door Pediatric Therapy*
3. **Transformative Literacy: How Do We Improve Comprehension Skills in Children with Asperger's Syndrome and High-Functioning Autism?**
Gwyn W. Senokossoff, *Florida International University*

10:30 am - 12:00 pm • PAPER SESSION
Oak Cliff 2 - Level 5

Heteronormativity and the Literacy of Gender

Chair:

Christopher B. Crowley, *University of Wisconsin-Madison*

Discussant:

Lynn Sanders-Bustle, *University of Southern Mississippi*

1. **Breaking the Silence: Preparing Preservice Teachers to Disrupt Heteronormativity**
Sara Staley, *University of Colorado Boulder*
Bethy Leonardi, *University of Colorado Boulder*
2. **Disrupting Genderism in Schools: A Critical Analysis of Transgender Trade Books**
Scott Ritchie, *Kennesaw State University*
Dudgrick Bevins, *Kennesaw State University*
3. **Examining Teenagers' (Re)writing and (Re)crafting of Gender Ideologies in the Language of an Online Character Role-Play**
Stacy Haynes-Moore, *University of Iowa*

10:30 am - 12:00 pm • PAPER SESSION
South Side 1 - Level 3

Critical Multimodalities in Practice

Chair:

Kristine E. Pytash, *Kent State University*

Discussant:

Sheri Vasinda, *Oklahoma State University*

1. **Raising Your (photo)Voice: A School-University Partnership Exploring an American Dream**
Sarah Vander Zanden, *University of Northern Iowa*
Sarah Montgomery, *University of Northern Iowa*
Ashley Jorgensen, *University of Northern Iowa*
Zak Montgomery, *Wartburg College*

2. **The Write Stuff: Graduate Students and Professors' Perspectives on Learning to "Do" Academic Writing**
Jill Kedersha McClay, *University of Alberta*
Julie Teske, *University of Alberta*
3. **Sharing the Daily News: A CHAT Analysis across Multiple Timescales**
Sultan Kilinc, *Arizona State University*
Michelle E. Jordan, *Arizona State University*

10:30 am - 12:00 pm • PAPER SESSION
South Side 2 - Level 3

Reinforcement of Critical Literacy & Social Justice through Interaction with Multimodal/Digital Literacies & Global Literature

Chair:

Amanda Haertling Thein, *University of Iowa*

Discussant:

Amanda Haertling Thein, *University of Iowa*

1. **Exploring the Intersection of Human Rights and Literacy through Global Literature, Cosmopolitan Critical Literacy, and Digital Storytelling with Adolescents in an International Charter School**
Judith M. Dunkerly-Bean, *Old Dominion University*
Thomas W. Bean, *Old Dominion University*
Khaled Abedalrazeq, *University of Nevada, Las Vegas*
Jamie Colwell, *Old Dominion University*
2. **Remixing Bosnian History through Digital Literacy Practices: Transformative Potential of YouTube Commentary Spaces**
Delila Omerbasic, *University of Utah*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
Trinity 1 - Level 3

Put Your Digital Literacies and Writing Where Your Reading Is: A Call to Examine Our Teacher Education Programs

Chair:

Devon Brenner, *Mississippi State University*

This alternative session will engage participants in activities and critical conversations on commitments to reading, writing and digital literacies in teacher education programs. The session will: share a framework for teacher education beyond reading; share data suggesting writing and digital/information literacies receive less attention; invite participants to investigate their own institutions;

facilitate reflection on findings and implications for teacher preparation. Key points will be collected and a summary of session disseminated following the conference.

Presenter:

Kevin Dupre, *Athens State University*

10:30 am - 12:00 pm • SYMPOSIUM
Trinity 2 - Level 3

Supporting Underserved Latina/o Adolescents' Writing within a Multimodal, Web-Based Intervention Multicultural Setting

Chair:

Charles K. Kinzer, *Teachers College, Columbia University*

Discussant:

Aaron Chia Yuan Hung, *Adelphi University*

We report third-year findings of an IES-funded intervention to improve Latina/o adolescents' academic writing by developing/testing a theoretically grounded web-based space. The environment is bilingual and based on an anchored instruction model incorporating a STEPS+G mnemonic that facilitates exploration/understanding of content. Multilayered data-sets, including videotaped instructional sessions using the online system in two Bronx schools, show emergent bilinguals collaborating on and offline, using translanguaging to accomplish tasks, and positively applying STEPS+G elements in their writing.

1. Examining the Collaborative and Covert Practices of Adolescent Emergent Bilinguals in an Online Writing Intervention

Briana Ronan, *Teachers College, Columbia University*
Jean Kim, *Teachers College, Columbia University*

2. Emergent Bilinguals' Translanguaging During Online Task-Activities

Jo Anne Kleifgen, *Teachers College, Columbia University*
Andrea Lira, *Teachers College, Columbia University*

3. Emergent Bilinguals' Use of Embedded Scaffolds to Construct Text in an Online Writing Space

Andrea Lira, *Teachers College, Columbia University*
Briana Ronan, *Teachers College, Columbia University*
Charles K. Kinzer, *Teachers College, Columbia University*

10:30 to 12:00 pm • SYMPOSIUM
Trinity 3 - Level 3

Transformative Multimodal Literacies with Young Children

Chair:

Margaret Vaughn, *University of Idaho*

Discussant:

Jerome C. Harste, *Indiana University*

The theme of the conference invites researchers to consider transformative literacy practices and ways of researching. This panel explores transformative multimodal literacy teaching and learning in three early childhood contexts. We argue that the literacy practices we witnessed provide spaces to value children's voices, identities, agentic moves, and play-like-ways of doing literacies. Our research studies also demonstrate transformation through the application of theories and methodologies not traditionally used to study early childhood literacy.

1. The Possibility of Place: Literacy and Multimodality in a Rural Kindergarten

Margaret Vaughn, *University of Idaho*

2. "Go Be a Writer": Materials and Time/Space as Discourses in Literacy Learning

Candace Kuby, *University of Missouri*
Tara Gutshall, *Columbia Public Schools*
Jessica Kirchhofer, *University of Missouri*

3. "There's Nothing That Booms:" Tension, Collaboration, and Multimodality in the Print-Centric Classroom

Nicholas E. Husbye, *University of Missouri - St. Louis*

10:30 am - 12:00 pm • PAPER SESSION
Trinity 4 - Level 3

New Media, Adolescents, and Identity

Chair:

Marcy Zipke, *Providence College*

Discussant:

Natasha Heny, *University of Virginia*

1. "I Get My Work Done": How Adolescents Manage Their Lives, Literacy, and Learning in Digitally-Rich Classrooms

Mary Frances (Molly) Buckley, *Cleveland State University*

2. "In Average Range" Offline, but Struggling to Construct Meaning Online: Lessons Learned

Sarah Michelle Schira Hagerman, *Michigan State University*

10:30 to 12:00 pm • SYMPOSIUM
Trinity 5 - Level 3

Intercultural Understanding through Global Children's Literature

Chair:

Kathy G. Short, *University of Arizona*

Discussant:

Kathy G. Short, *University of Arizona*

The development of intercultural understanding is becoming a necessity. This symposium focuses on global children's literature as an educational tool for developing intercultural understanding. Three research projects look specifically at the educators, the texts, and the readers.

1. **Developing Intercultural Competence through Global Literature and Educator Study Groups**
Susan Corapi, *University of Arizona*
2. **Cross-Cultural Issues in Translating Children's Literature**
Mi-Kyoung Chang, *University of Arizona*
3. **Constructing Intercultural Understanding through Translated Children's Literature**
Ke Huang, *University of Arizona*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
Trinity 6 - Level 3

Big Theory in Literacy: Still Transformative after All These Years?

Chair:

George G. Hruby, *University of Kentucky*

Discussant:

James Cunningham, *University of North Carolina at Chapel Hill*

In this PechaKucha-based alternative session, we propose to interrogate the current state of "Big Theory," or meta-theory, in literacy education scholarship with a particular focus on how it has transformed literacy research and practice in the past, and what role, if any, it might play in the future, particularly regarding issues of equity and justice in and through literacy education.

1. **Is Big Theory in Literacy Passé, or Just Running Late?**
George G. Hruby, *University of Kentucky*

2. **First PechaKucha Panel: Big Theory Past and Present**
Deborah R. Dillon, *University of Minnesota*
Mark Allen Dressman, *University of Illinois at Urbana-Champaign*
Mona Matthews, *Georgia State University*
Mary McVee, *University at Buffalo*
3. **Second PechaKucha Panel: Current and Future Challenges for Big Theory**
Elizabeth Dutro, *University of Colorado Boulder*
Kevin Leander, *Vanderbilt University*
Alfred Tatum, *University of Illinois at Chicago*
David B. Yaden, Jr., *University of Arizona*

10:30 am - 12:00 pm • SYMPOSIUM
Trinity 7 - Level 3

What Specialized Literacy Professionals Need to Know and Be Able to Do: Voices from the Field

Chair:

Jack Cassidy, *Texas A&M University-Corpus Christi*

Discussant:

Laurie Elish-Piper, *Northern Illinois University*

Three essential questions about the role of specialized literacy professionals are addressed: What preparation would have better prepared them for their roles? What skills, knowledge, and aptitudes do they see as essential to success? What major challenges do they face and what are the positive aspects of their roles? Qualitative data from a national survey of specialized professionals are analyzed. A discussant will address policy and practice issues.

1. **Preparing Specialized Literacy Professionals for their Complex Roles**
Diane Kern, *University of Rhode Island*
Rita M. Bean, *University of Pittsburgh*
2. **Specialized Literacy Professionals: Challenges and Positive Aspects of Their Roles**
Virginia Goatley, *University at Albany*
Barbara A. Marinak, *Mount St. Mary's University*
Rebecca Benjamin, *University at Albany*
3. **What Specialized Literacy Professionals View as Essential to Their Success**
Elizabeth G. Sturtevant, *George Mason University*
Kristine Calo, *Hood College*
Melissa R. Pierczynski, *George Mason University*

10:30 am - 12:00 pm • PAPER SESSION
Victory Park 1 - Level 5

Forming Expanded Notions of Literacy: Beyond a Paradigm of Reading and Writing

Chair:

Kirsten Dara Hill, *University of Michigan-Dearborn*

Discussant:

Kara L. Lycke, *Illinois State University*

1. **Secondary Literacies Promoting Local Community Economic Security: A Five-Semester Study of Service-Learning Activism**
George Lovell Boggs, *Florida State University*
2. **Word Generation Randomized Trial: Discussion Mediates the Impact of Program Treatment on Civic Participation**
Alex Lin, *University of California, Irvine*
Joshua F. Lawrence, *University of California, Irvine*
3. **The Map and the Street View: Transforming our Vision of Literacy**
Margaret Mackey, *University of Alberta*

10:30 am - 12:00 pm • PAPER SESSION
Victory Park 2 - Level

Understanding Developmental Word Knowledge Across Groups

Chair:

Wendy Williams, *Arizona State University*

Discussant:

Kathleen Marie Alley, *Mississippi State University*

1. **The Contribution of Morphological Knowledge to 7th Grade Students' Reading Ability**
Kouider Mokhtari, *The University of Texas at Tyler*
Joanna Lynn Neel, *The University of Texas at Tyler*
Abbey Matatall, *The University of Texas at Tyler*
Andrea Richards, *The University of Texas at Tyler*
2. **Transformative Literacy: Two Adolescent Songwriters' Self-Sponsored Writing Practices**
Wendy Williams, *Arizona State University*

10:30 am - 12:00 pm • PAPER SESSION
West End - Level 5

Literacy Teaching With Culturally and Linguistically Diverse Adolescents

Chair:

Christine Hardigree, *The University of Virginia*

Discussant:

Patience A. Sowa, *Zayed University*

1. **Finding Yourself in a Book: Marginalized Adolescent Identity Development through Literacy Engagements**
Anthony Johnston, *University of California, Berkeley*
2. **Complex Adaptive Teaching: Setting Conditions for Transformative Literacy for Adolescent English Learners**
Leslie Patterson, *University of North Texas*
Juan Jose Araujo, *Texas A&M University-Commerce*
Carol D. Wickstrom, *University of North Texas*
Carol Lee Revelle, *University of North Texas*
Jannelle Quintans Bence, *Coppell Independent School District*
3. **The Synergistic Literacy Project: Examining Best Practices for Serving Linguistically Diverse Adolescents**
Christine Hardigree, *The University of Virginia*

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
White Rock 1 - Level 5

From Workshop to Playshop: Changing Literacies in Young Children's Collaborative Storying, Play, and Media Production

Chair:

Karen Wohlwend, *Indiana University*

What happens when young children story together, produce digital films, and collaborate around a played text in literacy playshops, classrooms where teachers encourage play and filmmaking as productive literacies and use children's popular media interests as literacy resources? Participants will circulate among five conversational circles to view and discuss video vignettes from ethnographic research on play-based literacy curricula designed to encourage young children to collaboratively author their own videos and to transform popular media texts.

1. **Modal Complexity in Young Children's Collaborative Play, Storying, and Media Production**
Karen Wohlwend, *Indiana University*

2. **Negotiating Meanings with an Expanded Tool Set: Young Children Co-Author a Storyboard for Film Production**

Beth Anne Buchholz, *Indiana University*

3. **A Tale of Two Storyboards: Textual and Embodied Resources for Literacy**

Linda Coggin, *Indiana University*

4. **Invited to Play through Popular Media: Poverty, Race and Social Circles in Preschool**

Christy Wessel Powell, *Indiana University*

5. **“You Wouldn’t Understand What We’re Doing:” Modal Layering as Creative Literacy Practice**

Nicholas E. Husbye, *University of Missouri-St. Louis*

10:30 am - 12:00 pm • PAPER SESSION
White Rock 2 - Level 5

Exploring Identity and Language Connections

Chair:

Patriann Smith, *University of Illinois at Urbana-Champaign*

Discussant:

Lara J. Handsfield, *Illinois State University*

1. **The Language Learning Project: The Role of Cultural Sponsorship, Motivation, and Sense of Self In Becoming Literate in a Language**

Anke J. Z. Sanders, *University of Texas at Austin*

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

Jeong-bin Park, *The University of Texas at Austin*

2. **Found in Translation: Negotiating Identity and Agency through Collaborative Translation**

Mikel Cole, *Clemson University*

Samuel David, *Vanderbilt University*

3. **Preservice Teachers’ Approximations of Literacy Instruction During a Multilingual, Multimodal Field Experience**

Aimee Frier, *University of South Florida*

Jenifer Schneider, *University of South Florida*

Patriann Smith, *University of Illinois at Urbana-Champaign*

11:20 am - 12:00 pm • ROUNDTABLE SESSION
Katy Trail - Level 2



Roundtable Session 6B

I. **The Literacy Moment: A Theory for Understanding the Transactional Nature of Literacy Motivation for Young Mothers in Ireland**

Heidi Davey, *Northern Illinois University*

II. **The Quality of Reading Recovery Students’ Writing Compared to Average Writers**

Hwewon Kim, *The Ohio State University*

Lea M. McGee, *The Ohio State University*

III. **The Vocabulary Gap: A Review of the Research on Socio-economic Status and Vocabulary Development**

Joanna Newton, *George Mason University*

IV. **Transformation Within a Department: An Exploration of a Department Chair’s Vision and Collaboration with a Colleague to Implement Writer’s Notebooks**

Caron M. St. Onge, *The University of Texas at Austin*

V. **Transformation of Literacy Practices: A Longitudinal Study of Teachers in Their First Years**

Amy D. Broemmel, *University of Tennessee*

Betty S. Blanton, *Roane County Schools*

Elizabeth A. Swaggerty, *East Carolina University*

VI. **Transformative Digital Writing: Exploring a Social Justice Curriculum in Two Second-Grade Classrooms**

Rebecca S. Anderson, *University of Memphis*

Therese K. Barb, *University of Memphis*

Jessica S. Mitchell, *University of Memphis*

Rachael F. Thompson, *University of Memphis*

VII. **Transformative Literacy Curriculum: Teachers Learning about LGBTQ Young Adult Literature**

Julie Warner, *Teachers College, Columbia University*

VIII. **Transforming Graduate Literacy Education to Meet the New Realities**

Charlotte Frambaugh-Kritzer, *University of Hawaii at Manoa*

Andrea Bartlett, *University of Hawaii at Manoa*

IX. **Transforming Literacy Practices: Tablet Integration as a Means of Access and Possibility**

Faryl Kander, *Oklahoma State University*

Sheri Vasinda, *Oklahoma State University*

12:00 pm - 1:00 pm • STUDY GROUPS

Adult Literacy Research Study Group • *Arts District 5 - Level 2*

Graphic Novels in Education • *Deep Ellum A - Level 2*

The purpose of this study group is to address the need for the formulation and dissemination of empirical research studies about using graphic novels in literacy education. The combination of words and images used in the sequential art media found in graphic novels offer a complex, and up to now under-theorized, platform of study. Our ultimate goal is to create and support work to develop a research base regarding graphic novels in literacy education.

Presenter:

Hannah Gerber, *Sam Houston State University*

Teacher Education Research Study Group (TERSG) • *Deep Ellum B - Level 2*

Critical Witnessing: Envisioning Safe Spaces for Critical Conversations • *Greenville Avenue - Level 2*

Those working with youth who have survived trauma have undoubtedly been witnesses to strands of testimonial narratives. However, high stakes testing, common core standards, and district curriculum leave little room for classrooms to handle these stories. We take up critical witnessing - "a self-conscious attention to both connection and difference between one's own and others' testimonies" - as a conceptual lens in our work, anticipating how it may promote resiliency for students and transform pedagogy.

Presenters:

Elizabeth Dutro, *University of Colorado Boulder*
 Michael Wenk, *University of Colorado Boulder*
 Michael Dominguez, *University of Colorado Boulder*
 Mary Ellen Miller, *Vanderbilt University*

Transnationalism in 21st Century Schools: Multilingual/Transnational Literacies Study Group • *Oak Cliff 1 - Level 5*

The purpose of this study group is to generate a discussion that will explore the complex ways that issues of culture and language intersect for an increasingly multilingual and multicultural student population in U.S. schools and beyond. By transnationalism we mean the movement of people, media, language, and goods between distinct nation states, particularly that which flows in both directions and is sustained over time.

Doctoral Students' ICG series: The Publication Process • *Oak Cliff 2 - Level 5*

The 2013 DSCIG Study Group series will focus on the publication process. Topics will include: From Dissertation to Publications with Dr. Leigh A. Hall (Wednesday); The Path from LRA Presentation to *Journal of Literacy Research* Publication with Drs. Patricia L. Anders and David B. Yaden, Jr. (Thursday); The Publication Process for *Reading Research Quarterly* with Drs. Linda B. Gambrell and Susan B. Neuman (Friday); and the annual Sara Bruce McCraw Doctoral Student Networking Session (Saturday).

Presenters:

Leigh A. Hall, *University of North Carolina at Chapel Hill*
 Patricia L. Anders, *University of Arizona*
 David B. Yaden, Jr., *University of Arizona*
 Linda B. Gambrell, *Clemson University*
 Susan Neuman, *University of Michigan*

Writing Research Study Group: Early Writing and Teachers of Early Writers • *South Side 1 - Level 3*

It is essential for writing instruction to support monolingual and bilingual writers, and for teachers to be provided with clear guidance about how to develop students' writing competences. Early writing research often emphasizes the development of skills, but writing is far more complex than the application of orthography and writing fluency. The focus of this study group is on research on early literacy and instruction for supporting young children's writing teachers' approaches.

Presenters:

M. Susan Burns, *George Mason University*
 Julie K. Kidd, *George Mason University*
 Doug Kaufman, *University of Connecticut*
 Ekaterina Midgette, *The College of Saint Rose*

Narratives and Counternarratives: Critical Race Theory, LatCrit, and AsianCrit • *South Side 2 - Level 3*

We, Critical Race Theory (CRT) group members, are committed to learn about and approach our racial others in our K-12 and college classrooms. This is why we continue our racial discussions at LRA. We must: 1) create racial harmony in light of moving racial discussions forward; and 2) strive to hear all (counter)narratives and learn to accept racial others. Because, our future depends on us to create racial harmony not animosity.

Presenters:

Judson Laughter, *University of Tennessee*
 Robert J. LeBlanc, *University of Pennsylvania*
 Tracey L. Kumar, *Southeastern Louisiana University*

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher · *Trinity 1 - Level 3*

This study group will bring together those interested in researching, investigating, and practically implementing 21st Century literacy skills through the application of Web 2.0 tools in the literacy classroom. This study group will be arranged to highlight one type of Web 2.0 tool each day with a focus on application, assessment, and research methodologies.

Presenters:

Katina Zammit, *University of Western Sydney*
 David M. Lund, *Southern Utah University*
 Greg McVerry, *Southern Connecticut State University*
 Joan A. Rhodes, *Virginia Commonwealth University*
 Karen E. Smith, *University of Manitoba*
 Jonathan T. Bartels, *University of North Carolina at Chapel Hill*

Approaches to Video Data Analysis in Literacy Research · *Trinity 2 - Level 3*

Our study group is designed to better understand the cognitive and social complexities of literacy through video analysis. We welcome individuals who are just beginning to explore how video data might enrich their own areas of research as well as those who have collected video data and are hoping to generate innovative ideas for organizing, analyzing, and sharing their data with others.

Conducting and Publishing Formative Experiments · *Trinity 3 - Level 3*

This study group presents and discusses a framework that has guided several formative experiments published in top literacy journals. The framework consists of questions that provide conceptual coherency to guide data collection, analysis, and reporting along with phases for conducting and reporting experiments. Participants will critique and comment on the framework in relation to their previous, in-progress, or contemplated research. The intent is to seek consensus and to increase rigor and the odds for publication.

Presenters:

David Reinking, *Clemson University*
 Deanna Ramey, *Clemson University*

Literacy Lab/Reading Clinic Study Group · *Trinity 5 - Level 3*

The 2013 Literacy Lab/Reading Clinic Study Group sessions offer directors of literacy labs and reading clinics opportunities to share successes, concerns, and research

interests. This study group is of utmost importance given the national agenda to provide more clinically rich experiences in teacher preparation (Duncan, 2009; NCATE, 2010). In 2012, more than thirty people attended each session of the Literacy Lab/Reading Clinic Study Group in San Diego, California.

Living the Writerly Life in Academia · *Trinity 6 - Level 3*

Flourishing in academia is no small feat. Best practices in writing are often neglected as faculty struggle to balance competing demands on their time. This study group explores and offers models of support for being successful in living the writerly life in academia.

Presenters:

Elizabeth A. Swaggerty, *East Carolina University*
 Terry S. Atkinson, *East Carolina University*
 Robin R. Griffith, *Texas Christian University*
 Johna L. Faulconer, *East Carolina University*

Response to Intervention: Theory, Research, and Reform of RTI as Transformative Process in an Age of Reform · *Trinity 7 - Level 3*

This study group focuses on RTI Theory, Research, and Reform and how LRA members can expand strategic opportunities critiquing RTI to ensure that it is a transformative process that acknowledges the ways that culture, knowledge, and languages intersect and affect the implementation of RTI. Topics to be discussed include areas such as: RTI and Common Core, Misconceptions, and the role of LRA members in setting transformative policy in an age of reform and accountability.

Approaches to Discourse Analysis · *Victory Park 1 - Level 5*

The Approaches to Discourse Analysis Study Group has two purposes: to develop publications (e.g., articles) and to support researchers of all experience levels with discourse analysis research in literacy. In 2013, we will continue the discussion of the publications and collaborations by further exploring the relationship between methodology, theoretical framework, and the educational projects we take on in our work as literacy researchers and teacher researchers.

Word Study Study Group · *West End - Level 5*

Facilitators share their research and guide the discussion among attendees. The topics over the days include: 1) Word Study with Struggling Readers: Assessment, instruction, online tutoring and mentoring, RtI, vocabulary learning; 2) Word Study Research Designs: Methodologies,

FRIDAY

pitfalls and mistakes that researchers make in developing assessments, validations, and large scale testing of orthographic knowledge. How is growth measured;? and 3) CCSS and Word Study: Vocabulary, assessment items, vocabulary instruction, academic language, English learners, foundational instruction

Presenters:

LaTisha Hayes, *University of Virginia*
Marcia Invernizzi, *University of Virginia*
Dianna Townsend, *University of Nevada, Reno*
Kristin M. Gehsmann, *Saint Michael's College*

1:15 pm - 2:45 pm • PAPER SESSION
Arts District 4 - Level 2

Exploring Preservice Teachers' Beliefs about Reading, Writing, and/or Argumentative Discourse

Chair:

Lisa Zawilinski, *University of Hartford*

Discussant:

Lisa Zawilinski, *University of Hartford*

The papers in this session examine different facets of preservice teachers' habits, attitudes, and beliefs about literacy and literacy teaching and learning.

1. Four Preservice Teachers' Understanding of Argumentative Discourse

Manya Lisa Chappell, *Mississippi State University*

2. The Peter Effect Revisited: A Study of the Reading Habits and Attitudes of College Students

Tony Applegate, *Holy Family University*

Mary D. Applegate, *St. Joseph's University*

3. Impact of a Writing for Elementary Educators Course on Preservice Teachers' Writing, Attitudes, and Plans for Future Writing Instruction

Vicki McQuitty, *Towson University*

1:15 pm - 2:45 pm • PAPER SESSION
Arts District 5 - Level 2

Discoursing: Literacy and Technology

Chair:

Vaughn W. M. Watson, *Teachers College, Columbia University*

Discussant:

David Bloome, *The Ohio State University*

1. Discourses of Engagement and Resistance to Digital Media in the English Classroom

Mary Beth Hines, *Indiana University*

Michael Kersulove, *Indiana University*

Leslie Sorg, *Indiana University*

2. Toward a Framework for Web-Mediated Knowledge Synthesis

Michael DeSchryver, *Central Michigan University*

3. Onward from Orthodoxy: Reviewing the Literature on Young Writers in (Digital) Public

Audra K. Roach, *The University of Texas at Austin*

1:15 pm - 2:45 pm • SYMPOSIUM
Cedars - Level 2

Authoring Signs of Ourselves: Multimodal Composing across Multiple Contexts

Chair:

William Kist, *Kent State University*

Discussant:

Kristien Zenkov, *George Mason University*

The goal of this symposium is to explore how autobiographical multimodal compositions afford students opportunities to represent their lived experiences and literacy identities. Three studies will be presented that focus on autobiographic multimodal compositions in different classroom settings. This symposium stands to share the possibilities and challenges for teaching, learning, and literacy when classrooms and schools avail themselves to the range of modes and media available to them.

1. Multimodal Autobiography: What Signs Do Six-Year-Olds Use to Represent Their Lives?

Katherine E. Batchelor, *Kent State University*

William Kist, *Kent State University*

Melanie Kidder-Brown, *Kent State University*

2. "It's My Pride:" Youths' Composing and Identities in a Juvenile Detention Facility

Kristine E. Pytash, *Kent State University*

3. "Language is More Than Just Words": Multimodal Explorations of Language, Culture, and Identity in a High School Humanities Classroom

Mary Frances (Molly) Buckley, *Cleveland State University*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Deep Ellum A - Level 2

Discussing Discussants at the LRA Conference: How to Get One, How to Be One, How to Leverage One

Chair:

Kelly Chandler-Olcott, *Syracuse University*

This alternative session takes the position that discussants can help promote high-quality intellectual discourse about literacy research, while acknowledging valid criticisms about how the role is sometimes enacted. Through a series of short presentations, case studies of interactions with discussants, and conversation with audience members, we hope to generate dialogue within LRA about the varied ways members might secure, be, and leverage discussants to enhance scholarship during the annual meeting and beyond.

1. **Why We Still Need Discussants**
Kelly Chandler-Olcott, *Syracuse University*
2. **How to Get a Discussant**
Elizabeth C. Lewis, *Dickinson College*
3. **How to Be a Discussant**
Maria E. Franquiz, *The University of Texas at Austin*
George G. Hruby, *University of Kentucky*
William Ian O'Byrne, *University of New Haven*
4. **How to Leverage a Discussant**
Jen Scott Curwood, *University of Sydney*
Jayne C. Lammers, *University of Rochester*
Alecia Marie Magnifico, *University of Illinois at Urbana-Champaign*
5. **Extending the Conversation**
Jill Kedersha McClay, *University of Alberta*

1:15 pm - 2:45 pm • SYMPOSIUM
Deep Ellum B - Level 2

A Connected Learning Approach to Transformative Literacy

Chair:

Andrea Bien, *University of Colorado Boulder*

Discussant:

Cathy Compton-Lilly, *University of Wisconsin-Madison*

Through the papers presented in this symposium we argue for taking a connected learning (Ito et al., 2013) approach to transformative literacy. Connected Learning is defined as learning that is socially connected, interest-driven, and oriented towards educational and economic opportunity. We address connected learning and transformative

literacy across online and offline networks, activities and relationships. Our work centers on collaborations among the researchers and Latino youth and families, and the online practices of youth.

1. **Connected Learning and Transformative Literacy in a Professional Wrestling Fan Community**
Crystle Martin, *University of California, Irvine*
2. **Connected Learning and Syncretic Pedagogies: Leveraging Everyday Knowledge and Literacy Practices to Address Complex Social and Scientific Problems**
Lisa Hope Schwartz, *University of Colorado Boulder*
Kris Gutierrez, *University of Colorado Boulder*
3. **Photographing Values: Family Photography, Dialogue, and Agency in Connected Learning**
Michael Dominguez, *University of Colorado Boulder*
Lisa Hope Schwartz, *University of Colorado Boulder*
Daniela DiGiacomo, *University of Colorado at Boulder*
4. **Relationships and Tinkering: The Generative Power of the Relationship as a Tool for Expansive Literacies and Learning**
Daniela DiGiacomo, *University of Colorado at Boulder*
Kris Gutierrez, *University of Colorado Boulder*
Lisa Hope Schwartz, *University of Colorado Boulder*

1:15 pm - 2:45 pm • SYMPOSIUM
Greenville Avenue - Level 2

Story as Meaning-Making in Early Childhood Education

Chair:

Julia Lopez-Robertson, *University of South Carolina*

Discussant:

Carmen M. Martinez-Roldan, *Teachers College, Columbia University*

Story is a mode of knowing, one of the primary ways in which we think and construct meaning from our experiences. This symposium focuses on research conducted within a framework based on story and funds of knowledge and a focus on family/school partnerships. These studies examine the understandings, obstacles, and transformations that occur when a conceptual understanding of story is integrated into teacher education courses and early childhood classrooms.

1. **Developing Understandings of Story as Curriculum**
Dorea Kleker, *University of Arizona*
2. **Connecting to Funds of Knowledge through Story**
Kathy G. Short, *University of Arizona*
3. **Building Intercultural and Global Understanding through Play and Story**
María V. Acevedo, *University of Arizona*

1:15 pm - 1:55 pm • **ROUNDTABLE SESSION**
Katy Trail - Level 2

Roundtable 7A

- I. **Transforming Perceptions of Literacy through Response to a Graphic Novel**
Janelle B. Mathis, *University of North Texas*
Yi-Ping (Ruby) Wang, *University of North Texas*
Barbara Stone, *University of North Texas*
Joy Blackwell, *University of North Texas*
Jayne Ann Doneskey, *University of North Texas*
Laura E. Slay, *University of North Texas*
- II. **Transforming Preservice Teachers through “New Nonfiction”**
Sharon O’Neal, *Texas State University-San Marcos*
Abby Brady, *Education Service Center, Region XIII*
- III. **Transforming Teachers and Teaching through Individual Professional Development Opportunities**
Amy D. Broemmel, *University of Tennessee*
Kristi D. Swafford, *The University of Tennessee*
- IV. **Transforming Digital Literacies: What Online Lesson Plans Tell Us about Digital Media and Literacy as Learning Tools for the 21st Century**
Maryellen Ohrnberger, *Arizona State University*
Elisabeth Hayes, *Arizona State University*
- V. **Two Teacher Educators Transform Their Content Area Literacy Courses to Include a Disciplinary Literacy Focus**
Charlotte Frambaugh-Kritzer, *University of Hawaii at Manoa*
Elizabeth Petroelje Stolle, *Grand Valley State University*
- VI. **Understanding the Relationship of Multiple Modes of Communication through the Look to Learn Project: A Study of the Interplay of Visual Art, Talk, and Writing**
Carolyn Walker Hitchens, *Ball State University*
- VII. **Up-Scaling a Collaborative Professional Development Intervention to Improve Literacy Outcomes in High-Poverty Elementary Schools: Outcomes for Year One**
Eithne Kennedy, *St. Patrick’s College*
Gerry Shiel, *St. Patrick’s College, Dublin*
Maria O’Rourke, *St. Patrick’s College*
- VIII. **Using Global Literature and Developing Global Awareness: A Teacher Study Group**
Karla J. Moller, *University of Illinois at Urbana-Champaign*
- IX. **Using Literacy-Based Approaches in Mathematics Preservice Teacher Education: Thinker-Doer Problem Solving as Dialogic Practice**
Kristy L. Dunlap, *James Madison University*

1:15 pm - 2:45 pm • **SYMPOSIUM**
Oak Cliff 1 - Level 5

Conceptualizing, Identifying, and Leveraging Resources for ELLs’ Literacy Learning

Chair:

Kate Brayko, *University of Montana*

Discussant:

Sara Nachtigal, *University of Washington, Seattle*

With ‘resources’ as a unifying thread, presenters will share frameworks and findings from inquiries in a variety of ELL learning contexts (dual language immersion program, community-based afterschool program, mainstream elementary school, and secondary content area classrooms). Collectively, the papers call for the field to think broadly and strategically about resources that can be leveraged for learning, and better understand some of the factors that constrain the full utilization of these resources.

1. **Dual Language Teachers’ Use of Conventional, Environmental, and Personal Resources to Support Oral Academic Language Development**
Audrey Lucero, *University of Oregon*
2. **Recognizing Resources across Borders: Student and Community Strengths as the “Stuff” of Instructional Intervention**
Kate Brayko, *University of Montana*
3. **Partnerships with ELL Coaches: How Mainstream Teachers Leverage Human Resources inside an Elementary School**
Kerry Soo Von Esch, *University of Washington*
4. **The ELL Facilitator as a Resource for Developing Mainstream Secondary Teacher Capacity**
Felice Atesoglu Russell, *Kennesaw State University*

1:15 pm - 2:45 pm • PAPER SESSION
Oak Cliff 2 - Level 5

Current Issues in the Preparation of Preservice Secondary Teachers

Chair:

Carol D. Wickstrom, *University of North Texas*

Discussant:

Nora A. Vines, *Appalachian State University*

The three papers in this session explore contemporary issues in the preparation of preservice secondary teachers. One paper explores the transformative potential of multimodal composing with preservice teacher candidates. A second paper examines how to prepare preservice teachers to work with the Common Core State Standards. The final paper examines how preservice teachers use web sources in their work as educators.

1. **Addressing the 'Shift': Preparing Preservice Secondary Teachers for the Common Core**
Steve Hart, *California State University, Fresno*
Stephanie M. Bennett, *Mississippi State University*
2. **How Do Preservice Secondary English Teachers Identify Web Sources for Their Lesson Planning? A Think-Aloud Study**
Byeong-Young Cho, *Iowa State University*
Lindsay Woodward, *Iowa State University*
3. **The Transformative Potential of Multimodal Composing with Preservice English Teachers**
Lindy Louise Johnson, *University of Georgia*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
South Side 1 - Level 3

Identity, Meaning-Making, and Comprehension Instruction

Chairs:

Leigh A. Hall, *University of North Carolina at Chapel Hill*

Lara J. Handsfield, *Illinois State University*

Discussant:

Kathleen Mary Collins, *Pennsylvania State University*

Because learning transforms both what people know and who they are as knowers, making meaning is tied up with making identities. However, virtually no studies have explicitly explored comprehension instruction and identity. This 90-minute alternative format session foregrounds research from different theoretical perspectives and instructional contexts that examine comprehension instruction, identity, and meaning-making.

Together these studies address intersections between knowledge construction, language, culture, and power, with implications for instruction and teacher development.

1. **The Construction of "The Reader" in Comprehension Research: A Critical Review**
Lara J. Handsfield, *Illinois State University*
2. **Becoming Active, Engaged, Agentive Readers**
Emily Whitecotton, *University of South Carolina*
Deborah Ann MacPhee, *Illinois State University*
3. **Comprehension, Identity, and Critical Literacy Teaching: Two Teachers Making Meaning of Children's Literature**
Grace Enriquez, *Lesley University*
4. **Changing Identities, Silencing Voices: Navigating the Complex World of Adolescent Reading Identities and Peer Relationships**
Leigh A. Hall, *University of North Carolina at Chapel Hill*

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
South Side 2 - Level 3

Digital Rhetoric: Transformative Contexts for Composing

Chair:

Dana Wilber, *Montclair State University*

Discussant:

Sean P. Connors, *University of Arkansas*

This session explores the issue of audience in five studies of new media composing contexts (blogs, social media, a television broadcast, virtual posters, and podcasts). The researchers, from K-12 and college contexts, will present data for consideration in discussion groups. After small groups consider the data presented, session participants will combine for a whole group discussion of how audience matters in new contexts for composing, and how our findings address the conference theme.

1. **Digital Rhetoric: Transformative Contexts for Composing**
Julie Warner, *Teachers College, Columbia University*
Dana Wilber, *Montclair State University*
Rachel Karchmer-Klein, *University of Delaware*
Michael Ayers, *University of Iowa*
Korina Jocson, *Washington University in St. Louis*

1:15 to 2:45 pm • SYMPOSIUM
Trinity 1 - Level 3

Reading and (Re)Writing the World: Teacher Education for Transformative Literacies

Chair:

Nathan Phillips, *Vanderbilt University*

Discussant:

Nathan Phillips, *Vanderbilt University*

The presentations in this symposium offer perspectives on engaging preservice teachers in transformative literacies. Whether helping preservice teachers read students' worlds from an asset perspective, critically interrogating multimodal texts, engaging in a sociopolitical analysis through a lens of power and privilege, or re/writing the world through text production and taking agency for justice, teacher educators deploy a range of literacies that have the potential to disrupt hegemonic discourses and create possibilities for social change.

1. Teacher Identity and Agency in a Critical Literacies Course

Scott Ritchie, *Kennesaw State University*

2. Finding the Need for Critical Pedagogy through Individualized Literacy Instruction in One-on-One Literacy Education

Christopher Hansen, *Illinois State University*

3. Engaging Preservice Teachers with Critical Digital Literacy Practices

Ryan M. Rish, *Kennesaw State University*

4. Asians are Not Model Minorities: A Qualitative Study of Preservice Educators' Understanding of Social and Educational Inequality in Two Social Foundations of Education Courses

Nicholas Hartlep, *Illinois State University*

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 2 - Level 3

Reading and Writing Science: An Examination of Literacy Practices

Chair:

E. Wendy Saul, *University of Missouri-St. Louis*

Discussant:

Roni Jo Draper, *Brigham Young University*

The ability to read and write science texts is emphasized in the CCSS, yet practicing science teachers are unlikely to incorporate writing assignments or literacy instruction into their curricula (Applebee & Langer, 2011; Kiuahara, Graham, & Hawken, 2009). This session will describe work generated from a 4-year project supported by the

National Science Foundation which provided professional development and support for high school science teachers to implement science journalism activities into their curricula.

1. A Functional Approach to Choosing and Using Websites and Search Strategies

E. Wendy Saul, *University of Missouri-St. Louis*

2. Think-Aloud Student Responses to Graphical Representations on a Science Literacy Assessment

Michelle Whitacre, *University of Missouri-St. Louis*

Rosemary Davidson, *St. Joseph's Academy*

3. Readability of Science-Based Texts: Comparing Literacy Readers, Trade Books and On-line Periodicals

Tiffany Lynn Gallagher, *Brock University*

Xavier E. Fazio, *Brock University*

Katia Ciampa, *Brock University*

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 4 - Level 3

School-Based Interventions for Struggling Readers, K-8

Chair:

Wolfram Verlaan, *University of Alabama in Huntsville*

Discussant:

Earl H. Cheek, *Louisiana State University*

This symposium aims to inform literacy professionals about the underlying factors of reading difficulty and accompanied instructional practices that capitalize on students' reading experiences and identities. Discussions will include components to effective instruction, and instruction for specific populations.

Presenters:

Evan Ortlieb, *Monash University*

Jennifer Ann Rennie, *Monash University*

Bernadette B. Dwyer, *St. Patrick's College*

Katherine K. Frankel, *Boston University*

Elizabeth L. Jaeger, *University of Arizona*

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

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

Linda B. Gambrell, *Clemson University*

Ann Bates, *National Louis University*

Debra Gurvitz, *National Louis University*

Mary D. Applegate, *St. Joseph's University*

Tony Applegate, *Holy Family University*

Bridget Dalton, *University of Colorado Boulder*

Robin Jocius, *Vanderbilt University*

Peter Fisher, *National Louis University*

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 5 - Level 3

“What Counts as Data?”: Relationships, Purpose, and Impact in Long-Term Literacy Research

Chairs:

Margaret Saucedo Curwen, *Chapman University*
Lilia Monzo, *Chapman University*

Discussant:

Laurie MacGillivray, *University of Memphis*

This symposium addresses the dynamics and methods in prolonged engagement in literacy research. Central to this work are relationships built on trust and reciprocity. Although our experiences have been highly fulfilling, numerous ethical concerns arise, such as: What counts as data? How do we know when the study is “finished”? How do participants understand the research purpose? How do we disseminate our work beyond professional audiences and into the communities that may benefit from it?

1. **Who am I? Self-Reflection by a Literacy Ethnographer**
Josephine Peyton Marsh, *Arizona State University*
2. **Questions of Changing Access: Who Participates in School Ethnographies and Why?**
Kara L. Lycke, *Illinois State University*
3. **Literacies of the Heart and Soul: Ethnography as a Process of Learning through Relationships**
Lilia Monzo, *Chapman University*
4. **Research in Emotionally Charged Contexts**
Jennifer Clausen, *Arizona State University*
5. **Deciding Which Stories to Share and Who Should Share Them**
Margaret Saucedo Curwen, *Chapman University*
Amy Ardell, *Chapman University*

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 6 - Level 3

Transforming Literacy Preservice Teacher Education to Enhance Culturally Sustaining Pedagogy & Teacher Self Efficacy: Three Design-Based Interventions

Chair:

Deborah R. Dillon, *University of Minnesota*

Discussant:

Mark D. Vagle, *University of Minnesota*

The purpose of this symposia is to present the findings from three separate inquires that were all part of a large-scale design-based intervention study. Each paper describes and analyzes a particular intervention. We also

examined the PTs self-efficacy as they learned new ideas and interacted with K-6 literacy learners in urban school settings. The Symposium Chair will present an overview, followed by three researchers who will describe the specific features of each intervention study.

1. **The Impact of a Parent Panel on Preservice Teachers’ Self-Efficacious Beliefs about Collaborating with Parents and Culturally Sustaining Knowledge in Practice**
Madeleine Sarah Israelson, *University of Minnesota*
2. **Preparing Preservice Teachers in the Use of Technology to Support the Teaching of Literacy**
Kathryn Allen, *University of Minnesota*
Sarah North, *University of Minnesota*
3. **Emergent Reflective Practice: Preservice Teachers’ Developing Self-Efficacy as Reading Buddies to K-3 Students**
Katherine Brodeur, *University of Minnesota*
Lisa L. Ortmann, *University of Minnesota*

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 7 - Level 3

Young Children’s Digital Composing: Exploring the Potentials of iPads and Apps for Multimodal Meaning Making

Chair:

Bridget Dalton, *University of Colorado Boulder*

Discussant:

Bridget Dalton, *University of Colorado Boulder*

Four research teams, working in different parts of the world, report investigations of very young children’s multimodal composing with iPads. Presenters address the affordances of digital technologies and their impact on young children’s learning of traditional and new literacies.

1. **iPads and eBooks: A Study of Emergent Bilinguals’ Digital Composing Practices**
Deborah Wells Rowe, *Vanderbilt University*
Mark Barba Pacheco, *Vanderbilt University*
Mary Ellen Miller, *Vanderbilt University*
Thea Mills, *Vanderbilt University*
2. **Personalization in Children’s iPad Stories: Exploring Educational Benefits**
Natalia Kucirkova, *The Open University*
David Messer, *The Open University*
Kieron Sheehy, *The Open University*
3. **Puppets, iPads, and Apps, Oh My: Analyzing Multimodality in Children’s Digital Play Texts**
Karen Wohlwend, *Indiana University*

4. **iPadagogy: The Feasibility of using Siri and Language Experience to Support Struggling Readers**
Elizabeth (Betsy) A. Baker, *University of Missouri*

1:15 pm - 2:45 pm • SYMPOSIUM
Victory Park 1 - Level 5

Transformative Literacy for the Digital Age: Multimodal Composing as Embodied Teaching and Learning

Chair:

Suzanne Miller, *University at Buffalo*

Discussant:

Richard Beach, *University of Minnesota*

This symposium considers digital composing as a social semiotic, embodied learning practice with the potential to transform literacy learning. The research reports consider what these perspectives may bring to studies of digital composing in schools. Case study and grounded theory analyses of multimodal composing provide support for the importance of social semiotic and embodied cognition lenses to explain learning in public school and teacher education classrooms and to introduce biological considerations to sociocultural analyses.

1. **Teachers Telling Stories: Digital Narrative Analysis, Teacher Identity, and Embodiment in Multimodal Composition**
Mary McVee, *University at Buffalo*
Lisa Roff, *University at Buffalo, SUNY*
2. **Composing Multimodal Text: Recognizing Intermodal Relations**
Lynn E. Shanahan, *University at Buffalo*
3. **Semiotic Representation as Embodied Learning: Developing Repertoires of Practice through Multimodal Composing**
Suzanne Miller, *University at Buffalo*
Stephen Goss, *University at Buffalo, SUNY*

1:15 pm - 2:45 pm • PAPER SESSION
Victory Park 2 - Level 5

Investigating Adult Experiences and Conceptualizations of Literacy

Chair:

Jennifer J. Wimmer, *Brigham Young University*

Discussant:

Jane S. Vogler, *Oklahoma State University*

1. **Examining the Literacy Histories of Doctoral Students in an Educational Studies Program through Surveys and Interviews: A Mixed Methods Study**
Melissa Adams-Budde, *University of North Carolina at Greensboro*
Christy Howard, *University of North Carolina, Greensboro*
Grant Jolliff, *University of North Carolina, Greensboro*
Joy Myers, *University of North Carolina at Greensboro*
2. **Literacy and Football: Conceptualizations of Literacy by Male College Football Student-Athletes**
Pamela H. Segal, *University of Maryland*
3. **iSkills in an iWorld: Assessing Preservice Teachers' Informational Literacies**
Jennifer J. Wimmer, *Brigham Young University*
Rachel L. Wadham, *Brigham Young University*
Josh Wood, *Brigham Young University*
Suzanne Julian, *Brigham Young University*

1:15 pm - 2:45 pm • PAPER SESSION
West End - Level 5

Examining Critical Literacy in Art, Music, and Talk

Chair:

Nicholas E. Husbye, *University of Missouri-St. Louis*

Discussant:

Candace Kuby, *University of Missouri*

1. **Becoming Critically Literate: Case Studies of Three Diverse Kindergarten Students**
Meredith Labadie, *University of Missouri-St. Louis*
Kathryn Pole, *The University of Texas at Arlington*
2. **When Hip-Hop and School Literacy Coalesce and Collide: Second Grade Students Remix Song Productions**
Ting Yuan, *Teachers College, Columbia University*
Vaughn W. M. Watson, *Teachers College, Columbia University*
3. **"Like New School" in an Arts-Based High School: How Art as Story Links Critical Literacy and the Aesthetic**
Jessica Whitelaw, *University of Pennsylvania*

1:15 pm - 2:45 pm • PAPER SESSION
White Rock 1 - Level 5

Literacy in Action

Chair:

Sarah Newcomer, *Washington State University Tri-Cities*

Discussant:

Sarah Newcomer, *Washington State University Tri-Cities*

1. **Animating Critical Literacy with the Body: Creating Countertexts through Scene-Making and Dramatic Play**

Candance Marie Doerr-Stevens, *University of Minnesota*
Maria Asp, *Children's Theater Company*
Debra Ingram, *University of Minnesota*

2. **Creating Opportunities for Students to Bridge Home Stories and School Stories through Collaborative Conversations**

Amber Lynn Meyer, *Michigan State University*

3. **I Cannot Read it Here or There, I Cannot Read it ANYWHERE: Autonomous Literacy across Two School Contexts**

Wendy A. Crocker, *University of Western Ontario*

V. **What Are the Rest of the Kids Doing? An Examination of Literacy Centers in Two First Grade Classrooms**

Jo Worthy, *The University of Texas at Austin*

Beth Maloch, *The University of Texas at Austin*

Holly Hungerford-Kresser, *The University of Texas at Arlington*

Angela J. Hampton, *Ball State University*

Peggy Semington, *The University of Texas at Arlington*

Michelle E. Jordan, *Arizona State University*

VI. **When Teachers Become Authors of Children's Books that Address Social Justice Issues**

Rita Chen, *University of Wisconsin, La Crosse*

VII. **White Male Teachers Exploring Language, Literacy, and Diversity: A Self-Study of Male Perceptions of Diversity(ies)**

Mary McVee, *University at Buffalo*

David Fronzak, *University at Buffalo/SUNY*

Jay Stainsby, *University at Buffalo/SUNY*

Chad White, *University at Buffalo/SUNY*

VIII. **Working-Class Women in Academic Spaces: The Embodied Literacy of Finding Our Muchness**

Jaye Johnson Thiel, *University of Georgia*

IX. **Young Children's Multimodal Literacies Evidenced through Touch-Screen Tablet Play**

Holly Carrell Moore, *The University of Texas at Austin*

2:05 pm - 2:45 pm • ROUNDTABLE SESSION
Katy Trail - Level 2



Roundtable Session 7B

I. **Using Model of Domain Learning to Examine Reading Recovery Teacher Learning: Modeling Expertise for Reading Instruction**

Tammy Mills, *Montclair State University*

II. **Using Multimedia to Support Online Learning: An Analysis of Social, Cognitive, and Teaching Presence**

Erica C. Boling, *Rutgers, The State University of New Jersey*

Erica Holan, *Rutgers, The State University of New Jersey*

Chesta Khurana, *Rutgers University*

III. **Using Observational Methods to Inform Instruction for Culturally and Linguistically Diverse Learners**

Thea Yurkewecz, *University at Albany*

Suzanne E. Davis, *University at Albany*

IV. **Using Online Literature Discussions to Reduce the Effects of Summer Reading Loss**

Jennifer Smith, *Texas Woman's University*

Patricia Watson, *Texas Woman's University*

3:00 pm - 4:30 pm • INVITED SESSION AREA I
Arts District 4 - Level 2



The LRP's Response to the NCTQ Report: Extending the Conversation

Presenters:

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

Virginia Goatley, *University at Albany*

Peter Afflerbach, *University of Maryland*

Richard Beach, *University of Minnesota*

Karen Wixson, *University of North Carolina at Greensboro*

Catherine E. Snow, *Harvard University*

William Teale, *University of Illinois at Chicago*

Annemarie Palincsar, *University of Michigan*

3:00 pm - 4:30 pm • SYMPOSIUM
Arts District 5 - Level 2

Digital Tools: Looking Back to Move Forward

Chair:

Dana A. Robertson, *University of Wyoming*

Discussant:

Victoria R. Gillis, *University of Wyoming*

Even with numerous efforts to improve literacy instruction and achievement (e.g., No Child Left Behind Act of 2001, 2003), national and state data persistently show little change in students' reading proficiencies. Based on the research positing that teacher quality is critical for educational reform (e.g., Duffy et al., 2008), this symposium brings together three studies unified by their use of video and digital medias as pathways to improving literacy instruction.

1. Video Study Groups: Mediation of In-Service Teachers' Collective Reflections

Lynn E. Shanahan, *University at Buffalo*

Andrea Tochelli, *University at Buffalo*

2. Teachers' Applications of Learning from Video Discussions to Their Pedagogy

Tanya Christ, *Oakland University*

Poonam Arya, *Wayne State University*

3. Enhancing Literacy Instruction through Collaboration and Interactive Technologies

Patrick Proctor, *Boston College*

Jeanne R. Paratore, *Boston University*

Jamie Baughan, *Boston University*

Michelle Carney, *Boston University*

Evelyn Ford-Connors, *Boston University*

Christine Leighton, *Emmanuel College*

Marcela Ossa-Parra, *Boston College*

Dana A. Robertson, *University of Wyoming*

Christopher Wagner, *Boston College*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Cedars - Level 2

Converging Research on Responsive Pedagogy for Special Education, Culturally, and Linguistically Diverse Learners

Chairs:

Lauren Freedman, *Western Michigan University*

Karen Thomas, *Western Michigan University*

Discussants:

Karen Wixson, *University of North Carolina at Greensboro*

Margorie Y. Lipson, *The University of Vermont*

Culturally responsive literacy instruction is vital for the academic achievement of learners from racially, ethnically, linguistically, and diverse backgrounds including learners with specific learning disabilities (SLD) (Au, 2011; Gay, 2002; Klingner & Edwards, 2006; Ladson-Billings, 2011). Research exists in each specialized area of ELL, SLD, and diverse learners; however, this presentation uses sociocultural (Au, 2011; Luke, Woods, & Dooley, 2011) and interactive perspectives (Lipson & Wixson, 2013) to examine the commonalities across all three.

1. Culturally Responsive Literacy Instruction in General Education Settings

Susan V. Piazza, *Western Michigan University*

2. Instructional Practices in Literacy for Students with Learning Disabilities

Shaila Rao, *Western Michigan University*

3. Responsive Pedagogical Strategies for English Language Learners

Maria Selena Protacio, *Western Michigan University*

3:00 pm - 4:30 pm • PAPER SESSION
Deep Ellum A - Level 2

Diversity in Children's and Young Adult Literature: International and Bicultural Contexts

Chair:

Jennifer M. Graff, *University of Georgia*

Discussant:

Janelle B. Mathis, *University of North Texas*

1. Representations of Genocide in Children's and Young Adult Literature: Cambodia to Darfur

Jane M. Gangi, *Mount Saint Mary College*

2. **Analyzing Discourses that Represent an Immigrant Child's Bicultural Identity Construction in a Step from Heaven**

Eun Hye Son, *Boise State University*

Hana Kang, *Michigan Technological University*

3. **Literary Transformations of Chiang Kai-Shek in Postwar Taiwan: A Great Chinese Generalissimo or an Untrustworthy Ally?**

Lin-Miao Lu, *Kainan University, Taiwan*

3:00 to 4:30 pm • ALTERNATIVE FORMAT SESSION

Deep Ellum B - Level 2

Disabled, Dyslexic, or Disenfranchised?: Re-visioning stories of (ill)literacy

Chair:

Carrie Blosser Scheckelhoff, *Otterbein University*

Discussant:

Jenifer Schneider, *University of South Florida*

In this alternative session we use performance ethnography to explore ongoing constructions of (ill)literacy in the lives of two individuals. Through technologically supported performances we bring to life the historical, social, political, and instructional forces that shape our subjects' (ill)literacy experiences. LRA audience members will participate in the construction and interpretation of the data and explore the instructive complications of the ethnographies as well as the mode of presentation.

Presenters:

Carrie Blosser Scheckelhoff, *Otterbein University*

Susan Constable, *Otterbein University*

Jenifer Schneider, *University of South Florida*

3:00 pm - 4:30 pm • SYMPOSIUM

Greenville Avenue - Level 2

Strong Girls Read Strong Books: The Transformative Power of an Afterschool Book Club

Chair:

Kathryn F. Whitmore, *University of Iowa*

Discussant:

Kathryn F. Whitmore, *University of Iowa*

This symposium disseminates findings from a project that examined 55 working-class, African-American fourth to sixth grade girls' reading and response practices in an afterschool book club called "Strong Girls Read Strong Books." The aim of this book club was to engage young female readers in contemporary children's literature

featuring strong female protagonists, and study how such engagement might evoke larger questions about what it means to be a strong girl in today's world.

1. **Establishing Criteria for Selecting Books with Strong Female Protagonists**

Yu-Chi Wang, *The University of Iowa*

2. **Examining Young Girls' Responses to Strong Female Protagonists in an Afterschool Book Club**

Tifani Daly, *The University of Iowa*

3. **Making Sense of Young Girls' Lived World Connections to Strong Girl Characters**

Amanda Haertling Thein, *University of Iowa*

4. **Becoming Strong Researchers, Teachers, and Women through Participation in an Afterschool Book Club for Girls**

Renita Schmidt, *University of Iowa*

3:00 pm - 3:40 pm • ROUNDTABLE SESSION

Katy Trail - Level 2



Roundtable Session 6C

I. **Explicit Instruction in Five Core Reading Programs**

D. Ray Reutzell, *Utah State University*

Cindy D. Jones, *Utah State University*

Angela Child, *Dixie State University, St. George, Utah*

II. **An Examination of Literacy Leadership: Case Study of Two Urban Charter School Principals' Literacy Leadership and Practices in an Era of Reform**

Margaret-Mary Sulentic Dowell, *Louisiana State University*

Dana L. Bickmore, *Louisiana State University*

III. **Literacy, Play and Globalization: Converging Imaginaries in Children's Critical and Cultural Performances**

Carmen Medina, *Indiana University*

Karen Wohlwend, *Indiana University*

IV. **Formative Design of Transformative Pedagogy: Exploring Genres in Three Sixth-Grade Classrooms**

Kathleen A. Hinchman, *Syracuse University*

Fenice Boyd, *University at Buffalo*

Lisa Roof, *University at Buffalo*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Oak Cliff 1 - Level 5

Distilled Echoes: Using Poetic Transcription as a Method of Analysis

Chair:

Peggy Albers, *Georgia State University*

In this alternative session, we lead a hands-on workshop in poetic transcription as a qualitative method of data analysis. Using excerpts from transcribed conversations, participants will employ the construct of found poetry and the poetic impulses of spoken language to identify significant ideas, distill data into cogent themes, and articulate resulting thoughts in fresh ways with the goal of signaling the depth and nuance possible in artistic qualitative approaches in research methodology.

Presenters:

Peggy Albers, *Georgia State University*
Teri Holbrook, *Georgia State University*
Jerome C. Harste, *Indiana University*

3:00 pm - 4:30 pm • PAPER SESSION
Oak Cliff 2 - Level 5

Enhancing Literacy Practices through Game Forums

Chair:

Christian Ehret, *Vanderbilt University*

Discussant:

Bryant Edward Griffith, *Texas A&M University-Corpus Christi*

1. **How Gamers Use Games: Learning Ourselves through a Model of Nested Transaction**
Heather Lynn Lynch, *Georgia State University*
2. **Playing in Trellis Weyr: Collaborative Authorships in a Dragons of Pern Role Play Game Forum**
Kathleen Marie Alley, *Mississippi State University*
3. **Pokémon Literacies: Investigating Strategic Card Games as a Form of Literate and Social Engagement**
Rob Simon, *University of Toronto*
Julia Glanville, *Mentor College*

3:00 pm - 4:30 pm • SYMPOSIUM
South Side 1 - Level 3

Emerging Bilingual/Biliterate Children's Responses to Invitations to Compose in Two Languages: The eBook Project

Chair:

Deborah Wells Rowe, *Vanderbilt University*

Discussant:

Jeanne Gilliam Fain, *Middle Tennessee State University*

This symposium reports research on young emergent bilingual/biliterate children's use of L1 and L2 in writing. In two pre-kindergarten classrooms where English was the primary language of instruction, we invited children to use English and their heritage languages to compose eBooks on iPads. Paper 1 describes the social and cultural context for eBook composing. Paper 2 focuses on teacher actions in eBook events. Paper 3 describes children's language during eBook events.

1. **Inviting Heritage Languages into English-Dominant Classrooms: Social Practices and Language Ideologies in eBook Activities**
Deborah Wells Rowe, *Vanderbilt University*
2. **Making the Write Moves: Teachers Empowering Young Authors of Biliterate eBooks**
Thea Mills, *Vanderbilt University*
3. **Paper 3: Pre-Kindergarteners' Emergent Biliteracy in Dual-language, eBook Composing Events**
Mary Ellen Miller, *Vanderbilt University*

3:00 pm - 4:30 pm • PAPER SESSION
South Side 2 - Level 3

Engaging Closely With the Production and Consumption of Text in High School Classrooms

Chair:

Rhonda D. Goolsby, *University of Oklahoma*

Discussant:

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

1. **Emerging Agency: A Close Reading of Julius Caesar in a High-School English Language Development Classroom**
Lisa Richardson, *WestEd*
2. **High School Seniors Engage with the Traditional Research Paper**
Rena M. Harris, *Drexel University*

3. **“There’s the HE!”: Dominant and Disruptive Discourses in a Collaborative Self Study of Text Transactions**

Maggie Struck, *University of Minnesota*
Erin Beeman Stutelberg, *University of Minnesota*

3:00 pm - 4:30 pm • SYMPOSIUM
Trinity 1 - Level 3

The Classroom Language Environment and Learning: Supporting the Processes of Getting “There”, Not Getting “It”

Chair:

Maren Aukerman, *Stanford University*

Discussant:

Janice F. Almasi, *University of Kentucky*

We examine ways the oracy practices (teacher and student speaking and listening) of four elementary classrooms constitute and manifest a dialogic language environment. We hone in on aspects of the language environment that support dialogic teaching (event structures and discourse patterns, paper 1; explicit teaching within negotiated pedagogy, paper 2; teacher and student use of reasoning words, paper 3) to unpack issues of knowledge, language, and power intersecting literacy access, equity, and social justice.

1. **Working on the Knowing: Recurring Talk about Text in Two Third Grade Classrooms**

Maureen Patricia Boyd, *University at Buffalo*
Michelle E. Jordan, *Arizona State University*

2. **“Explicit” is Not a Dirty Word: Pedagogical Discourse in a Dialogic Classroom**

Patricia C. Paugh, *University of Massachusetts Boston*

3. **Discerning Reasoning in the Classroom Learning Environment**

Yiren Kong, *University at Buffalo*
Maureen Patricia Boyd, *University at Buffalo*

3:00 pm - 4:30 pm • CONFERENCE CHAIR SYMPOSIUM
Trinity 2 - Level 3

Transformative Literacy Research as Praxis

Chair:

Yolanda Sealey-Ruiz, *Teachers College, Columbia University*

Presenters:

David E. Kirkland, *New York University*
Jason Irizarry, *University of Massachusetts, Amherst*
Lisa Patel, *Boston College*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Trinity 3 - Level 3

Critical Sociocultural Theory and New Spaces for Literacy and Learning

Chair:

Patricia Enciso, *The Ohio State University*

Discussant:

Joanne Larson, *University of Rochester*

Although critical reconceptualizations of sociocultural theory continue to inform literacy research, these ideas must be adapted for radically altered landscapes of literacy practices, teaching, and learning that engage youth and educators across media platforms among multilingual authors in multiliteracies spaces. Our aim is to engage LRA participants in a serious analysis of learning and literacy landscapes and to explore the potential of theoretical and research insights that contribute to an expanded view of critical sociocultural theory.

Presenters:

Cynthia Lewis, *University of Minnesota*
Patricia Enciso, *The Ohio State University*
Elizabeth Moje, *University of Michigan*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Trinity 4 - Level 3

Moving the Racial Discussion Forward: Narratives, Counternarratives, and Our Narratives

Chair:

Keonghee Tao Han, *University of Wyoming*

Discussant:

Julie L. Pennington, *University of Nevada Reno*

One principal tenet of Critical Race Theory (CRT) is the importance of counternarrative, the stories of Other(s). Because of racism done to them, Others speak with a special voice of racialized pain and these counternarratives need to be out in the open and heard. However, we, CRT scholars, must find ways to build racial understanding among all and move racial discussions forward; Our future depends on us to create racial harmony not animosity.

Presenters:

Robert J. LeBlanc, *University of Pennsylvania*

Keonghee Tao Han, *University of Wyoming*

Ann M. Bennett, *University of Tennessee*

Judson Laughter, *University of Tennessee*

3:00 pm - 4:30 pm • PAPER SESSION
Trinity 5 - Level 3

Multimodality and Literacy Pedagogies

Chair:

Elena Forzani, *University of Connecticut*

Discussant:

Marjorie Siegel, *Teachers College, Columbia University*

1. **Constructing Literacy Pedagogies: An Analysis of Prospective Teachers' Virtual Book Designs**
Chinwe Ikpeze, *St. John Fisher College*
2. **Print Literacy Opportunities for Young Children in a Multimodal Literacy Ensemble**
Lori McKee, *Western University*
Rachel May Heydon, *Western University*
3. **Discipline-Specific Forms of Transmediation in Middle School Instruction and Assessment**
Amy Alexandra Wilson, *Utah State University*
Michael D. Boatright, *Western Carolina University*

3:00 pm - 4:30 pm • PAPER SESSION
Trinity 6 - Level 3

New Literacies

Chair:

Debra P. Price, *Sam Houston State University*

Discussant:

Donna Copsey Haydey, *University of Winnipeg*

1. **Digital Print Concepts: Updating our Driver's Manual for the "Rules of the Road"**
Kristin Heather Javorsky, *University of Nebraska-Lincoln*
2. **How Can Dora, Elmo, and Sid the Science Kid Help Children? A Review of Literature Examining the Relationship between Educational Television Viewing and Children's Development**
Maria Cahill, *Texas Woman's University*
3. **Supporting Emergent Literacy through the Use of the Read Aloud Feature of Storybook Apps**
Donna Copsey Haydey, *University of Winnipeg*

3:00 pm - 4:30 pm • PAPER SESSION
Trinity 7 - Level 3

Reading Interventions in Primary Grades

Chair:

Steven J. Amendum, *University of Delaware*

Discussant:

Kathy Ganske, *Vanderbilt University*

1. **Response to Narrative Instruction in Tier 2**
Diane C. Nielsen, *University of Kansas*
Hugh W. Catts, *University of Kansas*
Mindy Bridges, *University of Kansas*
2. **An Analysis of the Effectiveness of the Early Reading Intervention for Self-Efficacy (E-RISE) on First, Second, and Third Grade Students in an At-Risk School Setting**
Jeanne Marie Nolan, *Northern Illinois University*
3. **Mitigating Summer Reading Loss through Summer Boost Reading**
Christine Sherretz, *University of Louisville*

3:00 pm - 4:30 pm • SYMPOSIUM
Victory Park 1 - Level 5

Preparing and Submitting a Paper for the Student Outstanding Research Award

Chair:

Cathy Compton-Lilly, *University of Wisconsin-Madison*

Discussant:

Ted Kesler, *Queens College, CUNY*

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**
Amy D. Broemmel, *University of Tennessee*
2. **What Reviewers are Looking for in an Outstanding Student Research Paper**
Jo Worthy, *The University of Texas at Austin*
3. **Advice for Preparing an Outstanding Student Research Paper from Past Recipients**
Melody Zoch, *University of North Carolina at Greensboro*

3:00 pm - 4:30 pm • PAPER SESSION
Victory Park 2 - Level 5

Examining Literacy with Latino Youth, Young Adults, and Families

Chair:

Estanislado S. Barrera, IV, *Louisiana State University*

Discussant:

Antonietta Avila, *University of Wisconsin Milwaukee*

1. **Which Literacies Matter? Latino Families Navigate School Literacy Contexts in a Southern City**
Charna D'Ardenne, *University of North Carolina at Chapel Hill*
2. **Translated Literacies**
Natasha Perez, *Michigan State University*

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
West End - Level 5

Examining Elementary Students' Collaborative Online Inquiry: An Exploration of Findings and Reflections on Design Considerations

Chair:

Diane Carver Sekeres, *University of Alabama*

This alternative session invites participants into a conversation about the methodological complexities and design considerations when studying collaborative online inquiry practices in elementary school settings. Within the context of those design challenges, we report findings about the role that social collaboration and cognitive strategy use may play in fostering productive online research and reading comprehension practices.

1. **Studying Online Inquiry in Elementary School**
Diane Carver Sekeres, *University of Alabama*
2. **Linking Cognitive and Social Aspects of Online Reading**
Jill Castek, *Portland State University*
Lizabeth Guzniczak, *Oakland University*
3. **Assessing Processes and Products of Online Inquiry**
Julie Coiro, *University of Rhode Island*

3:00 pm - 4:30 pm • PAPER SESSION
White Rock 1 - Level 5

Writing Online: Audience and Authorship

Chair:

George Lovell Boggs, *Florida State University*

Discussant:

William Ian O'Byrne, *University of New Haven*

1. **Multimodal Invitations: An Analysis of Parent-Targeted Content on School Websites**
Jaime Madison Vasquez, *University of Illinois at Chicago*
2. **Developing Students' Sense of Audience and Authorship in an Online Discussion Environment**
Binbin Zheng, *University of California, Irvine*
Mark Warschauer, *University of California, Irvine*
3. **Exploring How Fifth-Grade Bloggers Invoke and Address Interactive Digital Audiences**
Ewa McGrail, *Georgia State University*
John Patrick McGrail, *Jacksonville State University*

FRIDAY

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
White Rock 2 - Level 5

Voices from the Gutters: A Collaborative Exploration of Comics in Schools

Chair:

Rachel Skrlac Lo, *University of Pennsylvania*

This alternative format session provides a space for literacy educators and researchers to share their experiences using comics and graphic novels in school settings. The moderators will host an open-ended conversation around how session attendees have supported and studied students' reading and writing of graphica. By providing a collaborative space to surface nuances in the work currently happening with graphica in schools, this session contributes to the ongoing theory and practice of multimodal literacy education.

Presenters:

David Low, *University of Pennsylvania*

Rachel Skrlac Lo, *University of Pennsylvania*

4:45 pm - 6:00 pm • PLENARY ADDRESS TWO
Trinity 1 - 4, 8 - Level 3

Chair:

Arlette I. Willis, *University of Illinois at Urbana-Champaign*

I. Edward B. Fry Book Award Presentation

Barbara Bradley, *University of Kansas*

II. Introduction of Speaker

Fenice Boyd, *University of Buffalo*

IV. Plenary Address: Making Our Literacy Research Matter - Lessons from Work with Indigenous Youth

Teresa McCarty, *Arizona State University*

6:00 pm - 6:20 pm • ANNUAL BUSINESS MEETING
Trinity 1 - 4, 8 - Level 3

Saturday • December 7, 2013

Transformative Literacy: Theory, Research, and Design
63rd Annual Conference of the Literacy Research Association | December 4 - 7, 2013 | Dallas, TX

Saturday

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-Friday from noon to 1:00 pm and Saturday from 7:30 am - 8:30 am) of the Annual Conference.

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 2013 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.

ICG STUDY GROUP

7:00 am - 8:30 am • Oak Cliff 1 - Level 5

Doctoral Students' ICG Series: The Publication Process: Annual
Sara Bruce McCraw Doctoral Student Networking Session

Gail E. Lovette, University of Virginia
Jennifer Smith, Texas Woman's University
Katherine Brodeur, University of Minnesota

LRA YEARBOOK EDITORS MEETING

7:30 am - 8:30 am • Oak Cliff 2 - Level 5

2014 CONFERENCE AREA CHAIRS BREAKFAST

7:30 am - 8:30 am • Fair Park 2 - Level 3

CYBER CAFE - SATURDAY

8:00 am - 1:00 pm • Parlor Suite 664

ATTENDEE REGISTRATION OPEN

8:00 am - 1:00 pm • Registration & Event Office
Trinity Foyer - Level 3

8:45 am - 10:15 am • PAPER SESSION
Katy Trail - Level 2

Studies at the Intersection of Literacy Teaching and Policy

Chair:

Lane Roy Gauthier, *The University of Mississippi*

Discussant:

Samantha B. Caughlan, *Michigan State University*

1. **A Comparative Case Study of Teacher Representation: A Discourse Analysis of the Competing "Common Sense" of the Gates Foundation and Three First-Year English Teachers**
Mark Sulzer, *University of Iowa*
2. **Complicity and Resistance: Understanding Teachers' and Administrators' Responses to a High-Stakes Testing Policy in Reading**
Andrew P. Huddleston, *Abilene Christian University*
Tara Lowe, *Abilene Christian University*

3. Measures of Effective Literacy Instruction for Teacher Evaluation

Rachael Gabriel, *University of Connecticut*

8:45 am - 10:15 am • SYMPOSIUM
Cedars - Level 2

Intercultural Issues in Language and Literacy

Chair:

Kim Skinner, *Gregory Portland Independent School District*

Discussant:

James R. King, *University of South Florida*

Interculturalism—which is going beyond the “fact” of multiculturalism—emphasizes relations among people. It is not really a new concept, since there has long been attention to such matters as intercultural relations, awareness, sensitivity, and competence. But what is new is the heightened international attention this concept is receiving in transnational policies and in educational programs. Intercultural understandings are crucial to the solution of many problems—fostering relations between nation-states, between groups, and among individuals.

1. The Discourse of Interculturality: Framing Intercultural Dialogue

Nancy Nelson, *University of North Texas*

2. Binational Digital Narratives: Discourse and Identity Tools for University Admissions

Rosalind Horowitz, *The University of Texas-San Antonio*

Thomas A. Porter, *The University of Texas at San Antonio*

3. Intercultural Communication Acts: Negotiating Participation, Discourse, and Meaning-Making

Estanislado S. Barrera, IV, *Louisiana State University*

8:45 am - 10:15 am • PAPER SESSION
Deep Ellum A - Level 2

Literacy Identities in Practice

Chair:

Ysaaca Axelrod, *Clemson University*

Discussant:

Ysaaca Axelrod, *Clemson University*

1. Beyond Listserv Messages: Latina Parents Mobilizing Digital and Linguistic Resources in Home-school Communication

Silvia Nogueron-Liu, *University of Georgia*

Deavours Hall, *University of Georgia*

SATURDAY

2. **Claiming Rules, Wielding Discourses, and Building Identities: "The Arguing Started Once All the Rules Were Written Down"**

Beth Anne Buchholz, *Indiana University*

3. **Constructing Literacy Identity Within Communities: Women's Stories of Transformation**

Heidi Bacon, *University of Arizona*

8:45 am - 10:15 am • PAPER SESSION
Deep Ellum B - Level 2

Literacy Assessment and Intervention

Chair:

Robert Carpenter, *Eastern Michigan University*

Discussant:

Katherine A.D. Stahl, *New York University*

1. **Change Over Time in Children's Use of Information at Point of Difficulty**

Kathryn S. Nelson, *The Ohio State University*

Lea M. McGee, *The Ohio State University*

Anita C. Gonzalez, *The Ohio State University*

Hwewon Kim, *The Ohio State University*

2. **Reading Intervention Research Directed at Improving Reading Comprehension in Elementary School Students: A Synthesis**

Katherine Tucker Nutt, *George Mason University*

3. **The Effects of Literacy Skill Intervention Components on Low SES Kindergarten Decoding Skills: Do Names Make A Difference?**

Jill Lynn Jacobi-Vessels, *University of Louisville*

Lynne Harris, *University of Louisville*

Kristen Hollowy, *University of Louisville*

LaTiffanie Jackson, *University of Louisville*

Rachel Karrer, *University of Louisville*

Kaitlyn Otey, *University of Louisville*

Johanna Strokoff, *University of Louisville*

Tracy Yurt, *University of Louisville*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
Fair Park 1 - Level 3

Getting to the Bottom of Things Cooperatively: Inquiries into Argumentation Practice and Theory in a Teacher Network

Chair:

MariAnne George, *University of Illinois at Chicago*

Discussant:

George Newell, *The Ohio State University*

The Common Core State Standards promote argumentation in literacy instruction across disciplines. Our research reveals differences in ways that argumentation is understood and taught by teachers. In this alternative session, participants engage in conversation circles to explore two questions in response to data drawn from four studies of evidence-based argumentation in literature, history and science: How is argument and argumentation conceptualized by teachers? What impact might this have for student opportunities to learn?

1. **Getting to the Bottom of Things Cooperatively: Inquiries into Argumentation Practice and Theory in a Teacher Network**

Cynthia Greenleaf, *WestEd*

Cindy Litman, *WestEd*

Stacy Marple, *WestEd*

2. **Instruction in Evidenced-Based Argumentation as Equitable Access to Advanced Literacy Learning**

Stacy Marple, *WestEd*

3. **"Opening My Eyes to the Complexity": Creating Spaces for Argumentation in the Classroom**

Irisa Charney-Sirott, *WestEd*

Lisa Richardson, *WestEd*

Gayle Cribb, *WestEd*

4. **From Muddling to Modeling: Text-Based Argument as a Way of Learning in Science**

Cynthia Greenleaf, *WestEd*

5. **Negotiating the Notion of Argumentation: An Analysis of Teacher Tal**

Mary Pat Sullivan, *University of Illinois at Chicago*

Angela Joy Fortune, *University of Illinois at Chicago*

MariAnne George, *University of Illinois at Chicago*

Carol M. Myford, *University of Illinois at Chicago*

Mariya A. Yukhymenko, *University of Illinois at Chicago*

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

8:45 am - 10:15 am • SYMPOSIUM
Greenville Avenue - Level 2

Transformations to Disciplinary Literacy: Studies across Diverse Middle and High School Settings

Chair:

Cynthia Shanahan, *University of Illinois Chicago*

Discussant:

Cynthia Shanahan, *University of Illinois Chicago*

In this session researchers will share studies of disciplinary literacy coaches, middle and high school teachers from various disciplines, and school administrators working together to improve adolescents' literacy learning. These research presentations demonstrate how disciplinary

literacy can be defined, how teachers both learn and model it for students, how students engage in it, the roles that coaches and administrators play, and whether students' abilities to use disciplinary literacy improves their achievement.

1. **Comparing 6th, 7th, and 9th Grade Science Instructional Methods: A Disciplinary Literacy Lens**
Krista McDaniel, *University of Colorado Denver*
2. **Comparing Four Science Teachers' Development of Disciplinary Literacy Expertise**
Nancy Shanklin, *University of Colorado Denver*
3. **Disciplinary Literacy Coaching: Building on Teachers' Knowledge**
Michael Manderino, *Northern Illinois University*
Paula Di Domenico, *Northern Illinois University*
Laurie Elish-Piper, *Northern Illinois University*
Susan L'Allier, *Northern Illinois University*
4. **Successes and Challenges of Teacher Leaders Enacting Disciplinary Literacy in a High School Setting: Year 1 of a 4-Year Case Study**
Jacy Ippolito, *Salem State University*
Christina L. Dobbs, *Harvard University and Boston University*
Jenee Ramos, *Brookline Public Schools*

8:45 am - 10:15 am • PAPER SESSION
Oak Cliff 1 - Level 5

Socially Just Explorations of Literacy

Chair:

Kate Brayko, *University of Montana*

Discussant:

Kirsten Dara Hill, *University of Michigan-Dearborn*

1. **The Participation of Adult Learners in a Preservice Literacy Teaching/Community**
Melissa Wetzel, *The University of Texas at Austin*
Kerry Ballast, *The University of Texas at Austin*
2. **The Means to What End?: Social Justice and Literacy Practices**
Vanessa Casciola, *University of South Florida*
3. **Exploring the Social and Academic Experiences of LGBTQ Students at the Secondary vs. the Post-Secondary Level**
Megan C. Marshall, *University of Wyoming*

8:45 am - 10:15 am • PAPER SESSION
Oak Cliff 2 - Level 5

Literacy Instruction and Writing Development in Bilingual Contexts

Chair:

Kathleen A. J. Mohr, *Utah State University*

Discussant:

Amy Frederick, *University of Minnesota*

1. **A Comparison of Writing Achievement among English-only and English Learner Second Graders**
Kathleen A. J. Mohr, *Utah State University*
2. **Investigating the Linguistic Resources Multilingual Students Bring to the Classroom and Use to Learn the Written Academic Language**
Jane Bean-Folkes, *Rowan University*
3. **"For Today I Will Be An Author In Spanish!": Composing Language Policies, Pedagogies, and Multilingual/Multiliterate Identities**
Teresa R. Fisher, *Georgia State University*

8:45 am - 10:15 am • PAPER SESSION
South Side 1 - Level 3

Dual Language and Literacy Learning in Early Childhood Settings

Chair:

Jaime Madison Vasquez, *University of Illinois at Chicago*

Discussant:

Lori Helman, *University of Minnesota*

1. **Dual Language Learning and Early Childhood Literacy Development in the United States: What the Research Tells Us**
Sydney Alexia Merz, *George Mason University*
2. **Emergent Bilingual Children's Early Experiences with Academic Language across Spanish- and English-Medium Preschool Activities**
Mileidis Gort, *University of Miami*
Sabrina Sembiente, *University of Miami*
3. **Culturally and Linguistically Diverse Preschool Children's Participation and Literacy Practices at Home and at School**
Beatriz Eugenia Guerrero, *University of Illinois at Urbana-Champaign*

SATURDAY

8:45 am - 10:15 am • SYMPOSIUM
South Side 2 - Level 3

Learning Academic Language in the Upper Elementary and Middle Grades: Mastering Academic Vocabulary and Beyond

Chair:

Christina L. Dobbs, *Harvard University and Boston University*

Discussant:

Robin Scarcella, *University of California, Irvine*

This symposium will examine various aspects of academic language learning in middle grade settings, skills which become highly important as students face increasingly specialized work in the disciplines. Two studies explore how students learn and write academic vocabulary in the context of a supplemental program. Then two studies will explore results of an academic language assessment developed alongside the program that goes beyond vocabulary to other language structures and explores its relationship to comprehension.

1. Results from Year 2 of the Word Generation Randomized Trial: Insights into Learning Academic Vocabulary

Joshua F. Lawrence, *University of California, Irvine*
E. Juliana Paré-Blagoev, *Strategic Education Research Partnership*
David Francis, *University of Houston*
Catherine E. Snow, *Harvard University*

2. Demonstrating Developing Word Knowledge: Middle Graders' Use of Academic Vocabulary in Writing

Christina L. Dobbs, *Harvard University and Boston University*

3. Beyond Academic Vocabulary: The CALS Construct

Paola Uccelli, *Harvard University*
Emily Phillips Galloway, *Harvard University*
Christopher Barr, *University of Houston*
Christina L. Dobbs, *Harvard University and Boston University*
Samuel Ronfard, *Harvard University*
Alejandra Meneses, *Pontificia Universidad de Católica de Chile*

4. Paths to Reading Comprehension: Understanding the Relationship Between Academic English Knowledge, American Sign Language Fluency, and Reading

Jessica Scott, *Harvard University*

8:45 am - 10:15 am • SYMPOSIUM
Trinity 1 - Level 3

Problematizing Informational Text Identification and Promoting a Reader-Stance Focus for Reading in the Disciplines

Chair:

Jennifer J. Wimmer, *Brigham Young University*

Discussant:

Roni Jo Draper, *Brigham Young University*

Teacher educators from various disciplines (engineering, English, history, mathematics, music, science, theatre, and visual arts) challenge text classification systems and promote a focus on reader-stance approach to text use. Implications for K-12 classrooms will be discussed.

1. Problematizing Informational Text within Current Text Classification Systems

Jeffery D. Nokes, *Brigham Young University*
Paul Broomhead, *Brigham Young University*

2. Problematizing the Readability and Complexity of Texts

Daniel Siebert, *Brigham Young University*
Jennifer J. Wimmer, *Brigham Young University*
Steven Shumway, *Brigham Young University*

3. Valuing Multiple Reading Stances in Addition to Reading for Information

Sirpa Grierson, *Brigham Young University*
Daniel Barney, *Brigham Young University*
Jennifer Nielson, *Brigham Young University*

4. Fostering Awareness and Flexibility in Stance Selection

Roni Jo Draper, *Brigham Young University*
Amy P. Jensen, *Brigham Young University*

8:45 am - 10:15 am • PAPER SESSION
Trinity 2 - Level 3

Unpacking Children's Participation in Early Literacy Classrooms

Chair:

Steven J. Amendum, *University of Delaware*

Discussant:

Tanya S. Wright, *Michigan State University*

1. **Examining Teacher Supports and Scaffolding Practices in Preschool Classrooms**

Gary Bingham, *Georgia State University*

Hope Gerde, *Michigan State University*

Meghan Pendergast, *Georgia State University*

2. **Mapping Children's Interests and Funds of Knowledge in the Literacy Curricula of School and Child-Care Through Actor-Network Theory**

Rachel May Heydon, *Western University*

3. **Sitting, Helping and Signing Up: The Cultural Production of Reading in Read Alouds and Shared Reading in Three Kindergarten Classrooms**

Lyndsay Moffatt, *University of Prince Edward Island*

Rachel May Heydon, *Western University*

Luigi Iannacci, *Trent University*

8:45 am - 10:15 am • SYMPOSIUM

Trinity 3 - Level 3

Untangling Symbolic Repertoires of "Official" Knowledge: Critical Content Analysis of Texts and Discourses for Children

Chair:

Yoo Kyung Sung, *University of New Mexico*

Discussant:

Wanda Brooks, *Temple University*

'Official' knowledge is not what it claims to be, but rather reflects interests and hidden intentions and experiences of a dominant social group (Maton & Moore, 2010). From a sociology of knowledge perspective, the three studies comprising this symposium challenge ideologies for a range of different written material—children's literature and church bulletins—and present new understandings of the ways this material informs young people's interactions with literacy.

1. **"But, It Says Based on a True Story...": Unraveling the Fabric of Slave Quilt Codes in Historical Fiction Children's Books**

Breshaun Joyner, *University of New Mexico*

2. **De-linking the Irish Traveller from European, Eurocentric Knowledge "Norms" in Children's Literature**

Jennifer Lynne Buntjer, *The University of New Mexico*

3. **Beyond an Outline of Service: Analyzing the Black Church Bulletin as Literacy Practice in Context**

Tryphenia Peele-Eady, *The University of New Mexico*

8:45 am - 10:15 am • PAPER SESSION

Trinity 4 - Level 3

Literacy Learning in Multiple Contexts

Chair:

Vicki Stewart Collet, *University of Arkansas*

Discussant:

Catherine Olsen Maderazo, *California State University, Fullerton*

1. **Agency Matters: Tracking Differentiated Agency Trajectories of Individuals and Groups**

Janet S. Gaffney, *University of Auckland*

Stuart McNaughton, *University of Auckland*

Rebecca Jesson, *University of Auckland*

Mei Lai, *University of Auckland*

2. **Exploring Secondary and Middle Grades Preservice English Language Arts (ELA) Teachers' Beliefs and Attitudes toward Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Adolescents**

Chris L. Massey, *Clemson University*

Pamela J. Dunston, *Clemson University*

3. **Transformative Literacy? Latino/a Children's Use of Technology**

Kathy Marie Bussert-Webb, *The University of Texas at Brownsville*

Laurie A. Henry, *University of Kentucky*

8:45 am - 10:15 am • SYMPOSIUM

Trinity 5 - Level 3

Exploring the Potential of Social and Graphic Media for Science Teaching and Learning

Chair:

Leslie Michele Foley, *Arizona State University*

Discussant:

Thomas W. Bean, *Old Dominion University*

This symposium presents three studies investigating the academic literacies and content knowledge in alternative texts of social and graphic media. These studies explored Facebook, Twitter, Second Life and graphic nonfiction as potentially useful for teaching and learning climate change in earth science. Data included content and linguistic analysis of vocabulary in these media, screen shots, and interviews with site visitors. Findings revealed the utility and limits of these new media for supporting the secondary-science curriculum.

SATURDAY

- 1. The Potential of Graphic Nonfiction for Teaching and Learning Earth Science**
Barbara Jean Guzzetti, *Arizona State University*
Marcia Mardis, *Florida State University*
- 2. Help Wanted: 'Citizen #Scientists' w/Smartphones": NOAA Twitter Posts as Engaging Text for Fostering Scientific Literacy**
Mellinee K. Lesley, *Texas Tech University*
Lubna Javeed, *Texas Tech University*
- 3. Learning about Climate Change through Social Media**
Felipe Baez, *Arizona State University*
Fernando Hurtado, *Arizona State University*
Barbara Jean Guzzetti, *Arizona State University*

8:45 am - 10:15 am • SYMPOSIUM
Trinity 6 - Level 3

Moving Forward with Multimodality?: Movements of Bodies, Power and Technologies in Adolescents' New Media Production Processes

Chair:

Nathan Phillips, *Vanderbilt University*

Discussant:

Donna Alvermann, *University of Georgia*

In this symposium, we work to understand how adolescents use their bodies to make meaning and navigate power relationships while producing new media texts. Our first paper offers a theoretic frame for understanding the role of the moving body in adolescents' meaning-making with new media. The following two papers present empirical studies of middle-school students' embodied negotiations of power, meaning, and mobility while producing a digital book trailer and a digital brochure of their school.

- 1. Moving Bodies, Moving Modes: Understanding the Role of the Body and Movement in Adolescents' Experiences of Their New Media Production Processes**
Christian Ehret, *Vanderbilt University*
- 2. Multimodal Power Plays: Adolescents' Embodied Interaction While Negotiating Ideas and Meaning-Making During the Production of a Digital Book Trailer**
Robin Jocius, *Vanderbilt University*
Summer Wood, *Vanderbilt University*
- 3. "Can I Stand on this Chair?": The Intersection of Schooled Mobilities, Embodied Meaning-Making, and Student Generated Counter-Mobilities in Fifth-Graders' New Media Production Processes**
Ty Hollett, *Vanderbilt University*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
Trinity 7 - Level 3

Addressing the Three Legs of the Text Complexity Triangle: Quantitative, Qualitative, and Reader-Task Systems

Chair:

Elfrieda H. Hiebert, *TextProject*

Discussant:

Susan Goldman, *University of Illinois at Chicago*

Through an interactive poster format, this session will provide LRA participants with an opportunity to interact with six teams of investigators, each of which is researching dimensions of the three means of establishing text complexity suggested by the writers of the Common Core State Standards. Papers written by each team will be made available on a designated website prior to the conference, allowing substantive interactions between audience participants and researchers during the session.

- 1. Student Growth in Reading Illuminates the Common Core Text-Complexity-Exposure Standard: Raising Both Bars**
Jill Fitzgerald, *University of North Carolina at Chapel Hill and MetaMetrics*
Gary Williamson, *Metametrics*
A. Jackson Stenner, *MetaMetrics*
- 2. Measuring Text Difficulty: Progress and Remaining Problems**
James Cunningham, *University of North Carolina at Chapel Hill*
Heidi Anne E. Mesmer, *Virginia Tech*
- 3. Measuring Text Characteristics at Multiple Levels of Language and Discourse**
Arthur C. Graesser, *University of Memphis*
Danielle S. McNamara, *Arizona State University*
Zhiqiang Cai, *University of Memphis*
Mark W. Conley, *University of Memphis*
- 4. Helping Teachers and Test Developers Determine the Difficulty of Text for Instruction and Assessment**
Kathleen M. Sheehan, *Educational Testing Service*
Irene Kostin, *Educational Testing Service*
Diane Napolitano, *Educational Testing Service*
Michael Flor, *Educational Testing Service*
- 5. The Qualitative Analysis of Features that Make Texts Complex**
P. David Pearson, *University of California, Berkeley*
Elfrieda H. Hiebert, *TextProject*

6. Contextualizing Text Complexity: The Promise of Text-Task Scenarios

Sheila Valencia, *Univeristy of Washington*

Karen Wixson, *University of North Carolina at Greensboro*

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

8:45 am - 10:15 am • PAPER SESSION

Victory Park 1 - Level 5

Social Justice in Teacher Education: Perceptions and Practice

Chair:

Lauren Freedman, *Western Michigan University*

Discussant:

Zaline Roy-Campbell, *Syracuse University*

1. Complexities of Social Justice Literacy Education in Preservice Teacher Education

Anne Swenson Ticknor, *East Carolina University*

2. Reform and Resistance: The Language of Teacher-Activist Identity Formation

Kate Elizabeth Kedley, *University of Iowa*

3. Defining Language Minority Students: Teachers' Perceptions and Implications

Lavern Byfield, *Southern Illinois University Carbondale*

8:45 am - 10:15 am • SYMPOSIUM

Victory Park 2 - Level 5

Three Dimensions of Social Justice Literacy Pedagogy

Chair:

Ted Kesler, *Queens College, CUNY*

Discussant:

Mitzi Lewison, *Indiana University, Bloomington*

The three teams of presenters in this symposium demonstrate three key dimensions of social justice literacy education, with the goal of enacting more democratic, equitable forms of schooling. We conceptualize these dimensions as existing along a continuum of contexts and distinct but related participants—veteran teachers, pre-kindergarten to grade 12 students, and pre-service teacher candidates. The presenters show how they enacted dialogic literacy pedagogy, using problem-posing methodology with participants, to achieve praxis for social action.

1. Social Justice Pedagogy in a Sixth Grade Class

Janet C. Richards, *University of South Florida*

2. Youth as Sources of Literacy Equity: Using Photographs to Help Adolescents Make Sense of School, Injustice, and Their Lives

Kristien Zenkov, *George Mason University*

Marriam Ewaida, *George Mason University*

3. Writing for Social Action in Our Digital Age

Ted Kesler, *Queens College, CUNY*

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION

West End - Level 5

Students' Perspectives and Understanding of Literacy Learning in Videogame Environments: A Critical Dialectical Pluralist Approach

Chair:

Hannah Gerber, *Sam Houston State University*

This explores commercial-off-the-shelf videogames-based curriculum and its influence on students' literacy learning. Transforming literacy is more than bridging in and out-of-school literacies; it's understanding the meaning of literacy today. Data were drawn from a games-based intervention class and analyzed using constant comparison, content analysis, and qualitative comparative analysis, to understand how games-based curricula influences students' literacy practices. Findings indicate games-based curricula allow students to see the validity of their out-of-school literacies within school curriculum.

1. Researchers' Perspective

Hannah Gerber, *Sam Houston State University*

Anthony Onwuegbuzie, *Sam Houston State University*

Sandra Schamroth Abrams, *St. John's University*

2. Students' Perspectives

Adrienne Carmona, *Aldine Independent School District*

3. Administrators' Perspectives

Cindy L. Bengé, *Sam Houston State University*

Jamie Spates, *Aldine Independent School District*

4. Teacher-Researchers' Perspectives

Hannah Gerber, *Sam Houston State University*

Adrienne Carmona, *Aldine Independent School District*

SATURDAY

8:45 am - 10:15 am • PAPER SESSION
White Rock 1 - Level 5

Developing Identity Through Textual Engagement

Chair:

Susan V. Bennett, *University of Mississippi*

Discussant:

Rachel Skrlac Lo, *University of Pennsylvania*

- 1. Telling Stories about Girlhood: Bedrooms as Multimodal Identity Texts**
Diane Renee Collier, *Brock University*
- 2. The Development of Writing Habitus Over Time: A Ten-Year Case Study of a Young Writer**
Cathy Compton-Lilly, *University of Wisconsin-Madison*
- 3. Toward an Understanding of the Reading/Writing Dichotomy in Youths' Literate Lives**
Allison Skerrett, *The University of Texas at Austin*
Anni Lindenberg, *The University of Texas at Austin*
Caron M. St. Onge, *The University of Texas at Austin*
Katrina Jansky, *The University of Texas at Austin*
Michelle Fowler-Amato, *The University of Texas at Austin*

8:45 am - 10:15 am • PAPER SESSION
White Rock 2 - Level 5

Reading, Adolescents, and Technology

Chair:

Chrystine Mitchell, *Pennsylvania State University, Berks Campus*

Discussant:

Mark Allen Dressman, *University of Illinois at Urbana-Champaign*

- 1. Examining Reading Path and Comprehension: An Investigation of Eighth-Grade Readers' Engagement With Multimodal, Digital Texts**
Valerie Harlow Shinas, *Lesley University*
- 2. Engaging Reluctant Middle School Students With Digital Readers: A Summer Program Designed to Increase Independent Summer Reading**
Chrystine Mitchell, *Pennsylvania State University, Berks Campus*
- 3. Expanding the Geography of Learning: How Students Represent and Read Their School-Worlds in Digital Spaces**
Deirdre Faughy Davison, *Teachers College, Columbia University*

10:45 am - 12:00 pm • INTEGRATIVE RESEARCH REVIEW
Trinity 1 - 4, 8 - Level 3

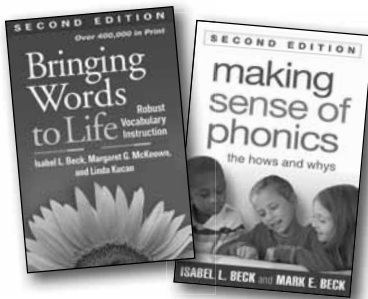
Chair:

Patricia Encisco, *The Ohio State University*

- I. Albert J. Kingston Award Presentation**
Patricia Edwards, *Michigan State University*
- II. Introduction of Speaker**
Georgia E. Garcia, *University of Illinois, Urbana-Champaign*
- III. 2013 Integrative Research Review: Redux: Transformative Literacy Efforts in an Era of Reform**
Chair and Moderator:
Georgia E. Garcia, *University of Illinois, Urbana-Champaign*
Panel:
Carol D. Lee, *Northwestern University*
David Bloome, *The Ohio State University*
Kris Gutierrez, *University of Colorado Boulder*
Robert J. Tierney, *University of Sydney*

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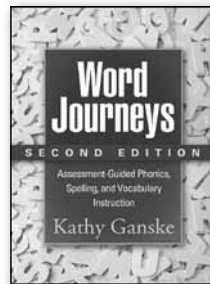
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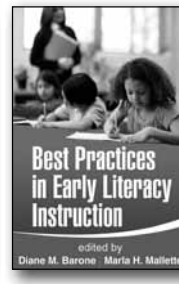
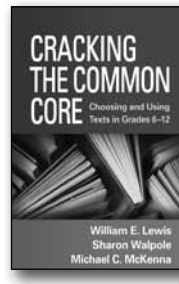
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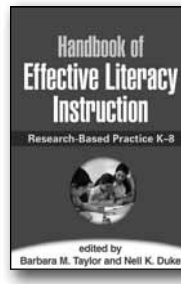
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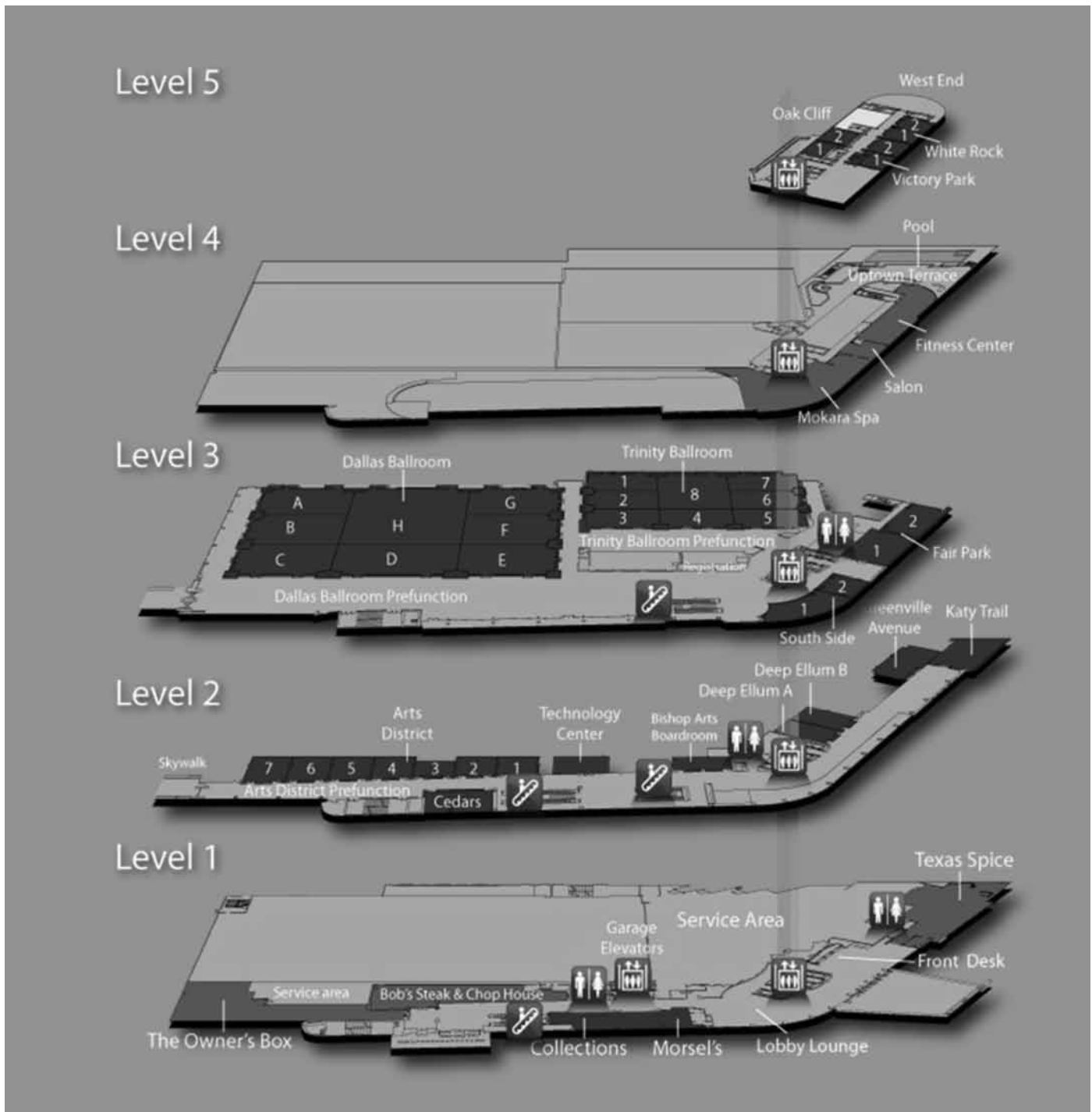
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Enniss, Ingrid
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Fain, Jeanne Gilliam
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Hitchens, Carolyn Walker
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Hoffman, Jessica L.
Hollett, Ty
Hollibush, Matt J.
Hong, Carrie Eunyoung
Hong, Huili
Horan, Deborah A.
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Huang, Francis Howard Lim
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Kedley, Kate Elizabeth
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Lewis, Tisha Y.
Lilienthal, Linda K.
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Linares, Rebecca E.
Liu, Xiaoming
Lopez, Minda

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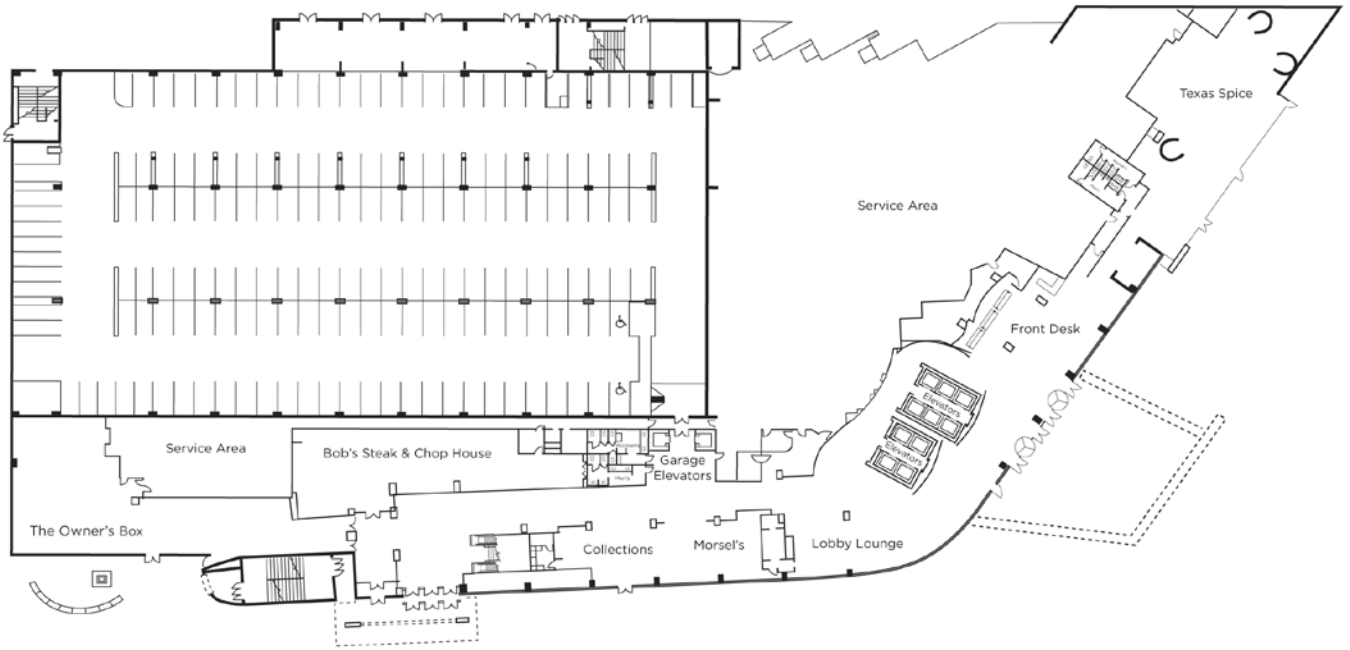
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McInroe, Gae Lynn	Pratt, Kristen Lynne	Smit, Julie Joanna	Wickstrom, Carol D.
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McTigue, Erin	Protacio, Maria Selena	Smith, Karen E.	Wiggins, Christine
McVee, Mary	Puzio, Kelly	Smith, Patriann	Wilder, Phillip Michael
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Merz, Sydney Alexia	Pytash, Kristine E.	Sohn, Bonggi	Williams, J. Baxter
Miller, Catherine Anne	Quast, Erin	Solomon, Marva Jeanine	Williams, Jeanine Latoya
Mills, Tammy	Rackley, Eric	Song, Kwangok	Williams, Toni
Moench, Candice Marie	Rainey, Emily	Song, Yi	Williams, Wendy
Moffatt, Lyndsay	Rakes, Lori C.	Sowa, Patience A.	Wilson, Kathleen M.
Mohr, Kathleen A. J.	Ramirez, Erin Marie	Spires, Hiller A.	Wimmer, Jennifer J.
Moll, Luis C.	Randall, Regine	Spitler, Ellen	Wolf, Jude
Montanaro, Elizabeth	Randel, Maryl A.	St. Onge, Caron M.	Worthy, Jo
Morales, P. Zitlali	Reed, Eron	Steeg, Susanna Mae	Wright, Katherine Landau
Moreland, Meagan	Riamliw, Jakraphan	Stewart, Kristopher	Wright, Tanya S.
Morin, Tanya	Richey, Leila N.	Stewart, Mary Amanda	Young, Craig A.
Moses, Lindsey	Rinker, Tyler W.	Stoker, Ginger	Yu, Min
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O'Byrne, William Ian	Russell, Virginia Marie	Tochelli, Andrea	
Ohle, Kathryn	Rust, Julie	Tortorelli, Laura	
Oldrieve, Richard M.	Saal, Leah Katherine	Tracy, Kelly N.	

FACILITY MAP

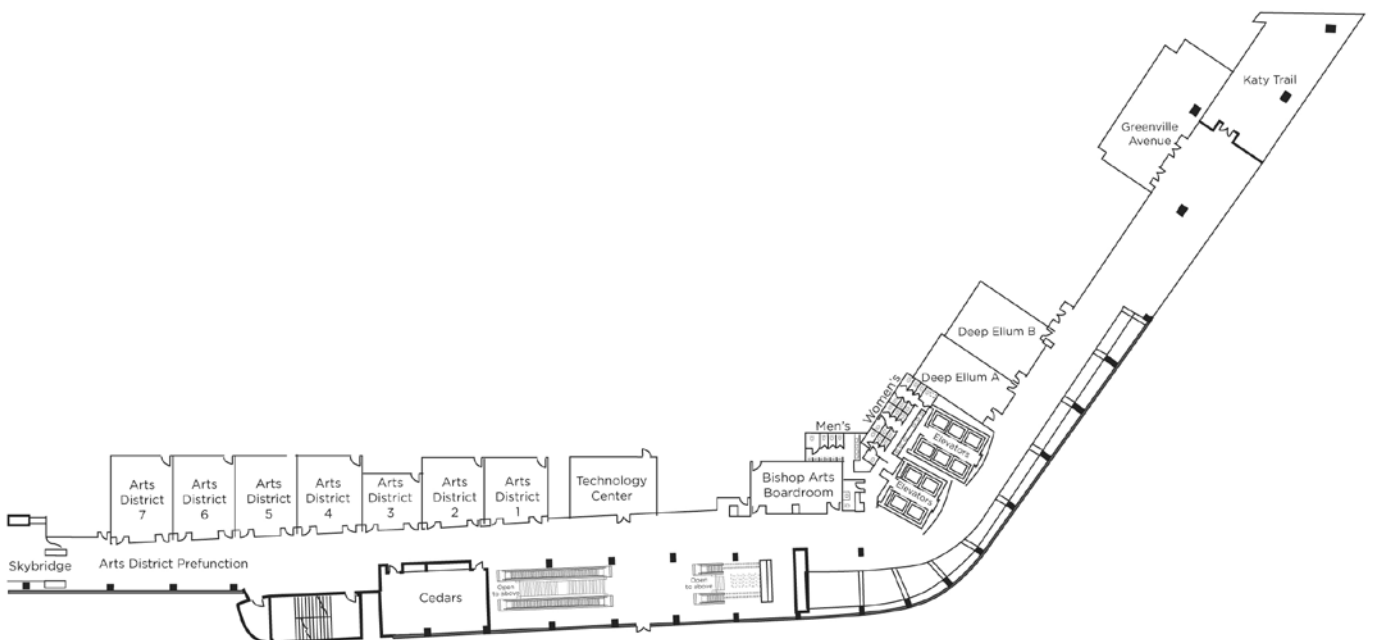


FACILITY MAP

Dallas Level One

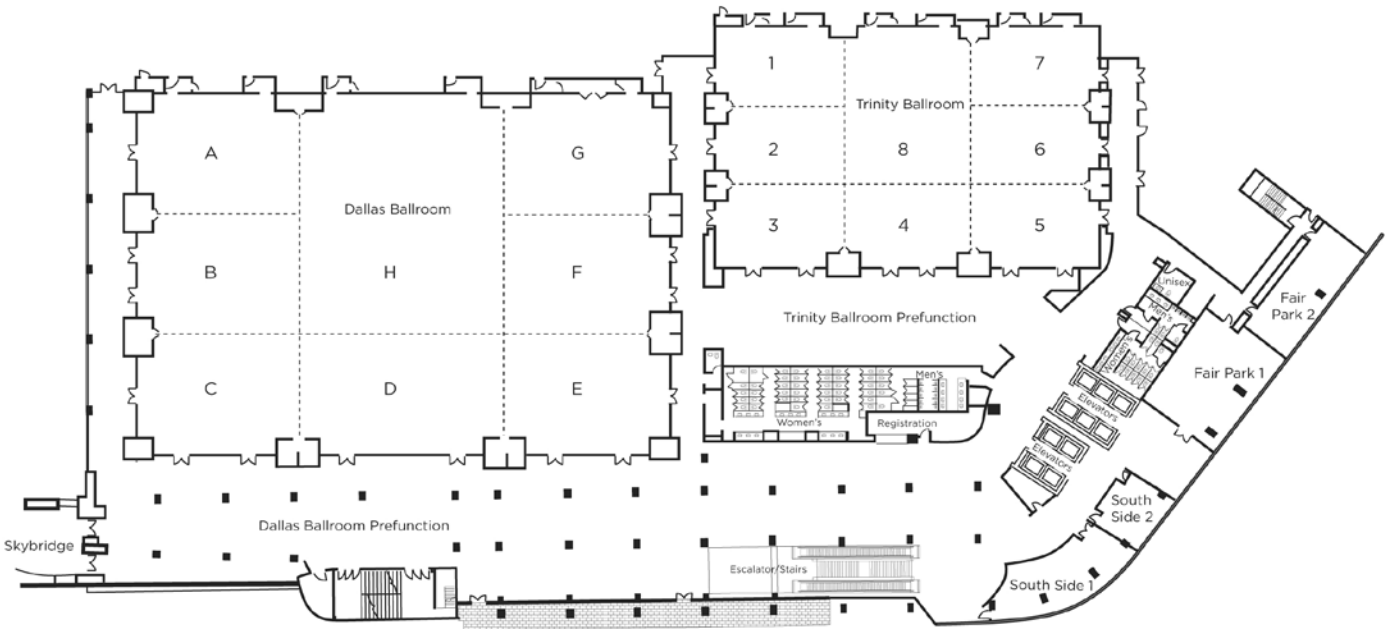


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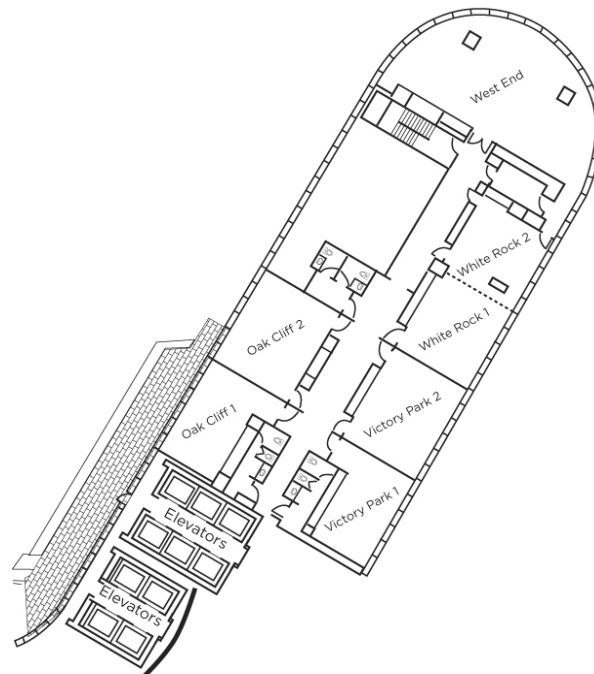


FACILITY MAP

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A Tribute...

“Art is literacy of the heart,” mused Elliot Eisner, an idea captured in the two very small paintings that adorn this program’s cover. The paintings, created by my brother do not reflect his finest work, yet I treasure them because they evolved out of the ordinariness of every day life. They emerged on a blustery cold winter’s day, so common in northeastern Ohio, as our family — nestled cozy, safe, and warm inside our home — went about living, on an uneventful Saturday afternoon. Adell gently picked up his watercolor paints and brushes, then quietly painted two very small pictures, envisaging spring — filled with color, life, and movement. He presented the paintings as little gifts: one to my parents and one to me. This summer, years after his death, I found the companion painting, tucked behind a photo of my maternal grandparents’ 60th wedding anniversary, and relived that uneventful, cold, blustery winter’s day, now a precious memory... a love letter that continues to speak to me.

Elaine York, of LRA Headquarters, drew on the conference theme and transformed the two paintings into a new work of art.

— Arlette I. Willis, 2013 Program Chair

