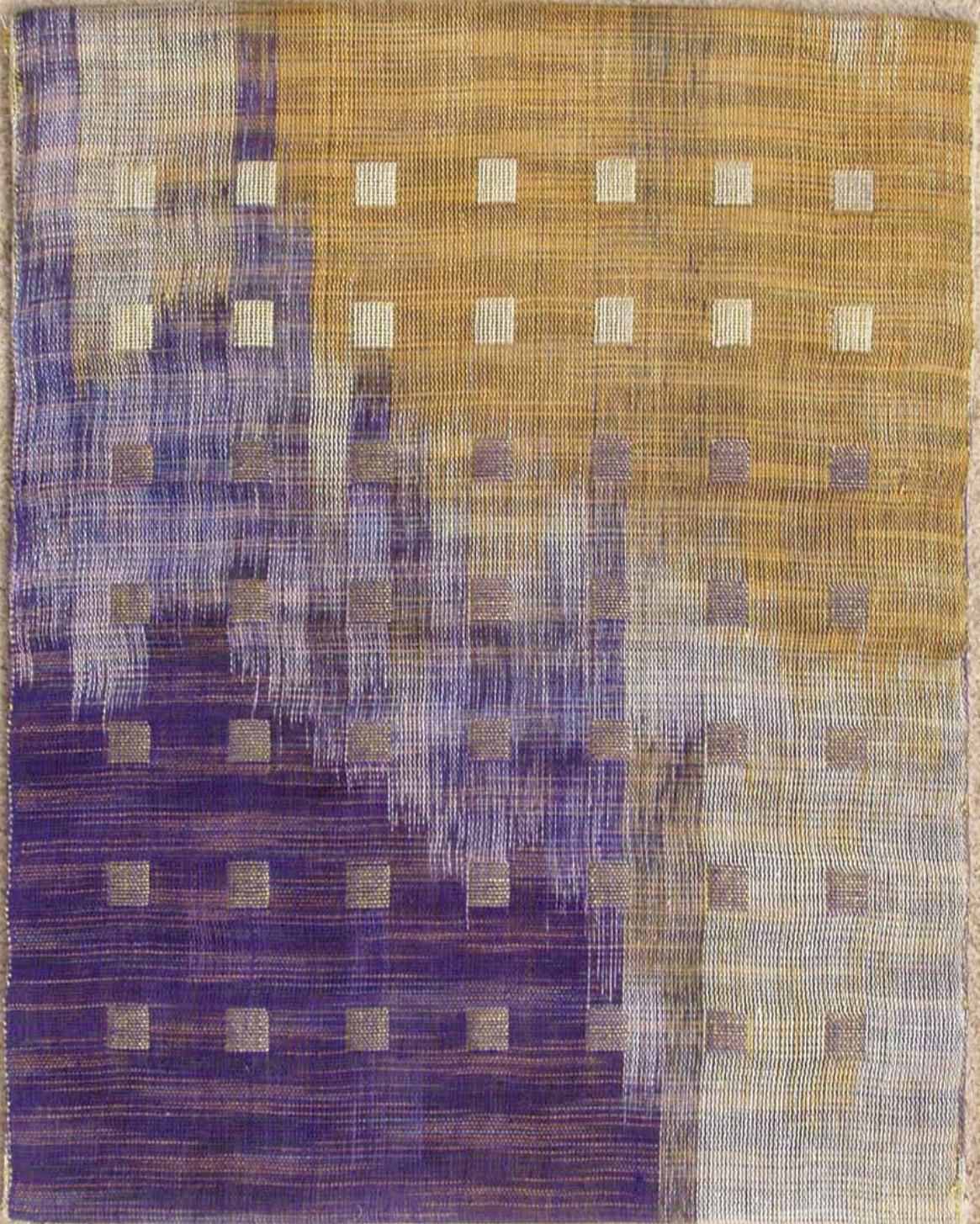


The Dialogic Construction of Literacies



Dialogue II — Marty Weiss



LITERACY
RESEARCH
ASSOCIATION

64th Annual Conference

December 3-6, 2014

Marco Island Marriott • Marco Island, Florida

www.literacyresearchassociation.org

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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: Guilford Publications, Holcomb Hathaway Publications, Routledge, and Teachers College Press.

WELCOME

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

Welcome to the 64th Annual LRA Conference at the Marco Island Marriott! This conference marks a return, after 25 years, to the beautiful shores of the Gulf of Mexico. For those of you who may be newcomers or graduate students, historically, LRA (formerly the National Reading Conference) held its annual meeting every year at the Don CeSar hotel in St. Pete Beach, Florida, until the organization outgrew the space. Although many of us did not attend any of the annual meetings at “the Don,” the stories from those days are part of the fabric of our history and are often shared as members reminisce about previous conferences. Bringing the conference back to the shores of the Gulf of Mexico in a larger, equally beautiful venue such as the Marco Island Marriott, will hopefully provide some nostalgia for LRA members who attended meetings at “the Don.” More importantly, I hope that this venue will provide opportunities for all of us to author new historical accounts of LRA as we share cutting-edge literacy research, engage in stimulating conversations, and bring a new generation of scholars into the LRA community while enjoying the natural beauties that Marco Island has to offer.

I would like to extend my thanks and appreciation to Arlette Willis, who generously mentored me last year. As well, I am grateful to my Co-Chair, Pat Enciso, and the rest of my conference committee: Barbara Martin Palmer, Keli Garas-York, Gwen McMillon, Lynn Shanahan, and Julie Moore. Their trusted advice, assistance, and support throughout the past year was a constant source of inspiration. I would like to extend sincere appreciation to the faculty and graduate students at the University of South Florida, who have served as the Local Arrangements Committee. Thanks are extended to: Danielle Dennis, Jim King, Janet Richards, and Jenifer Schneider for their efforts. Finally, I would like to thank the Kautter Wenholt Management Group team of Barbara Beatty, Julie Dross, Lynn Hupp, Sasha Jaquith, and Alessandra Gilfoil for their tireless efforts to build this conference and ensure its success.

We received a record number of conference proposals, 1,023 total submissions; 635 of which were accepted, for an acceptance rate of 62%. There will be 218 sessions (not including the Plenary, Award, and Invited Sessions). These sessions include: 115 Paper Sessions with 351 individual papers presented within them), 30 Alternative Format Sessions, and 73 Symposia. We are providing 19 Study Group Sessions on Wednesday, Thursday, and Friday. In addition, the conference program includes 14 Roundtable Sessions, with 162 individual roundtables, averaging 11.6 papers per Roundtable Session.

I would like to extend my most sincere appreciation and gratitude to the 42 LRA Area Chairs who generously contributed their time and expertise for many months as they: encouraged qualified reviewers to volunteer, screened proposal submissions, assigned reviewers to proposals, created grouped paper sessions, and made recommendations to me. They are to be congratulated for their outstanding efforts without which, this conference would not be possible.

The conference theme “The Dialogic Construction of Literacies” draws on my own research interests and my perception of the LRA community. The notion that dialogic spaces are multi-voiced and emphasize the social process of meaning making that occurs between people as they make sense of contexts and texts, reflects the essence of our research community. Our conference provides a space in which multiple, conflicting, and alternative perspectives are shared, debated, and resisted. In a Bakhtinian sense, this “constant interaction between meanings” suggests that as we construct meaning and make sense of literacies through our research, we are informed by the social, cultural, and historical voices which preceded it, while simultaneously transforming ourselves and influencing others. Many of the sessions, and the plenary addresses, examine research questions and literacy issues using dialogism as an epistemological/ontological framework.

CONFERENCE TO-DO LIST

The following are some of the 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:

- Arlette Willis, President of LRA, will deliver the Presidential Address on Wednesday, December 3, in the Islands Ballroom A-E from 4:45-6:00 PM. Her address is entitled, “Literacy and Race: Access, Equity, and Freedom.” The President’s Reception will follow immediately after the address on the Sunset Terrace North, to which all attendees are invited.
- Yetta Goodman will deliver the Oscar Causey Address on Thursday, December 4, in the Islands Ballroom A-E from 10:30 AM-12:00 PM. Her address is entitled, “Miscue Analysis: A Transformative Tool for Researchers, Teachers, and Readers.”
- Rupert Wegerif, Professor of Education at the University of Exeter will deliver the plenary address on

WELCOME

Thursday, December 4, in the Islands Ballroom A-E from 4:45-6:00 PM. His talk is entitled, "Towards Dialogic Literacy Education for the Internet Age."

- George Lakoff, Richard and Rhoda Goldman Distinguished Professor of Cognitive Science and Linguistics at the University of California at Berkeley, will deliver the plenary address on Friday, December 5, in the Islands Ballroom A-E from 4:45-6:00 PM. Lakoff's talk is entitled, "Why the Brain Changes Everything: What Embodied Cognition Tells Us about Literacy."
- The Integrative Research Review on Saturday, December 6, in the Islands Ballroom A-E from 10:30-12:00 will be "A Conversation about the Contributions of Content Knowledge and Strategic Processing to Reading Comprehension." Annemarie Palincsar, University of Michigan, will moderate the session. Panelists will include: Maren Aukerman, Stanford University; Rachel Brown, Syracuse University; Kouider Mokhtari, University of Texas at Tyler; and Sheila Valencia, University of Washington.

Attend the Distinguished Scholar Lifetime Achievement Award Session:

The Distinguished Scholar Lifetime Achievement Award session will feature this year's recipients, Marilyn Cochran-Smith, Boston College, and Susan Lytle, University of Pennsylvania. Their presentation, "The Uncertain Terrain of Practitioner Research: A Conversation" will be on Friday, December 5, 2014, from 10:30-12:00 in the Islands Ballroom, Salon A.

Attend an Area Chairs' Invited Speakers Session:

Area chairs from even numbered areas were invited to organize an invited speaker session. This year, the Area 2 Co-Chairs have invited Dr. Stephanie Jones and Dr. Mark Vagel to present "Cultivating Literacies of Class: Social Class Sensitivity in Teacher Certification, Professional Learning, and Doctoral Education." This session will be presented on Wednesday, December 3, 2014 from 3:00 pm - 4:30 pm in Caxambas 2. The Area 10 Co-Chairs have invited Dr. Doug Belshaw to present a session entitled, "Toward the Development of a Web Literacy Map: Exploring, Building, and Connecting Online," which will be presented on Friday, December 5, 2014 from 8:45-10:15 AM in the Islands Ballroom, Salon J. I encourage you to attend each of these special sessions.

Attend the Presidential Reception:

On Wednesday, December 3, following the Presidential Address by LRA President Arlette Willis, please attend the

Presidential Reception. Dr. Willis' reception will be held on the Sunset Terrace from 6:00 - 7:30 pm (weather permitting). Heavy hors d'oeuvres and a cash bar will be available. Please be sure to take this opportunity to thank Arlette Willis for her visionary leadership and careful 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 4, from 7:30 - 8:30 AM, on the Sunset Terrace. Jennifer Powell, Chair of the LRA Field Council, will share information about becoming involved in the LRA Field Council. In addition, Dr. Powell has an agenda that includes welcome comments from our LRA President Arlette Ingram Willis and President-Elect Janice F. Almasi. 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. Opportunities for publishing your research will be explained by Pamela J. Dunston and Susan King Fullerton, Clemson University, outgoing Co-Editors of the *LRA Yearbook*; Betsy Baker, Jen Clifton, Laurie Kingsley, Candace Kubly, Amy Lannin, Lenny Sanchez, and Selena VanHorn, University of Missouri, incoming Co-Editors of the *LRA Yearbook*, and Patricia L. Anders and David B. Yaden, Jr., Co-Editors of the *Journal of Literacy Research*. Information regarding the Sara B. McCraw Reading Foundation Travel Award, the Student Outstanding Research Award, and the STAR Mentoring Program (Scholars of color Transitioning into Academic Research Institutions) will be shared. 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 Roundtable or Study Group Session on the Beach:

In an effort to integrate content and context, we are providing you with the opportunity to participate in conversations around research while enjoying the beauty of the natural setting on Marco Island. LRA has reserved six Chickee Huts on the beach, and individuals presenting Roundtable and Study Group sessions have signed up to present in this natural setting. Sessions that will be presented in Chickee Huts are denoted throughout the program with a Chickee Hut icon. Please note that the existing furniture within each Chickee Hut consists of plastic beach chairs and there is no electricity. As well, should inclement weather arise,

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outdoor sessions may be moved indoors. For this reason, every outdoor session has a comparable space indoors. All roundtable sessions scheduled in Chickee Huts have space reserved indoors in Salon G. Study Groups scheduled for Chickee Huts have rooms reserved indoors as indicated in the program in case of inclement weather.

Attend a Noon-Hour LRA Study Group:

You may choose from among 19 LRA Study Groups that are meeting from 12:00 - 1:00 PM, 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. Six Study Groups will be meeting outdoors in Chickee Huts, weather permitting.

Attend an Innovative Community Group (ICG) Session/ Meeting:

The Doctoral Students ICG, Gender and Sexualities ICG, History of Literacy ICG, International ICG, and the Multilingual and Transcultural Literacies 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.

Attend Vital Issues

This year's conference marks the revitalization of Vital Issues, which the Field Council will take the lead in organizing. Vital Issues is a time to continue discussions about vital issues in literacy research and meet old and new friends in an informal setting. Vital Issues will be held in Korals, the lobby bar, each evening from 9:00 PM-midnight. All members are invited to attend and continue conversations about each day's events.

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 Christine Mallozzi and Stergios Botzakis. 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 4, from 6:15 - 7:15 PM in Salons F and G.

Attend the Memorial Service:

A memorial service will be held on Thursday, December 4, immediately following the Town Hall Meeting from 7:15 - 8:30 PM in Salons F and G. Tributes to the life and work of our Past President, Trika Smith-Burke, Robert Calfee, and E. Jennifer Monaghan have been organized by David Pearson, Freddy Hiebert, David Reinking, Diane Stephens,

Rob Tierney, Norm Stahl and Doug Hartman. All are invited to attend.

Attend the Annual Friday Business Meeting:

LRA's Annual Business Meeting will be held on Friday, December 5 from 6:00 - 6:20 PM, immediately following Dr. George Lakoff's plenary address in Islands Ballroom, Salons A-E. Attend the Annual Business Meeting on Friday to welcome LRA's newly elected Board members, learn about the slate of nominees for the 2015 election, learn which site was selected for the 2016 conference, and learn about LRA's financial policies and status. An agenda for the Annual 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

Bid on Books at the Silent Auction:

You can bid on books at the Silent Auction tables in Collier Hall; bidding ends on Friday at 3:30 PM. If your bid is the highest bid, you can purchase books on Friday from 4:00 - 7:00 PM, and Saturday from 8:00-11:00 AM, at the registration desk.

Submit Your Paper(s) to the 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 submitted by **February 6, 2015, by 11:59 PM (PST)**. Further information regarding Yearbook submissions will be forthcoming. In addition, you are invited to upload your paper to the LRA conference paper repository site on the LRA website.

Submit Proposals for the LRA 2015 Conference:

Submit your proposal by **March 2, 2015**, for the LRA 2015 Conference, which will be held at the beautiful Omni LaCosta Resort in Carlsbad, CA. The 65th LRA Conference will be co-chaired by Pat Enciso and Rebecca Rogers. Please direct all of your questions about proposals to Pat Enciso at enciso.4@osu.edu.

I hope you have a stimulating, productive, and memorable conference!

Janice F. Almasi
2014 Program Chair and President-Elect

IN MEMORIAM



ROBERT C. CALFEE

We are trying to imagine the 2014 LRA Conference without Bob Calfee, and it's hard to do. Bob has been such a quiet force in our community for so long. Bob was never in a governing role in our organization, but he was a leader in our field and NRC/LRA. His leadership stemmed from his gifts of intellect, commitment to high-quality curriculum and teaching, and mentoring the next generation of literacy scholars. NRC acknowledged those gifts with the Oscar Causey Award for Outstanding Contributions to Reading Research (2003).

His analytic capacities were legendary. We can probably all recall his politely asking a penetrating question of a presenter as a discussant or as an audience member. The question almost always carried with it a suggestion to read a classic piece that had addressed the issue at least two decades ago. For both of us, a persistent image of Bob is roaming the halls in between sessions to buttonhole a fellow scholar to ask what we are going to do to address yet another policy absurdity. An equally persistent image is of Bob sitting with a young scholar in easy chairs in the hotel lobby, offering advice on half-formed dissertation plans.

But Bob was about more than analysis and reflection. He was also about action and productivity. During his career, he produced a remarkable body of published work (20 single-spaced pages at the time of his death). He likewise garnered numerous professional awards and honors: a Guggenheim Fellowship (1972), election as a Fellow of the American Association for the Advancement of Science, (1990), and the aforementioned Oscar Causey Award from NRC. He was a prolific editor, serving as editor of the *Journal of Educational Psychology* and *Educational Assessment* (for which he was the founding editor) as well as the voluminous *Handbook of Educational Psychology*.

Born in Lexington, KY on January 26, 1933, Bob was reared, along with his four younger siblings, in an orphanage for several years until his mother, Nancy Bernice Stipp, reclaimed her children and took them to LA. Bob attended UCLA for two years and

then volunteered for a four-year tour of duty in the Air Force as a jet engine mechanic. He returned to UCLA where he completed a bachelors, masters, and PhD in clinical psychology in 6 years, followed by a post-doc at Stanford.

His distinguished academic career began at the University of Wisconsin, Madison (1964-1969). From 1969 to 1998, Bob was at Stanford University as a Professor of Education and Psychology as well as Associate Dean for Research and Development for 4 years. From 1998 to 2003, Bob served as Dean and Professor of Education at the University of California at Riverside, continuing there as Distinguished Professor of Education until 2005. From then until his death, Bob was Emeritus from both Riverside and Stanford (a singular distinction!).

A story to epitomize Bob's stance toward his work, be it research, school improvement, or professional learning comes from Mike Wood, the founder of *Leap Frog*. Mike was pitching his idea for teaching phonics to early readers within an engaging game framework to Bob. Bob responded to the prototype with a chuckle and his inimitable smile, saying, "This could be fun!" Imagine that! Scholarship that's fun! A perfect image to commemorate our colleague.

P. David Pearson
Elfrieda H. Hiebert

IN MEMORIAM



E. JENNIFER MONAGHAN

The history of literacy serves as the very foundation for all that we are in 2014 as theorists, researchers, and practitioners. Yet ever too often as a profession we focus solely on the present vantage point with an eye on the distant horizon all the while overlooking the road well travelled over the years. So as not to lose perspective of the many lessons provided by those who have preceded us on this journey, we need advocates for the historical perspective. For nearly four decades the undisputed champion of the historical moment in the literacy field was E. Jennifer Monaghan. Throughout these decades Jennifer stood as the preeminent scholar of literacy history, an unrelenting advocate for the importance of literacy history and historiography, and a caring and ever present mentor and cheerleader for several generations of young historians.

As a scholar Jennifer set the bar high for other individuals in the literacy profession. She may be best known for her seminal book, *A Common Heritage: Noah Webster's Blue-Back Speller* (1983), which evolved out of her award-winning dissertation undertaken at Yeshiva University. Other impactful books included *Learning to Read and Write in Colonial America* (2005) and her coedited volume for IRA with Susan Israel, *Shaping the Reading Field: The Impact of Early Reading Pioneers, Scientific Research and Progressive Ideas* (2007). Jennifer's seminal article, Family Literacy in Early 18th-century Boston: Cotton Mather and His Children (from *Reading Research Quarterly* in 1991) serves as an exemplar of the very best in literacy historiography in *Literacy Research Methodologies* (2011). Most recently she authored *The Illustrated Phonics Booklet* designed to provide young readers and English learners a background in letter-sound correspondence.

Jennifer was uncompromising yet gracious while advocating for the history of literacy when she was with us at an LRA event or at conferences delivered by the International Reading Association, the American Antiquarian Society, or the American Studies Association among others. For a quarter of a century beginning in 1976 she was a beacon in the night as she edited the *History of Reading News*. Along with her valued colleague Douglas Hartman she co-authored two handbook chapters that are staples for training individuals to understand if not undertake historical research [Integrating the English Language Arts:

An Historical Perspective in the *Handbook of Research on the Teaching the English Language Arts* (2011) and *Undertaking Historical Research in the Handbook of Reading Research, Volume III* (2000)]. Her article co-authored with David Moore and Douglas Hartman entitled Conversations: Values of Literacy History in *Reading Research Quarterly* (1997) is the primary advocacy text for the field.

As a mentor to several generations of literacy historians Jennifer's first step was with the founding of the History of Reading Special Interest Group of the International Reading Association as a much needed home for members of the field. Then across the years, whether in conference sessions or associated community building activities she could always be found mentoring future literacy historians and goading each one to work on that dissertation, to undertake and then disseminate their historical research (preferably in the *History of Reading News*), and to promote the study of our history in our professional associations. Jennifer's mentorship to the profession will continue on into the future as, along with her husband Charles, she donated their collection of over 2,000 books related to the history of teaching reading to the University of Kansas Spencer Library, Department of Special Collections to be a component of the Young American Readers exhibit. Such a caring and supportive philosophy served her equally as well as the foundation for her work for 28 years with the students enrolled in developmental reading, ESL, and composition classes at Brooklyn College in the CUNY system.

The field of literacy pedagogy and research is better for the many contributions given to all of us so freely and with so much conviction. Her many good works will live on for future generations as they rejoice in the contributions of those who have come before and thus made their membership in our profession possible.

Norman A. Stahl
Douglas K. Hartman
Dixie D. Massey
Joseph Zimmer
Susan E. Israel

IN MEMORIAM



TRIKA SMITH-BURKE

In October of this year, LRA lost one of its most stalwart, dedicated, charitable, and beloved leaders. We mourn the loss of our friend and colleague Trika Smith-Burke, whose unparalleled contributions to LRA began in the mid-1970s. For almost 40 years, Trika was the embodiment of NRC/LRA. Her indomitable spirit permeated our organization both professionally and personally. Professionally, she was the model of what we aspire to be as a community of researchers and scholars whose work contributes to a better world. Personally, she reflected the strong personal bonds of friendship and collegial support that make LRA a unique professional organization. In both of these domains, Trika was our emotional, even spiritual, consciousness and consummate leader.

Her formal contributions to NRC/LRA are legion, including service as President (with responsibilities between 1985-89) and as treasurer twice (1978-83; 1991-93). For that service she received the Albert Kingston Award in 1990. Subsequent to that award, she served on or led numerous committees, and she participated directly in several important initiatives. She was also the motivating force and benefactor behind the Michael J. Parker Award.

Beyond NRC/LRA, her contributions are equally important. For example, she was an early leader in establishing a close relationship between reading theory and reading practice. She promoted that perspective in her teaching at NYU and in the publications and professional development within IRA and the broader community of literacy research and practice. Most notable was her committed leadership within the Reading Recovery community. She co-founded the Reading Recovery site at NYU, and she worked tirelessly to ensure that Reading Recovery held itself to the highest professional and scholarly standards, an effort that resulted in its good standing as an intervention grounded in evidence for its efficacy.

We'll all remember Trika as the consummate professional in everything she did—teaching at NYU, directing the Reading Recovery site, making sure that NRC was both financially and collegially viable, mentoring new scholars, especially young women, into the field of literacy research. We'll also remember her as the consummate friend—inviting our families into her life, telling stories of past NRC meetings late into the night at the current NRC, celebrating birthdays and births, and being available to talk through a difficult patch in one's life journey.

We'll remember her humanity as a professional, her serenity in the face of chaos, her outrage at injustice, her warmth as a friend, and, more than anything, the radiant smile that invited all of us into her personal space.

We shall not soon see the likes of Trika Smith-Burke. But as we grieve our loss, we have cause for celebration, for we are blessed to have such fond memories and vivid images to keep her spirit alive in our minds and hearts.

P. David Pearson
David Reinking

MAJOR ADDRESSES

Presidential Address – Wednesday, December 3, 2014 4:45 pm - 6:00 pm, Islands Ballroom A-E

Literacy and Race: Access, Equality, and Freedom
Arlette Willis, *University of Illinois at Urbana-Champaign*



Arlette Willis

Oscar S. Causey Address – Thursday, December 4, 2014 10:45 am - 12:00 pm, Islands Ballroom A-E

Miscue Analysis: A Transformative Tool for Researchers, Teachers, and Readers
Yetta Goodman, *University of Arizona*



Yetta Goodman

Plenary Address One – Thursday, December 4, 2014 4:45 pm - 6:00 pm, Islands Ballroom A-E

Towards Dialogic Literacy Education for the Internet Age
Rupert Wegerif, *University of Exeter*



Rupert Wegerif

Plenary Address Two – Friday, December 5, 2014 4:45 pm - 6:00 pm, Islands Ballroom A-E

Why the Brain Changes Everything: What Embodied Cognition Tells Us About Literacy
George Lakoff, *University of California at Berkeley*



George Lakoff

Integrative Research Review – Saturday, December 6, 2014 10:45 am - 12:00 pm, Islands Ballroom A-E

A Conversation About the Contributions of Content Knowledge and Strategic Processing to Reading Comprehension

Annemarie Palincsar, *University of Michigan, Chair and Moderator*
Maren Aukerman, *Stanford Graduate, School of Education*
Rachel Brown, *Syracuse University*
Kouider Mokhtari, *University of Texas at Tyler*
Sheila Valencia, *University of Washington*



Annemarie Palincsar



Maren Aukerman



Rachel Brown



Kouider Mokhtari



Sheila Valencia

STUDY GROUP ORGANIZERS

ADULT LITERACY STUDY GROUP

Erik Jacobson, *Montclair State University*

APPROACHES TO DISCOURSE ANALYSIS

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

APPROACHES TO STUDYING GRAPHIC NOVELS

Stergios Botzakis, *University of Tennessee, Knoxville*
Laura M. Jimenez, *Boston University*

APPROACHES TO VIDEO DATA ANALYSIS IN LITERACY RESEARCH

Julie Coiro, *University of Rhode Island*

COMMON CORE STANDARDS AND READING TO WRITING CONNECTIONS WITH SPECIAL GUESTS JILL FITZGERALD, WILLIAM LEWIS, AND DOUGLAS KAUFMAN

Zoi Apostolia - Philippakos, *Towson University*
Noreen S. Moore, *Independent Consultant/William Paterson University*
Vicki McQuitty, *Towson University*

CONCEPTUALIZING AND EXPLORING SPACE AND PLACE IN DIGITAL LITERACIES RESEARCH

Julie Warner, *Teachers College, Columbia University*
Heather Pleasants, *University of Alabama*
Ryan M. Rish, *Kennesaw State University*
Damiana Gibbons, *Appalachian State University*
Lindy L. Johnson, *University of Georgia*

CRITICAL RACE THEORY STUDY GROUP

Judson Laughter, *University of Tennessee*
Keonghee Tao Han, *University of Wyoming*

CULTURALLY RESPONSIVE LITERACY INSTRUCTION STUDY GROUP

Rebecca Powell, *Georgetown College*

DOCTORAL STUDENTS INNOVATIVE COMMUNITY GROUP STUDY GROUP

Jennifer Smith, *Texas Woman's University*
Katherine Brodeur, *University of Minnesota*
Colleen Whittingham, *UIC*

EARLY AUTHORIZING AS MULTIMODAL EMBODIED PRACTICE: OPENING A DIALOGUE

Melanie Reaves, *Northern Michigan University*

FEELING SIDE BY SIDE: METHODOLOGICAL CHALLENGES IN INVESTIGATING AND (NOT) REPRESENTING AFFECT AND EMOTION IN LITERACY STUDIES

Christian Ehret, *Vanderbilt University*
Ty Hollett, *Vanderbilt University*
Kevin Leander, *Vanderbilt University*

HISTORY OF LITERACY STUDY GROUP

Norman A. Stahl, *Northern Illinois University*

INCOMING: NAVIGATING LANGUAGE, POLICY, AND PRACTICE WITH RURAL ENGLISH LANGUAGE LEARNERS

Anne Gregory, *Western Illinois University*

LITERACY LAB/READING CLINIC STUDY GROUP

Cheryl Dozier, *University at Albany*

LIVING THE WRITERLY LIFE IN ACADEMIA

Johna L. Faulconer, *East Carolina University*

PUBLIC ENGAGEMENT AND LITERACY RESEARCH

Carolyn Colvin, *University of Iowa*

TEACHER EDUCATION RESEARCH STUDY GROUP (TERSG)

Karen Kreider Yoder, *Touro University California*

THEORETICAL PERSPECTIVES STUDY GROUP

Kelly Puzio, *Washington State University*
Lara J. Handsfield, *Illinois State University*
Gay Ivey, *University of Wisconsin-Madison*

WORD STUDY STUDY GROUP 2014

Donald Bear, *Iowa State University*

**SAVE THE DATES
2015 LRA ANNUAL
CONFERENCE**

OMNI LACOSTA RESORT & SPA, CARLSBAD, CA

DECEMBER 2-5, 2015

EVENTS AT A GLANCE

Time	Event	Room
TUESDAY, DECEMBER 2, 2014		
8:00 am - 9:00 am	Executive Committee Breakfast	Tropiks Restaurant
9:00 am - 12:00 pm	Executive Committee Meeting	Sanibel - Lobby Level
12:00 pm - 12:45 pm	Board of Directors Luncheon.....	Sunset Terrace
12:45 pm - 1:00 pm	Board of Directors Orientation	Sanibel - Lobby Level
1:00 pm - 5:00 pm	Board of Directors Meeting.....	Sanibel - Lobby Level
3:00 pm - 8:00 pm	Attendee Registration Open	Islands A Desk - Lobby Level
WEDNESDAY, DECEMBER 3, 2014		
7:00 am - 5:00 pm	Attendee Registration Open	Islands A Desk - Lobby Level
7:30 am - 8:30 am	Doctoral Student Innovative Community Group - Annual Sara Bruce McCraw Doctoral Student Networking Session	Salon F - Lobby Level
7:30 am - 8:30 am	Field Council Meeting.....	Salon H - Lobby Level
7:30 am - 8:30 am	Financial Advisory Committee Meeting	Key West - Lobby Level
7:30 am - 8:30 am	Policy and Legislative Committee Meeting	Captiva - Lobby Level
7:30 am - 8:30 am	Student Outstanding Research Award Committee Meeting	Sanibel - Lobby Level
8:00 am - 5:00 pm	Exhibits Open	Capri Foyer - Lower Level
8:00 am - 5:00 pm	Book Display/Silent Auction Open.....	Collier Hall - Lower Level
8:45 am - 9:25 am	Roundtable Session 1A	Salon G - Lobby Level
8:45 am - 10:15 am	Concurrent Sessions	See Pages 19-26
9:35 am - 10:15 am	Roundtable Session 1B.....	Salon G - Lobby Level
10:30 am - 12:00 pm	Concurrent Sessions	See Pages 26-32
12:00 pm - 1:00 pm	Study Groups.....	See Pages 32-37
1:15 pm - 1:55 pm	Roundtable Session 2A	Salon G - Lobby Level
1:15 pm - 2:45 pm	Concurrent Sessions	See Pages 37-43
2:05 pm - 2:45 pm	Roundtable Session 2B.....	Salon G - Lobby Level
3:00 pm - 3:40 pm	Roundtable Session 3A	Salon G - Lobby Level
3:00 pm - 4:30 pm	Concurrent Sessions	See Pages 44-50
3:50 pm - 4:30 pm	Roundtable Session 3B.....	Salon G - Lobby Level
4:45 pm - 5:00 pm	J. Michael Parker Award Presentation	Islands A-E - Lobby Level
4:45 pm - 5:00 pm	Student Outstanding Research Award Presentation	Islands A-E - Lobby Level
5:00 pm - 6:00 pm	2014 Presidential Address	Islands A-E - Lobby Level
6:00 pm - 7:30 pm	President's Reception.....	Sunset Terrace
9:00 pm - 12:00 pm	Vital Issues	Korals
THURSDAY, DECEMBER 4, 2014		
7:00 am - 6:30 pm	Attendee Registration Open	Islands A Desk - Lobby Level
7:30 am - 8:00 am	Newcomers' & Graduate Students' Breakfast.....	Sunset Terrace - Lobby Level
7:30 am - 8:30 am	Distinguished Scholar Lifetime Achievement Award Committee Meeting	Capri 4/5 - Lower Level
7:30 am - 8:30 am	Early Career Achievement Award Committee Meeting.....	Capri 7/8 - Lower Level
7:30 am - 8:30 am	Ethnicity, Race, and Multilingualism Committee Meeting	Capri 1 - Lower Level
7:30 am - 8:30 am	History Innovative Community Group (ICG) Meeting.....	Capri 9/10 - Lower Level
7:30 am - 8:30 am	International Innovative Community Group (ICG) Meeting	Captiva - Lobby Level

EVENTS AT A GLANCE

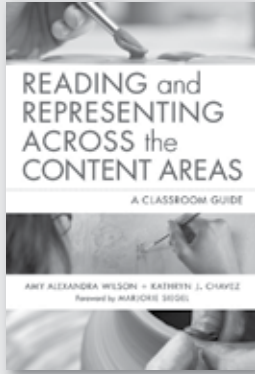
Time	Event	Room
THURSDAY, DECEMBER 4, 2014 (continued)		
7:30 am - 8:30 am	Oscar S. Causey Award Committee Meeting.....	Everglades - Lobby Level
7:30 am - 8:30 am	P. David Pearson Scholarly Impact Award Committee Meeting.....	Caxambas 2 - Lobby Level
7:30 am - 8:30 am	Publications Committee Meeting.....	Key West - Lobby Level
7:30 am - 8:30 am	Research Committee Meeting.....	Capri 2/3 - Lower Level
8:00 am - 5:00 pm	Book Display/Silent Auction Open.....	Collier Hall - Lower Level
8:00 am - 5:00 pm	Exhibits Open	Capri Foyer - Lower Level
8:45 am - 10:15 am	Concurrent Sessions	See Pages 55-60
10:30 am - 10:45 am	P. David Pearson Scholarly Impact Award Presentation	Islands A-E - Lobby Level
10:45 am - 11:00 am	Oscar S. Causey Award Presentation	Islands A-E - Lobby Level
11:00 am - 12:00 pm	2014 Oscar S. Causey Address.....	Islands A-E - Lobby Level
12:00 pm - 1:00 pm	Study Groups.....	See Pages 62-66
1:15 pm - 1:55 pm	Roundtable Session 4A	Salon G - Lobby Level
1:15 pm - 2:45 pm	Concurrent Sessions	See Pages 66-73
2:05 pm - 2:45 pm	Roundtable Session 4B.....	Salon G - Lobby Level
3:00 pm - 3:40 pm	Roundtable Session 5A	Salon G - Lobby Level
3:00 pm - 4:30 pm	Concurrent Sessions	See Pages 74-80
3:50 pm - 4:30 pm	Roundtable Session 5B.....	Salon G
4:45 pm - 5:00 pm	Distinguished Scholar Lifetime Achievement Award Presentation	Islands A-E - Lobby Level
4:45 pm - 5:00 pm	Early Career Achievement Award Presentation.....	Islands A-E - Lobby Level
5:00 pm - 6:00 pm	Plenary Address One	Islands A-E - Lobby Level
6:15 pm - 7:15 pm	Town Hall Meeting.....	Salons F-G - Lobby Level
7:15 pm - 8:30 pm	Memorial for Bob Calfee, Jennifer Monaghan, and Trika Smith-Burke ...	Salons F-G, Lobby Level
8:00 pm - 10:00 pm	Doctoral Student ICG Happy Hour	Korals
9:00 pm - 12:00 am	Vital Issues	Korals
FRIDAY, DECEMBER 5, 2014		
7:00 am - 8:00 am	LRA Yearbook Breakfast (Invitation Only).....	Salon G - Lobby Level
7:00 am - 7:30 pm	Attendee Registration Open	Islands A Desk - Lobby Level
7:30 am - 8:30 am	Albert J. Kingston Award Committee Meeting	Capri 2/3 - Lower Level
7:30 am - 8:30 am	Barr/Mosenthal <i>Handbook of Reading Research</i> Fund Committee Meeting.....	Capri 7/8 - Lower Level
7:30 am - 8:30 am	Doctoral Student ICG Meeting and Proposal Mentoring Project.....	Salon F - Lobby Level
7:30 am - 8:30 am	Edward B. Fry Book Award Committee Meeting	Captiva - Lobby Level
7:30 am - 8:30 am	Ethics Committee Meeting.....	Capri 4/5 - Lower Level
7:30 am - 8:30 am	Gender/Sexualities Innovative Community Group	Everglades - Lobby Level
7:30 am - 8:30 am	J. Michael Parker Award Committee Meeting.....	Sanibel - Lobby Level
7:30 am - 8:30 am	Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting.....	Capri 6 - Lower Level
7:30 am - 8:30 am	Technology Committee Meeting.....	Key West - Lobby Level
8:00 am - 3:30 pm	Book Display/Silent Auction Open.....	Collier Hall - Lower Level

EVENTS AT A GLANCE

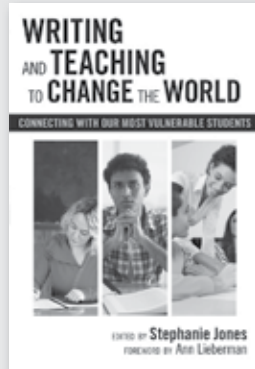
Time	Event	Room
FRIDAY, DECEMBER 5, 2014 (continued)		
8:00 am - 5:00 pm	Exhibits Open	Capri Foyer - Lower Level
8:45 am - 10:15 am	STAR Alternative Format Session.....	Salon F - Lobby Level
8:45 am - 10:15 am	Concurrent Sessions	Various - See Pages 85-92
10:30 am - 11:10 am	Roundtable Session 6A	Salon G - Lobby Level
10:30 am - 12:00 pm	Concurrent Sessions	Various - See Pages 92-98
10:30 am - 12:00 pm	Distinguished Scholar Lifetime Achievement Session.....	Salon A - Lobby Level
11:20 am - 12:00 pm	Roundtable Session 6B	Salon G - Lobby Level
12:00 pm - 1:00 pm	Past Presidents' Luncheon (Invitation Only).....	Tiki Terrace
12:00 pm - 1:00 pm	Study Groups.....	Various - See Pages 99-103
1:15 pm - 1:55 pm	Roundtable Session 7A	Salon G - Lobby Level
1:15 pm - 2:45 pm	Concurrent Sessions	Various - See Pages 103-110
2:05 pm - 2:45 pm	Roundtable Session 7B.....	Salon G - Lobby Level
3:00 pm - 4:30 pm	International ICG Alternative Poster Session	Salon G - Lobby Level
3:00 pm - 4:30 pm	Concurrent Sessions	Various - See Pages 111-118
4:45 pm - 5:00 pm	Edward B. Fry Book Award Presentation.....	Islands A-E - Lobby Level
5:00 pm - 6:00 pm	Plenary Address Two	Islands A-E - Lobby Level
6:00 pm - 6:20 pm	Annual Business Meeting.....	Islands A-E - Lobby Level
6:30 pm - 7:30 pm	Purchase Silent Auction Books.....	Islands A Desk - Lobby Level
6:30 pm - 8:00 pm	<i>Journal of Literacy Research</i> Editorial Board Dessert Reception..... (Invitation Only)	Salon F - Lobby Level
9:00 pm - 12:00 am	Vital Issues	Korals
SATURDAY, DECEMBER 6, 2014		
7:00 am - 8:00 am	2015 Conference Area Chairs' Breakfast.....	Salon F - Lobby Level
7:30 am - 1:00 pm	Attendee Registration Open	Islands A Desk - Lobby Level
8:00 am - 11:00 am	Purchase Silent Auction Books.....	Islands A Desk - Lobby Level
8:45 am - 10:15 am	Concurrent Sessions	Various - See Pages 123-126
10:45 am - 11:00 am	Albert J. Kingston Award Presentation.....	Islands A-E - Lobby Level
11:00 am - 12:00 pm	2014 Integrative Research Review	Islands A-E - Lobby Level
12:00 pm - 8:00 pm	STAR Post-Conference Mentoring Session	Captiva - Lobby Level
12:00 pm - 2:00 pm	Executive Committee Meeting	Everglades - Lobby Level
2:00 pm - 5:00 pm	Board of Directors Meeting.....	Everglades - Lobby Level



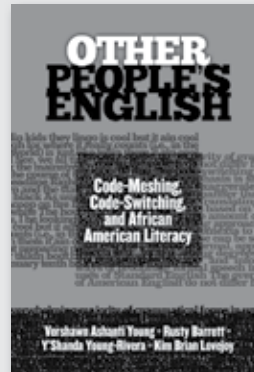
LRA BOOKSIGNINGS at our booth



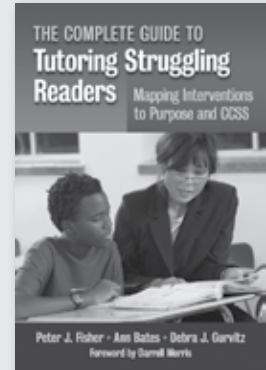
WEDNESDAY 12/3, 11:30
Amy Alexandra Wilson



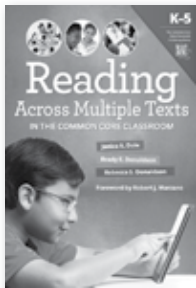
WEDNESDAY 12/3, 1:30
Stephanie Jones



WEDNESDAY 12/3, 3:30
Vershawn Ashanti Young
Y'Shanda Young-Rivera

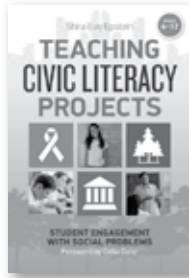


THURSDAY 12/4, 3:30
Peter J. Fisher
Debra J. Gurvitz

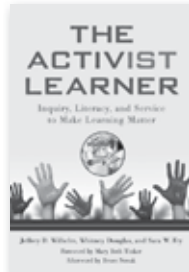


Janice A. Dole,
Brady E. Donaldson and
Rebecca S. Donaldson

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Shira Eve Epstein



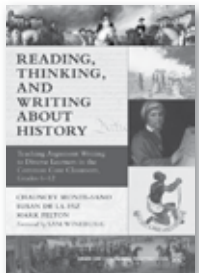
Jeffrey D. Wilhelm, Whitney Douglas, and **Sara W. Fry**



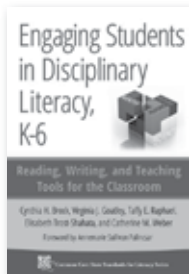
Thomas M. McCann



Tracey Garrett



Chauncey Monte-Sano,
Susan De La Paz, and
Mark Felton



Cynthia H. Brock, Virginia J. Goatley, Taffy E. Raphael,
Elisabeth Trost-Shahata, and
Catherine M. Weber



Diane Rodriguez,
Angela Carrasquillo, and
Kyung Soon Lee



2nd Edition

Rick Ayers and
William Ayers



Best seller

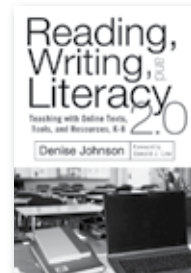
David C. Berliner
and **Gene V Glass**

TITLES FORTHCOMING IN DECEMBER

Teaching for Creativity in the Common Core Classroom
Ronald A. Beghetto, James C. Kaufman,
and **John Baer**

Critical Encounters in Secondary English: Teaching Literary Theory to Adolescents, Third Edition
Deborah Appleman

The One-on-One Reading and Writing Conference: Working with Students on Complex Texts
Jennifer Berne and **Sophie C. Degener**



Denise Johnson

Wednesday • December 3, 2014

Wednesday

The Dialogic Construction of Literacies
64th Annual Conference of the Literacy Research Association
December 3-6, 2014 | Marco Island, FL

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

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

ROUNDTABLE SESSIONS

allow for a paper presentation 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. NOTE: Roundtables marked with a chickee hut picture will present on the beach, weather permitting.

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 12:00 pm to 1:00 pm) of the Annual Conference. NOTE: Study Groups marked with a chickee hut picture will present on the beach, weather permitting.

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.

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

Islands A Desk - Lobby Level

Doctoral Student Innovative Community Group (ICG):

The Annual Sara Bruce McCraw Doctoral Student

Networking Session

7:30 am - 8:30 am

Islands Ballroom Salon F - Lobby Level

Field Council Meeting

7:30 am - 8:30 am

Islands Ballroom Salon H - Lobby Level

Financial Advisory Committee Meeting

7:30 am - 8:30 am

Key West - Lobby Level

Policy and Legislative Committee Meeting

7:30 am - 8:30 am

Captiva Room - Lobby Level

Student Outstanding Research Award Committee

Meeting

7:30 am - 8:30 am

Sanibel Room - Lobby Level

Book Display/Silent Auction

8:00 am - 5:00 pm

Collier Hall - Lower Level

Exhibits

8:00 am - 5:00 pm

Capri Foyer

8:45 am - 10:15 am - SYMPOSIUM

Capri 1 - Lower Level

Among a Sea of Voices: The Function(s) of Talk in K-12 Writing Classrooms

Chair:

Lisa K. Hawkins, *Michigan State University*

Discussant:

Virginia Goatley, *University at Albany*

Writing is not a solitary act. Nor is learning to write a solitary process. Within contemporary views of writing instruction, language assumes a fundamental role. But how does such talk function? What factors drive, intersect, or interrupt talk about writing? How do students use, repurpose, or resist talk in their writing? In this session five panelists will share key research findings that answer and complicate such questions for K-12 practitioners, teacher educators, and writing researchers.

1. Purposeful Talk: The Use of Primary-Grade Writing Conference Genres Across the Writing Process

Lisa K. Hawkins, *Michigan State University*

2. Making Sense of Writing Conferences in Elementary Classrooms: The Challenges of Differentiating Instruction in the Moment

Kristine Schutz, *University of Michigan*

3. Differentiating Guidance and Feedback in Writing: Teacher-Student Interactions in Three Urban Classrooms

Susan Martin, *Boise State University*

4. Academic Discourse as Pre-Writing Strategy: The Efficacy of Student Talk on Argument Writing in an Urban High School English Class

Katryna Andrusik, *Urban Teacher Center*

Kietryn Samuelsen, *Urban Teacher Center*

WEDNESDAY

8:45 am - 10:15 am - PAPER SESSION
Capri 2 & 3 - Lower Level

Literacies and Transnational Lives

Chair:

Angela J. Hampton, *Ball State University*

Discussant:

Patriann Smith, *University of Illinois at Urbana-Champaign*

- 1. Re-Visioning Multicultural Literature From Korean Immigrant Parents' Responses to Immigrant Stories**
Jaehee Kwon, *University of Georgia*
Jennifer M. Graff, *University of Georgia*
- 2. Transnational Readings of a Canonical Text: A Dialogue Between Odysseus and a Cuban Immigrant Student**
Michael Macaluso, *Michigan State University*
Natasha Perez, *Michigan State University*
- 3. Mediating Understanding in a Bilingual Family Literacy Program for Immigrant and Refugee Families**
Nicola Friedrich, *University of British Columbia*
Jim Anderson, *University of British Columbia*
Fiona Morrison, *Decoda Literacy Solutions*

8:45 am - 10:15 am - PAPER SESSION
Capri 4 & 5 - Lower Level

Pre-Service and Practicing Teachers and Alternative Writing Pedagogies

Chair:

Judith M. Dunkerly-Bean, *Old Dominion University*

Discussant:

Roya Qualls Scales, *Western Carolina University*

- 1. Reading as Writers, Writing as Readers: The Dialogic Function of the "Author-Out" Poetry Writing Workshop Model in Pre-Service Teacher Education**
Kati Macaluso, *Michigan State University*
Laura Apol, *Michigan State University*
- 2. Stimulating Education Majors' Knowledge Constructions About Teaching Writing Through Arts-Based Reflections**
Janet Richards, *University of South Florida*

- 3. Inquiring Together: Exploring Digital Tools in Writing Instruction Alongside Practicing Teachers**
Melissa Wetzel, *The University of Texas at Austin*
Nancy L. Roser, *The University of Texas at Austin*
Ramon Martinez, *University of Texas at Austin*
Diane Lapp, *San Diego State University*
Saba Vlach, *The University of Texas at Austin*
Kathleen Majorsky, *University of Texas*

8:45 am - 10:15 am - PAPER SESSION
Capri 6 - Lower Level

Pre-Service Teachers' Experiences With Reading, Writing and Multimodal Texts

Chair:

Pamela Correll, *University of Kentucky*

Discussant:

Debra Stevens Peterson, *University of Minnesota*

- 1. Examining Pre-Service Teachers' Pedagogical Writing Repertoires**
Leslie E. La Croix, *George Mason University*
Julie K. Kidd, *George Mason University*
- 2. Hybrid Minds: The Dialogical Nature of Multimodal Literacy Experiences for Pre-Service Teachers**
Margaret Billings Krause, *University of South Florida*
Julia Hagge, *University of South Florida*
- 3. Logical Thinking as a Cognitive Flexibility Predictor on Reading Comprehension of Elementary Pre-Service Teachers**
Sebastian Szyjka, *Western Illinois University*
Melissa Stinnett, *Western Illinois University*

8:45 am - 10:15 am - SYMPOSIUM
Capri 7 & 8 - Lower Level

Speaking Back to Texts From Behind the Fence: Problematizing Book Clubs With Incarcerated Youth

Chair:

Mary E. Styslinger, *University of South Carolina*

Discussant:

Julia Lopez-Robertson, *University of South Carolina*

In response to this year's conference theme, this symposium will share the results of three qualitative studies which problematize book clubs facilitated at

a juvenile correctional facility. In accordance with our belief in critical literacy, we provided opportunities for marginalized youth to speak back to texts and engaged in research around what on the surface appeared to be natural or neutral during book club meetings.

1. **Book Clubs for Social Justice: Using CRT to Develop Voice and Agency With Incarcerated Youth**
Elizabeth Bemiss, *University of South Carolina*
Jennifer L. Doyle, *University of South Carolina*
Liza Speece, *University of South Carolina*
2. **From "I Dunno" to "I Would Say"**
Angela Byrd, *University of South Carolina*
Dianne Hartness, *University of South Carolina*
Nicole Walker, *University of South Carolina*
3. **Queen Bee or Not to Be, That is the Question**
Sara Biltz, *University of South Carolina*
Celeste Gay, *University of South Carolina*
Kayla Hyatt Hostetler, *University of South Carolina*

8:45 am - 10:15 am - PAPER SESSION
Capri 9 & 10 - Lower Level

Invitations to Dialogue and Response: Young Children's Engagement With Picturebooks

Chair:

Laura May, *Georgia State University*

Discussant:

Kathryn Pole, *The University of Texas at Arlington*

1. **The Dialogic Construction of Agency Experiences With Literature**
Janelle Mathis, *University of North Texas*
2. **Picture Books as Dialogic Contexts: Exploring Relational Invitations in Text and Image**
Judith T. Lysaker, *Purdue University*
Zaira Arvelo-Alicea, *Purdue University*
3. **What Do You Do With a Book Like This?: Genre and Interaction in Participatory Picturebook Read-Alouds**
Laura May, *Georgia State University*
Thomas Crisp, *Georgia State University*
Gary Bingham, *Georgia State University*

8:45 am - 10:15 am - PAPER SESSION
Captiva Room - Lobby Level

Writing in Early Childhood Classrooms

Chair:

Carolyn Groff, *Monmouth University*

Discussant:

Ted Kesler, *Queens College, CUNY*

1. **Curriculum Rules: Prekindergarten Mandated Curricular Materials and Teacher Talk About Early Writing**
Lois Delwiche Zamzow, *University of Wisconsin-Madison*
2. **Quality of Kindergarteners' Written Compositions at the Beginning of the School Year**
Hwewon Kim, *The Ohio State University*
Lea M. McGee, *The Ohio State University*
3. **The Effect of Teacher Beliefs on Kindergarteners' Perceptions of Writing and of Themselves as Writers**
Kelly N. Tracy, *Western Carolina University*
Myra Watson, *Western Carolina University*

8:45 am - 10:15 am - SYMPOSIUM
Caxambas 1 - Lobby Level

Literate Disciplinary Teaching: Preparing Pre-Service Teachers for Disciplinary Literacy Instruction

Session Organizer:

Phillip Michael Wilder, *Clemson University*

Chair:

David Reinking, *Clemson University*

Discussant:

Thomas W Bean, *Old Dominion University*

Literacy within secondary school disciplines has been reconceptualized with literacy as unique to each discipline and representing ways experts produce disciplinary knowledge. Culturally and historically-situated teacher beliefs about literacy stem from personal experiences and attitudes towards reading and literacy. This symposium explores how pre-service teachers conceptualize disciplinary literacy, the challenges they encounter when teaching for disciplinary literacy, and possible ways forward for redesigning content-area literacy courses according to theoretical views of disciplinary literacies.

WEDNESDAY

1. **Exploring how Secondary Pre-Service Teachers Envision Literacy in Academic Disciplines Using Online Social Bookmarking**

Jamie Colwell, *Old Dominion University*

2. **"I'm not Sure how I Produce Historical Arguments": Re-Envisioning Pre-Service Content-Area Literacy Courses in Light of Disciplinary Literacy Teaching Demands**

Phillip Michael Wilder, *Clemson University*

3. **Blogging With 7th Graders: Apprenticing Disciplinary Literacy Instruction With Preservice Teachers**

Corrine Marie Wickens, *Northern Illinois University*

Michael Manderino, *Northern Illinois University*

**8:45 am - 10:15 am - SYMPOSIUM
Caxambas 2 - Lobby Level**

Tutoring to Support Understanding and Achievement: What Tutors and Tutees Learn

Chair:

Dixie D. Massey, *University of Washington*

Discussant:

Samuel Miller, *University of North Carolina at Greensboro*

This symposium focuses on a broad range of tutoring experiences in order to explore multiple perspectives and influences of tutoring for both tutors in teacher preparation programs and the elementary, middle, and high school students that they tutor. Through the variety of perspectives, we wish to draw attention to the elements that make tutoring interventions effective for both tutors and tutees, as well as programmatic features of effective tutoring interventions.

Tutoring to Support Understanding and Achievement: What Tutors and Tutees Learn

Dixie D. Massey, *University of Washington*

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

Tina L. Heafner, *University of North Carolina at Charlotte*

Ali Mitnick Wilson, *Appalachian State University*

**8:45 am - 10:15 am - PAPER SESSION
Everglades - Lobby Level**

Literacy Education With Students Who are Deaf

Chair:

Jodi G. Welsch, *Frostburg State University*

Discussant:

Susan King Fullerton, *Clemson University*

1. **Convergence of Perspectives: Literacy Education, Deaf Education, Speech-Language Pathology**

Hannah Dostal, *University of Connecticut*

Lisa Bowers, *University of Arkansas*

Kimberly A. Wolbers, *University of Tennessee*

2. **Morphemic Awareness and Reading Comprehension When Students Are Deaf**

Diane C. Nielsen, *University of Kansas*

Deborah S. Stryker, *Bloomsburg University of Pennsylvania*

Barbara Luetke, *Northwest School for Hearing Impaired Children*

3. **Writing Interventions and Deaf/Hard-of-Hearing Students: A Meta-Analysis**

Jan Ainger, *George Mason University*

**8:45 am - 10:15 am - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon A - Lobby Level**

Always Entering the Middle of Literacies: Continuing to (Un)Frame Data

Chair:

Mark D. Vagle, *University of Minnesota*

Discussants:

Angela Coffee, *University of Minnesota*

Colleen Clements, *University of Minnesota*

In this session, we take up the "literacies" of our research as the embodied (material, visceral), textual (language-dependent, constructed) ways of interpreting, in Freire's terms, "the word and the world" and how we are positioned within the discursive realms we inhabit. We hope that our time with attendees becomes a Deleuzoguattarian (1987) line of flight, in which all sorts of entangled thoughts, emotions, fears, and hopes can surface and be taken up in their complexities.

1. Always Entering the Middle of Literacies: Continuing to (Un)Frame Data

Mark D. Vagle, *University of Minnesota*
Elizabeth Dutro, *University of Colorado Boulder*
Maria Ghiso, *Teachers College, Columbia University*
Gerald Campano, *University of Pennsylvania*
Stephanie Jones, *The University of Georgia*

Presenters:

Elizabeth Dutro, *University of Colorado Boulder*
Maria Ghiso, *Teachers College, Columbia University*
Gerald Campano, *University of Pennsylvania*
Stephanie Jones, *The University of Georgia*
Mark D. Vagle, *University of Minnesota*

8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom Salon B - Lobby Level

The Role of Feeling in Adolescents' Experiences of Their Literacies in Non-Formal Learning Environments: Some Enlivening Experiments in Real Virtualities

Session Organizer:

Christian Ehret, *Vanderbilt University*

Chair:

Nathan Phillips, *University of Illinois at Chicago*

Discussant:

Cynthia Lewis, *University of Minnesota*

This symposium explores the role of feeling in adolescents' literacies in non-formal learning environments, including a hospital, a library, and an after-school club. Presentations report on experiments with learning as social, affective experiences in real virtualities, and analyses evince how literacy experiences are differently illuminated when viewed as affectively emergent and intractably digital-physical. Implications open questions about attending to affect in social design experiments, and call for more affectively emergent (digital) literacy teaching and research.

1. Desiring Bodies' Literacies With New Media While Hospitalized With Cystic Fibrosis: An Affectively Designed Experiment

Christian Ehret, *Vanderbilt University*

2. (Mine)Crafting Cityscapes: Adolescents' Affective Literacies in an Open-World Video Game Environment

Ty Hollett, *Vanderbilt University*

3. Exploring Textual Landscapes: The Lived Experience of an After-School Minecraft Club

Chris Bailey, *Sheffield Hallam University*

8:45 to 10:15 am - PAPER SESSION
Islands Ballroom Salon C - Lobby Level

Writing and Dialogic Learning

Chair:

Stephanie M. Branson, *University of South Florida*

Discussant:

Christine Mallozzi, *University of Kentucky*

1. Dialogism: Feminist Revision of Writing Instruction

Shea N. Kerkhoff, *North Carolina State University*

2. Feedback Loops: Assembling Students, Stories, and Devices for Multimodal Feedback in a Writer's Workshop

Kimberly Lenters, *University of Calgary*

3. Representation in Blogs: A Critical Discourse Analysis of the Language Use of U.S. Teachers and Volunteers Working Abroad

Kate Elizabeth Kedley, *University of Iowa*

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon D - Lobby Level

Teacher Preparedness, Decisions, and Actions

Chair:

Sara Elizabeth Miller, *Longwood University*

Discussant:

Mary Martin, *Judson University*

1. Examining Elementary Literacy Teachers' Preparedness to Implement the Common Core State Standards

Melissa Adams-Budde, *West Chester University*

Samuel Miller, *University of North Carolina at Greensboro*

2. The Implications of High-Stakes Teacher Evaluation on Decision Making in the Literacy Classroom

Renee Moran, *East Tennessee State University*

3. Choosing Our Words to Open Minds: The Role of Teacher in the Dialogic Classroom

Danielle Dennis, *University of South Florida*

Sherridon Sweeney, *Pizzo Elementary School/University of South Florida*

Sarah Hart, *Pizzo Elementary School/University of South Florida*

WEDNESDAY

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon F - Lobby Level

The Effectiveness of Reading Interventions: Examining the Role of Coaches and Paraprofessionals

Chair:

Shannon Henderson, *University of Alabama*

Discussant:

Hope Smith Davis, *Indiana University South Bend*

1. **A Closer Look at What Works: Pedagogical and Theoretical Perspectives Behind Beginning Reading Interventions**

Katherine Brownfield, *The Ohio State University*

Jerome D'Agostino, *The Ohio State University*

2. **Supporting the Supporters: A Need to Reconceptualise the Role of Paraprofessionals (Teaching Assistants). Lessons Learned from a Multiple Case Study of a Literacy Intervention Programme**


Gillian Elaine Johnson, *University of Nottingham*

Colin Harrison, *University of Nottingham*

3. **Coaching and its Potential for Improving Reading Instruction in Developing Countries**

Rita M. Bean, *University of Pittsburgh*


8:45 to 9:25 am - ROUNDTABLE SESSION 1a
Islands Ballroom Salon G - Lobby Level

 **NOTE:** The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 1a

 1. **"I Want to Read Naturally": Exploring English Learners' Reading Process**

Yang Wang, *University of Missouri*

 2. **"You Don't Speak Correct English": Teacher Knowledge About Linguistic Diversity/Language Acquisition and its Role in Pedagogy**

Alice Y. Lee, *University of Illinois, Urbana-Champaign*

3. **A Critical Analysis of Language Ideologies and Identity Negotiation in a College ESL Context**

Jung Sook Kim, *The Ohio State University*

4. **A Glimpse Into Teacher Preparation for New Literacies**

Kathryn Allen, *University of Minnesota*

5. **A Linguistic Analysis of Middle School Students' Reading Responses**

Zhihui Fang, *University of Florida*

6. **A Middle Level Exclusive: Empirical Evidence for Middle Level Literacy Practices**

Mary F. Roe, *Arizona State University*

Maria Goff, *Arizona State University*

7. **A Qualitative Investigation of Reading Engagement in the Context of a High School Supplemental Intervention Course**

Susan Chambers Cantrell, *University of Kentucky*

Margaret Rintamaa, *University of Kentucky*

Jessica Pennington, *University of Kentucky*

8. **An Investigation of First Chapters in High Quality Literature**

Miriam Martinez, *The University of Texas at San Antonio*

Janis Harmon, *The University of Texas at San Antonio*

Dennis S. Davis, *The University of Texas at San Antonio*

Rebecca Stortz, *University of Texas at San Antonio*

9. **Barriers to Writing With Digital Tools in a Participatory, Rural Culture**

Emily Smothers Howell, *Clemson University*

Rebecca Kaminski, *Clemson University*

10. **Becoming Urban English Teachers Within and Across Professional Communities**

Allison Skerrett, *The University of Texas at Austin*

Thea Williamson, *The University of Texas at Austin*

Amber Warrington, *The University of Texas at Austin*

11. **(Con)Text Matters: How Child and Text Factors Affect Reading Rate**

Laura Tortorelli, *University of Virginia*

Marcia Invernizzi, *University of Virginia*

12. **Conceptualizing Literacy Instruction: Dialogic Relationships of Biography, Practice, and Theory in Literacy Education Fieldwork**

Katharine Emily Bartow Jacobs, *University of Pennsylvania*

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon H - Lobby Level

Literacies and Intercultural Capital

Chair:

Carolyn S. Hunt, *Illinois State University*

Discussant:

Margaret A. Berg, *University of Northern Colorado*

- 1. Exchanges of Capital in Latino/a Adolescents' Engineering Designs**
Amy Alexandra Wilson, *Utah State University*
Joel Alejandro Mejia, *Utah State University*
Indhira Hasbun, *Utah State University*
- 2. Pokémon as a Cultural Bridge: Contemporary Childhood, Popular Culture (Manga and Anime), and Intercultural Understanding in the Classroom**
Junko Sakoi, *The University of Arizona*
- 3. The Dialogic Construction of Bilingual Literacies, Dis/Ability, and Inclusion by Content-Area Classroom Teachers**
Alaska Black Hults, *The Pennsylvania State University*

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon J - Lobby Level

The Influence of Affect and Social Roles on Literacy Learning

Chair:

Keith Lyons, *University of Kentucky*

Discussant:

Sohyun Meacham, *University of Northern Iowa*

- 1. Exploring the Role of Affective Investments in Cultural Artifacts Within Early Literacy Learning**
Melanie Reaves, *Northern Michigan University*
- 2. Relationships Between Reading Motivation, Reading Activity, Oral Language, and Reading Achievement in Children With Language Impairment and Attention Deficit/Hyperactivity Disorder**
Mei Shen, *Michigan State University*
Gary Troia, *Michigan State University*

- 3. Social Roles and Comprehension Processes During Emergent Readers' Buddy-Reading**
Tanya Christ, *Oakland University*
X. Christine Wang, *University at Buffalo*
Ming Ming Chiu, *University at Buffalo*

8:45 am - 10:15 am - PAPER SESSION
Key West - Lobby Level

Disciplinary Literacy: Identities, Knowledge, and Practices

Chair:

Barbara Martin Palmer, *Mount St. Mary's University*

Discussant:

Steve Wellinski, *Eastern Michigan University*

- 1. Literacy Mentorship: Negotiating Pedagogical Identities in Disciplinary Literacy Instruction**
Brenna Towle, *University at Buffalo*
- 2. High School Teachers' Disciplinary Literacy Knowledge: A Mixed Method Study**
Paula Di Domenico, *Northern Illinois University*
- 3. Confronting the Challenges of Supporting Middle School Students' Disciplinary Literacy Practices Through Dialogic Discussions in History**
Jacquelynn S. Popp, *University of Illinois at Chicago*

8:45 am - 10:15 am - PAPER SESSION
Sanibel Room - Lobby Level

Students' Experiences and Attitudes as They Construct Meaning in Digital Spaces

Chair:

Caroline M. Flury-Kashmanian, *University at Buffalo*

Discussant:

Hiller A. Spires, *North Carolina State University*

- 1. Capturing Students' Interest, Meeting School Demands: Designing Digital Affinity Spaces for In-School Literacies**
Stacy Haynes-Moore, *University of Iowa*
- 2. With and Without a Mandated Curriculum: Online Literate Activity in Two Language Arts Classes**
Sonia M. Kline, *Illinois State University*

WEDNESDAY





3. **eTextbook Reading Preferences and Practices: Bringing College Students into the Conversation**
Elizabeth Dobler, *Emporia State University*

9:35 am - 10:15 am - ROUNDTABLE SESSION 1b
Islands Ballroom Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 1b

-  1. **Beyond TPACK: Examining Literacy Teachers' Technology Integration**
Valerie Harlow Shinas, *Lesley University*
Barbara N. Steckel, *Lesley University*
2. **Bringing in the Voices of Students With Disabilities Using Multimodal Picture Books**
Michelle A. Duffy, *Syracuse University*
Joanna M. Robertson, *Old Dominion University*
3. **Broadening "Authoritative Discourses": Dialogic Understandings About Eastern European Immigrant Families' Beliefs of Children's Literature**
Oksana Lushchevska, *University of Georgia*
Jennifer M. Graff, *University of Georgia*
4. **Building Capacity in Guided Reading Instruction Using Ongoing Staff Development**
Kimberlee Wagner, *Rockford University*
5. **Building Language of a Gradual Release Model of Strategy Instruction While Debriefing Video Recorded Strategy Instruction**
JoAnne Vazzano, *Northeastern Illinois University*
Christina L. Madda, *Northeastern Illinois University*
-  6. **By Pen or by Keyboard? The Effects of Writing Mode for Adolescent Students With Language Disabilities**
Scott Beers, *Seattle Pacific University*
-  7. **Changing the Dialogic Context: Analyzing the Complexity of Instructors' Participation in Online Discussions**
Lane W. Clarke, *University of New England*
Audrey Bartholomew, *University of New England*
-  8. **Classroom Tools for Mediation: An Examination of Technology Use by Teachers of Language Learners**
Marcine Marie Adams, *University of Illinois At Chicago*
Adrian Leigh Allen, *University of Illinois at Chicago*

9. **Collaborative Writing Project Engages African Refugees Students in a Saturday Tutoring Program to Improve Their Writing Skills**

Zaline Roy-Campbell, *Syracuse University*
Stella Mukiri Rwanda, *Syracuse University*

10. **Coming to Belong: Community Literacies an Urban Marketplace**

Joanne Larson, *University of Rochester*
Courtney Hanny, *University of Rochester*
Joyce Duckles, *University of Rochester*
George Moses, *Northeast Area Development*

11. **Comparing Listening and Reading Comprehension of Narrative vs. Expository Text**

Wolfram Verlaan, *University of Alabama in Huntsville*
Evan Ortlieb, *Monash University*

12. **Visual Interpretations: Fifth Graders' Understanding of *The Giver***

Diane Barone, *University of Nevada, Reno*

13. **Critical to the Power of Critical: Dialoguing Issues of Methodology in Critical Research on Critical Literacy Pedagogy**

Heather Hurst, *St. Joseph's University*

10:30 am - 12:00 pm - PAPER SESSION
Capri 1 - Lower Level

Constructing Meaning Through Discussion

Chair:

Keli Garas-York, *SUNY Buffalo State College*

Discussant:

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

1. **Choice and Consequences: The Influence of Topic in Children's Discussions of Literary Texts**

Kim Skinner, *Louisiana State University*

2. **Writing Their Way Into Talk: Preschool English Learners Co-opt Literacy Practices as Tools for Social Interaction**

Katherine Bernstein, *University of California, Berkeley*

3. **Backchanneling as a Discussion Technique**

Robyn Seglem, *Illinois State University*

Linda Haling, *Illinois State University*

**10:30 am - 12:00 pm - ALTERNATIVE FORMAT SESSION
Capri 2 & 3 - Lower Level**

**Multiple Voices and Perspectives of the Literacy
Landscape: Looking Back to See Ahead**

Session Organizer:

Victoria R. Gillis, *University of Wyoming*

Discussant:

George Kamberelis, *University of Wyoming*

The proposed Alternative Session aims to extend the work of Baldwin, Readence, Schumm, and Konopack (1990) and Dunston, Headley, Schenk, Ridgeway, and Gambrell (1998); to promote conversations about the multiplicity of voices and perspectives in research published in the National Reading Conference/Literacy Research Association Yearbook; and identify productive areas for future research. The session will examine results of our content analysis of National Reading Conference/Literacy Research Association Yearbooks from 1996-2013.

**Multiple Voices and Perspectives of the Literacy
Landscape: Looking Back to See Ahead**

Victoria R. Gillis, *University of Wyoming*

Leslie S. Rush, *University of Wyoming*

Kathy Headley, *Clemson University*

Ann van Wig, *University of Wyoming*

Megan C. Marshall, *University of Wyoming*

**10:30 am - 12:00 pm - PAPER SESSION
Capri 4 & 5 - Lower Level**

**The Impact of Teachers Teaching: Connecting Critical
Thinking, Response, and Comprehension**

Chair:

Wendy Keyser, *University of Massachusetts Amherst*

Discussant:

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

**1. Found Poetry: A Tool for Constructing Poetic &
Transactional Literacies**

Lisa Patrick, *The Ohio State University Literacy Collaborative*

**2. (Re)Imagining the Future of Our American History:
A Genre-Based Framework for Teaching Bilingual
Adolescents to Read and Write History**

Laura Schall-Leckrone, *Lesley University*

**3. Choices About Structure and Openness in Dialogic
Discussions: A Cross-Case Study of Two English
Courses**

Wendy Keyser, *University of Massachusetts Amherst*

**10:30 am - 12:00 pm - SYMPOSIUM
Capri 6 - Lower Level**

**Introducing a Youth Lens to Re-conceptualize the
Construction of Literacies and Pedagogies Involving
Young Adult Literature**

Chair:

Robert Petrone, *Montana State University*

Discussant:

Amanda Haertling Thein, *University of Iowa*

This symposium explains a new literary lens proposed to teach and read young adult literature and other textual representations of youth. Presenters discuss how a new analytic approach focused on representations of adolescence—a Youth Lens—illuminates fresh interpretive possibilities for analyzing literature through critical examinations of YA texts.

1. Defining a Youth Lens

Robert Petrone, *Montana State University*

**2. Youth Conflicts With/in Urban Environments:
Driving Messages of "Escapism" in YAL**

Mark A. Lewis, *Loyola University Maryland*

**3. Understanding Teacher Resistance to Happy
Portrayals of Sexual Youth in Young Adult Literature**

Sophia T. Sarigianides, *Westfield State University*

**10:30 am - 12:00 pm - ALTERNATIVE FORMAT SESSION
Capri 7 & 8 - Lower Level**

**Struggling Readers: Using Theory to Challenge
Understandings of What It Means to be Literate in
School**

Chair:

Katherine K. Frankel, *Boston University*

Discussant:

Donna Alvermann, *University of Georgia*

WEDNESDAY

The purpose of this session is to provide a forum for analysis, critique, and discussion of the struggling reader construct and the discourses that surround it. Using the alternative session format, we discuss “struggling readers” from four different theoretical perspectives (Bio ecological Systems Theory, New Literacy Studies, Disability Studies, and Cultural-Historical Activity Theory) to problematize the term and imagine alternatives to it.

Presenters:

Katherine K. Frankel, *Boston University*
Maryl A. Randel, *Michigan State University*
Elizabeth L. Jaeger, *University of Arizona*
Maneka Deanna Brooks, *California State University, Fresno*

10:30 am - 12:00 pm - SYMPOSIUM
Capri 9 & 10 - Lower Level

Intra-Activity Matters: Exploring the Material Discursive of Literacy Learning in Multiple Contexts

Session Organizer:

Candace Kuby, *University of Missouri*

Chair:

Shonna Crawford, *Evangel University, Missouri*

Discussant:

Randy Bomer, *The University of Texas at Austin*

Moving beyond research on discourse, panelists explore the intra-activity between students and materials. The first paper, using social semiotic theory, focuses on material practices of elementary Latino students making picture books. The second paper thinks with post-structural and feminist materialism theories to explore how 2nd graders intra-acted with materials while writing. Using a participatory visual methodology, the third paper builds on the notion of intra-activity to understand performativity of material-discursive practices of 5th and 6th graders.

- 1. Understanding Expanded Meanings in the Material Practices of Third and Fourth Grade Latino Picture Book Makers**
Angie Zapata, *University of Missouri-Columbia*
- 2. Matter Matters: Exploring the Intra-Activity of Students and Materials in Writers' Studio**
Candace Kuby, *University of Missouri*
Tara Gutshall, *Columbia Public Schools*

- 3. Why Does it Matter? Materiality and Performativity in the Collaborative Construction of an “Ideal City”**
Michelle Honeyford, *University of Manitoba*

10:30 am - 12:00 pm - PAPER SESSION
Captiva Room - Lobby Level

The Body as Contested Space: Analysis of Literature Offering Counter Narratives

Chair:

Beth Beschorner, *Drake University*

Discussant:

Roberta P. Gardner, *University of Mary Washington*

- 1. Female Slave Portrayals in Child and Young Adult Historical Fiction by African American Authors**
Ngozi Onuora, *University of Illinois, Champaign-Urbana*
- 2. Written Upon the Body: Teens, Text, and Trauma**
Alfreda Maria Clegg, *Indiana University Bloomington*
Lottie Waggoner, *Indiana University Bloomington*

10:30 am - 12:00 pm - PAPER SESSION
Caxambas 1 - Lobby Level

Working With Pre-Service Teachers to Explore New/Digital Literacies

Chair:

Mary Catherine Shake, *University of Kentucky*

Discussant:

Annamary L. Consalvo, *Fitchburg State University*

- 1. Developing Pre-Service Teachers' Attitudes, Awareness, Understanding, and Abilities Related to Integration of Technology Into Their Instructional Practice**
Lisa O'Brien, *Boston University*
Laura M. Jimenez, *Boston University*
Jeanne R. Paratore, *Boston University*
- 2. Beyond Journals and Blogs: Using Instagram to Elicit Pre-Service Teacher Reflection**
Monica Thomas Billen, *University of Tennessee*
- 3. Other New Literacies: Or, What do we do Once We've Connected?**
James R. King, *University of South Florida*
AnnMarie Alberton Gunn, *University of South Florida*

**10:30 am - 12:00 pm - PAPER SESSION
Caxambas 2 - Lobby Level**

Using Video Data and Analysis in the Literacy Classroom

Chair:

Elizabeth C. Lewis, *Dickinson College*

Discussant:

Rachel Karchmer-Klein, *University of Delaware*

1. Composer's Cut: Students Use Process Video Data and Multimodal Product to Express Their Vision and Composing Process

Blaine Smith, *University of Miami*;

Bridget Dalton, *University of Colorado Boulder*

2. Exploring Flipped Learning in Middle and High Schools

Barbara A. Bradley, *University of Kansas*;

Michael Hock, *University of Kansas*

Irma F. Brasseur-Hock, *University of Kansas*

Donald Deshler, *University of Kansas*

Marilyn Ruggles, *University of Kansas*

Meghan Arthur, *University of Kansas*

3. Using Video Analysis to Enhance Discourse Between Teachers, Students, and Families to Improve Literacy Teaching and Learning

Stephanie L. McAndrews, *Southern Illinois University Edwardsville*

Shadrack Gabriel Msengi, *Southern Illinois University Edwardsville*

**10:30 am - 12:00 pm - PAPER SESSION
Everglades - Lobby Level**

Multilingual Literacy Development

Chair:

Huili Hong, *East Tennessee State University*

Discussant:

Patrick Henry Smith, *The University of Texas at El Paso*

1. Audience and the Writing Development of Bilingual Writers

Leah Durán, *University of Texas at Austin*

2. Learning From Success: In-Depth Studies of Multilingual Development of High-Achieving Asian Deaf Adults

Qiuying Wang, *Oklahoma State University*

Jean Andrews, *Lamar University*

3. The Exploration of Multiple Voices in Young ELL Student's Multilingual Writing Experiences.

Olha Tsarykivska, *Georgia College & State University*

**10:30 am - 12:00 pm - SYMPOSIUM
Islands Ballroom Salon A - Lobby Level**

Development of Valid and Reliable Affective Instruments in Literacy

Session Organizer:

Bong Gee Jang, *Oakland University*

Chair:

Michael McKenna, *University of Virginia*

Discussant:

Peter Afflerbach, *University of Maryland*

The role of motivational factors in reading is well established, but without proper tools to assess them it is impossible for researchers to answer important questions concerning how they interact and influence achievement. This symposium will acquaint researchers with procedures for creating valid and reliable affective instruments. Three research teams will share the methods they employed to: 1) develop a new measure, 2) revise an existing measure, and 3) translate an existing measure.

Presenters:

Bong Gee Jang, *Oakland University*

Michael McKenna, *University of Virginia*

Jacquelynn A. Malloy, *Clemson University*

Kristin Conradi, *North Carolina State University*

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

Linda B. Gambrell, *Clemson University*

Huijing Wen, *University of Delaware*

Li Pei, *Oakland University*

WEDNESDAY

10:30 am - 12:00 pm - SYMPOSIUM
Islands Ballroom Salon B - Lobby Level

As the Soil Nurtures Fruit: Critical Poetry Pedagogy as Vehicle for Individual and Social Change

Session Organizer:

Emma Sheppard, *University of Toronto*

Chair:

Rob Simon, *University of Toronto*

Discussant:

Korina Jocson, *University of Massachusetts - Amherst*

This panel presentation explores critical poetry pedagogy across four educational contexts in response to the countervailing standards-based curriculum models that practitioners encounter. The presenters document how poetry can engender critical inquiry that is attentive to the intellectual, cultural, and emotional worlds of diverse students. Data draw upon hip-hop, spoken word, diasporic poems, and canonical traditions to detail how poetry can enliven pedagogy to become more responsive to the social locations and literacies of students.

1. **A Bridge Across My Fears: How Black Male Youth Speak to Their Lived Experiences Through Their Spoken Word Poetry and Rap Lyrics**

Emmanuel Tabi, *Ontario Institute for Studies in Education-University of Toronto*

2. **"I Will be at Home Here": Narrative Poetry as a Means of Exploring Issues of Identity, Immigration, and Literacy With Adult English Language Learners**

Emma Sheppard, *University of Toronto*

3. **Reading Shakespeare in Tehran: Using Poetry in Standardized ESL Test Preparation Classes**

Amir Kalan, *Ontario Institute for Studies in Education University of Toronto*

4. **"I Contain Multitudes": Exploring Poetry as an Identity Catalyst in an Academic Upgrading Program**

Will Edwards, *Ontario Institute for Studies in Education-University of Toronto*

10:30 am - 12:00 pm - SYMPOSIUM
Islands Ballroom Salon C - Lobby Level

Identity, Voice, and Agency in ELL Literacy Development Across Grade Levels

Chair:

Cynthia Reyes, *University of Vermont*

Discussant:

Juliet L. Halladay, *University of Vermont*

Research on English Language Learners (ELLs) across grade levels has shown that agency and identity play a significant role in literacy and language development. However, in the current age of corporate-driven and data-focused school reform, where do student voices fit in? Literacy faculty at three institutions in the West and Northeast will examine the multiple voices of students and teachers who engage in literacy construction in grades K-12 what agency looks like with relation to literacy.

Presenters:

Lindsey Moses, *Arizona State University*

Cynthia Reyes, *University of Vermont*

Shawna Shapiro, *Middlebury College*

10:30 am - 12:00 pm - SYMPOSIUM
Islands Ballroom Salon D - Lobby Level

The Dialogic Construction of Literacy Between Parents and Children

Chair:

Bobbie Kabuto, *Queens College*

Discussant:

Marcia Baghban, *Queens College, CUNY*

Parent-research has a long and rich history. The purpose of this symposium is to add to this history by highlighting the voices of parent-researchers in examining the construction of literacies. The presentations in this symposium explore the everyday processes that result in learning first and second languages/literacies in the home and the mismatches between home and school learning due to the incompatibility between cultural ways of learning home and school practices/routines.

1. **Parent-Child Construction of Literacies: A Historical Overview of Life's Basic Dialogue**

Marcia Baghban, *Queens College, CUNY*

- 2. Struggling to Become a Reader**
Catherine Olsen Maderazo, *California State University, Fullerton*
- 3. My Gift to You is My Language: Spanish is the Language of My Heart**
Julia Lopez-Robertson, *University of South Carolina*
- 4. Writing Lessons From Sarah**
Prisca Martens, *Towson University*
Bobbie Kabuto, *Queens College*

10:30 am - 12:00 pm - PAPER SESSION
Islands Ballroom Salon F - Lobby Level

Critical Examinations of Theory, Research and Methodology

Chair:

Christian Ehret, *Vanderbilt University*

Discussant:

David O'Brien, *University of Minnesota*

- 1. A Dual Level Theory of New Literacies**
Donald Leu, *University of Connecticut*
Charles K. Kinzer, *Teachers College, Columbia University*
- 2. Click to Submit: Introducing Theory and Methods From Software Studies to Literacy Education Research**
Thomas Liam Lynch, *Pace University*
- 3. On the Dialectical Relationship of Theory, Methodology and Classroom Practice in the Formative-Design Experimental Study of Argumentative Writing**
SangHee Ryu, *The Ohio State University*
David Bloome, *The Ohio State University*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon G - Lobby Level

Feminization of Literacy and of LRA: What Does It Mean?

Chair:

Corrine Marie Wickens, *Northern Illinois University*

Discussant:

Kathleen A. Hinchman, *Syracuse University*

More women than men are now attaining doctoral degrees (U.S. Department of Education, 2010). This shift in gender demographics has been labeled the "feminization" of a given field or framework (Leathwood & Read, 2008). The

purpose of this alternative format session is to investigate through panel discussion and audience participation the impact of feminization of the field of literacy and LRA itself in regards to conducting research, influencing policy, and doing business.

Presenters:

Patricia L. Anders, *University of Arizona*
Patricia Ann Edwards, *Michigan State University*
Norman A. Stahl, *Northern Illinois University*
Lisa Patel, *Boston College*
Scott Ritchie, *Kennesaw State University*

10:30 am - 12:00 pm - PAPER SESSION
Islands Ballroom Salon H - Lobby Level

The Literate Lives of Adolescents as They Construct Meaning

Chair:

Jonathan Cisco, *University of Missouri*

Discussant:

Michael Manderino, *Northern Illinois University*

- 1. Eighth Grade Girls' Knowledge Building Through Problem Solving**
Julie Joanna Smit, *University at Albany*
- 2. Multiple Voices Revealed: Adolescents Constructing Meaning Through Mirror Blogging**
Tamie Lynn Pratt-Fartro, *University of Mary Washington*
Kristina DeWitt, *Liberty University*
- 3. The Literate Lives of Pregnant and Parenting Adolescents: An Integrative Review**
Colleen Whittingham, *UIC*

10:30 am - 12:00 pm - PAPER SESSION
Islands Ballroom Salon J - Lobby Level

Identity, Ideology and Embodiment: Fostering Pre-Service Teachers' Learning

Chair:

Lindy Harmon, *University of Kentucky*

Discussant:

Anne Swenson Ticknor, *East Carolina University*

WEDNESDAY

1. Dialogic Construction of Literacy Instruction: Pre-Service Teachers' Representations of Embodied Literacy Instruction

Anne Swenson Ticknor, *East Carolina University*

2. Ideological Becoming in Teacher Education: Documenting Pre-Service Teachers' Identity Shifts

James S. Chisholm, *University of Louisville*

Tammi Davis, *Indiana University, Bloomington*

Jill Lynn Jacobi-Vessels, *University of Louisville*

Ann Larson, *University of Louisville*

Lori Norton-Meier, *University of Louisville*

Ingrid Weiland, *University of Louisville*

Kathryn F. Whitmore, *University of Louisville*

3. The Discursive and Embodied Construction of Pre-Service Teacher Identities Across Timescales

Lara J. Handsfield, *Illinois State University*

Thomas Crumpler, *Illinois State University*

10:30 am - 12:00 pm - PAPER SESSION
Key West - Lobby Level

Literacy Arts and Critical Social Practices

Chair:

F. Blake Tenore, *Hartwick College*

Discussant:

Patricia Enciso, *The Ohio State University*

1. Exploring the Arts as a Vehicle for Critical Literacy: Adolescents' and Educators' Inquiries Into the Holocaust Memoir Night

Rob Simon, *University of Toronto*

2. Comics as a Medium for Critical Inquiry: Urban Students Exploring Race, Class, and Culture in an Afterschool Comics Community

David Low, *University of Pennsylvania*

3. Intergenerational Literacy: Art-Based Therapy Strategies for Grieving Families

Clarena Larrotta, *Texas State University*

Jose Luis Moreno, *Texas State University*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT SESSION
Sanibel Room - Lobby Level

Students' Perspectives and Understanding of Literacy Learning in Videogame Environments: A Critical Dialectical Pluralist Approach

Chair:

Hannah Gerber, *Sam Houston State University*

This session 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 is 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 influence students' literacy practices. Findings indicate games-based curricula allow students to see the validity of their out-of-school literacies within school curriculum.

Presenters:

Hannah Gerber, *Sam Houston State University*

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

Cindy L. Bengé, *Sam Houston State University*

Anthony Onwuegbuzie, *Sam Houston State University*

12:05 pm - 1:00 pm - INTERNATIONAL ICG
NETWORKING MEETING
Islands Ballroom Salon D - Lobby Level

12:00 pm - 1:00 pm - STUDY GROUPS



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, Study Groups will be held in the room assigned indoors.

Living the Writerly Life in Academia Study Group

Capri 1 - Lower Level



Writing is a topic of importance for all academics. Participants in this study group will explore the many facets of living the writerly life including (1) What defines the writerly life? (2) How does the dialogic nature of the writing process—the internal conversation between the writer and the audience—influence writing? (3) How do writers determine what and where to share their voice and research? (4) What mechanisms promote and sustain writing in academia?

Presenters:

Terry S. Atkinson, *East Carolina University*

Robin R. Griffith, *Texas Christian University*

Elizabeth A. Swaggerty, *East Carolina University*

Session Organizer:

Johna L. Faulconer, *East Carolina University*

Culturally Responsive Literacy Instruction Study Group

Capri 2 & 3 - Lower Level

The Culturally Responsive Literacy Instruction (CRLI) Study Group will examine issues relating to the literacy and language acquisition of underserved populations. Topics to be addressed include: (1) how culturally responsive literacy instruction is defined; (2) research that has been conducted in CRLI; (3) challenges in implementing CRLI; and (4) preparing teachers to be culturally responsive literacy educators.

Presenters:

Ellen McIntyre, *North Carolina State University*
Doris Walker-Dalhouse, *Marquette University*
Susan Chambers Cantrell, *University of Kentucky*

Session Organizer:

Rebecca Powell, *Georgetown College*

History of Literacy Study Group

Capri 4 & 5 - Lower Level

The focus of this set of study group sessions will be to examine alternative options for historical research on the literacy field. Across the three days that the study group will meet we will examine the practice of (1) Oral history, (2) Organizational history, and (3) Nearby history.

Presenters:

James R. King, *University of South Florida*
Dixie D. Massey, *University of Washington*

Session Organizer:

Norman A. Stahl, *Northern Illinois University*

Literacy Lab/Reading Clinic Study Group

Capri 6 - Lower Level

The 2014 Literacy Lab/Reading Clinic Study Group sessions bring together individuals interested in researching, directing, and teaching in reading clinics and

literacy labs in school settings, on campus, and online. The Study Group offers opportunities to share lab/clinic experiences and resources with those involved in labs/clinics around the country, as well as opportunities to join research teams investigating current and pertinent issues in reading clinics/literacy labs.

Presenters:

Theresa A. Deeney, *University of Rhode Island*
Barbara Laster, *Towson University*
Joan A. Rhodes, *Virginia Commonwealth University*
Erica Bowers, *California State University, Fullerton*
Marcie Ellerbe, *Coastal Carolina University*
Julie Janson Gray, *University of Virginia*
Tammy Marsh Milby, *University of Richmond*
Evan Ortlieb, *Monash University*
Judith Wilson, *University of Nebraska-Lincoln*
JoAnne Vazzano, *Northeastern Illinois University*
Nancy Stevens, *University of Wisconsin-Whitewater*
Debra Gurvitz, *National Louis University*

Session Organizer:

Cheryl Dozier, *University at Albany*

Conceptualizing and Exploring Space and Place in Digital Literacies Research Study Group

Capri 7 & 8 - Lower Level



The purpose of this study group is to consider collectively how we conceptualize and operationalize space and place in the study of digital literacy practices and the people who enact them.

Session Organizers:

Julie Warner, *Teachers College, Columbia University*
Heather Pleasants, *University of Alabama*
Ryan M. Rish, *Kennesaw State University*
Damiana Gibbons, *Appalachian State University*
Lindy L. Johnson, *University of Georgia*

Public Engagement and Literacy Research Study Group

Capri 9 & 10 - Lower Level

The Study Group will become familiar with guiding principles of public scholarship defined as “publicly engaged academic work that is scholarly or creative work integral to a faculty member’s academic area and

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encompasses different forms of making knowledge about, for, and with diverse publics and communities through dialogue. It contributes to the public good and yields artifacts of public and intellectual value." We link literacy research and public scholarship by exploring its opportunities and challenges.

Presenters:

Carolyn Colvin, *The University of Iowa*
Rossina Zamora Liu, *The University of Iowa*
Kate Elizabeth Kedley, *The University of Iowa*
Amie Ohlmann, *The University of Iowa*
Mark Sulzer, *The University of Iowa*

Session Organizer:

Carolyn Colvin, *The University of Iowa*

Approaches to Discourse Analysis Study Group

Captiva Room - Lobby Level

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 2014, 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.

Session Organizers:

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

Teacher Education Research Study Group (TERSG)

Caxambas 1 - Lobby Level

The Teacher Education Research Study Group (TERSG) brings literacy educators together for study of effective practices in literacy teacher education. The real work of the TERSG continues through the year—to facilitate collaboration on research in the field of literacy teacher education. TERSG strives at each LRA conference

to promote leadership in the field of literacy teacher education through discussion, collaboration, mentoring, and participating in the research of colleagues.

Session Organizer:

Karen Kreider Yoder, *Touro University California*

Chairs:

Chinwe Ikpeze, *St. John Fisher College*
Joy Myers, *University of North Carolina at Greensboro*

Adult Literacy Study Group

Caxambas 2 - Lobby Level



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This study group focuses on adult literacy, both in terms of adult literacy instruction in formal programs and adult literacy practices more generally. Members conduct research on a variety of topics, including health literacy, re-entry education, technology and new literacies, the needs of migrant and refugee populations and cross-cultural studies of adult literacy practice. Members also utilize different research methodologies, including both quantitative and qualitative analysis.

Session Organizer:

Erik Jacobson, *Montclair State University*

Approaches to Studying Graphic Novels Study Group

Everglades - Lobby Level

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.

Session Organizers:

Stergios Botzakis, *University of Tennessee, Knoxville*
Laura M. Jimenez, *Boston University*

**Early Authoring as Multimodal Embodied Practice:
Opening a Dialogue Study Group**
Islands Ballroom Salon A - Lobby Level

The 2014 Early Multimodal Authoring Study Group series is designed to open a dialogue about expanding our notions of what counts as “literacy” by considering young children’s multimodal embodied authoring. Using a single data set, participants will hear a short presentation from a visiting scholar and engage in small group and whole group discussions centered on a particular theoretical lens. Lenses that will be explored include social semiotics, play, and affective development.

Presenters:

M. Susan Burns, *George Mason University*
George Kamberelis, *University of Wyoming*
Julie K. Kidd, *George Mason University*
Judith T. Lysaker, *Purdue University*
Deborah Wells Rowe, *Vanderbilt University*

Session Organizer:

Melanie Reaves, *Northern Michigan University*

**Doctoral Students’ Innovative Community Group
Study Group**

Islands Ballroom Salon B - Lobby Level

The Doctoral Student Innovative Community Group (DSICG) Study Groups have historically hosted a discussion of topics that are of particular interest to doctoral students, supporting their continued growth as researchers and scholars. The 2014 DSICG Study Group series will focus on methodologies and data analysis for literacy researchers. Our 2014 Study Group topics include: Methodologies for Literacy Researchers, Video Data Analysis, and Formative Experiments.

Session Organizers:

Jennifer Smith, *Texas Woman’s University*
Katherine Brodeur, *University of Minnesota*
Colleen Whittingham, *UIC*

**Feeling Side by Side: Methodological Challenges
in Investigating and (Not) Representing Affect and
Emotion in Literacy Studies Study Group**
Islands Ballroom Salon C - Lobby Level

This study group confronts the methodological challenges of knowing and sharing affective and emotionally laden “data.” We will think-feel with articles and found objects, working to address the following question, essential to literacy studies: How can the flow of literacy learning, affect, and emotion be understood in richly textured lives, where attachments to place, person, and word are ever-emergent, and where research practices that record and “capture” these forms of emergence are currently under-developed?

Session Organizers:

Christian Ehret, *Vanderbilt University*
Ty Hollett, *Vanderbilt University*
Kevin Leander, *Vanderbilt University*

**Approaches to Video Data Analysis in Literacy
Research Study Group**

Islands Ballroom Salon F - Lobby Level

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.

Chairs:

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

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Incoming: Navigating Language, Policy, and Practice With Rural English Language Learners Study Group

Islands Ballroom Salon G - Lobby Level

Nearly 31% of public school teachers choose to teach in rural areas. This, coupled with the rate of poverty found in rural schools (Salant, 2008) and the changing demographics of rural agrarian communities that depend upon migrant/undocumented labor (Kandel & Parrado, 2005), necessitates a closer examination of what is needed to prepare all teachers to address the needs of the communities in which they find themselves working. This study session begins this process.

Presenters:

Faith Beyer Hansen, *Boise State University*
Joanne Sellen, *Western Illinois University*
Mary Ann Cahill, *Boise State University*

Session Organizer:

Anne Gregory, *Western Illinois University*

Common Core Standards and Reading to Writing Connections Study Group With Special Guests Jill Fitzgerald, William Lewis, and Douglas Kaufman

Islands Ballroom Salon H - Lobby Level

The purpose of the study group is to engage participants in a critical discussion of the Common Core Standards and their instructional and research implications on reading and writing connections. We address the following: (1) How can writing instruction address the standards focused on reading and writing connections? (2) What are the instructional implications for writing for the elementary through secondary levels? (3) What further research must be conducted?

Session Organizers:

Zoi Apostolia - Philippakos, *Towson University*
Noreen S. Moore, *William Paterson University*
Vicki McQuitty, *Towson University*

Word Study Study Group 2014

Islands Ballroom Salon J - Lobby Level

Facilitators will share research and guide the discussion among attendees. The topics over the days include: (1) Multilingual Vocabulary Development, and Contrastive Linguistics and Orthographies, (2) Effective Practices, and Cognitive Flexibility in Word Study and Vocabulary Development, (3) Word Study Research Designs. Come Make a Word study PechaKucha-style presentation; a maximum of 20 images x 20 seconds each are presented; see <http://www.pechakucha.org/>.

Presenters:

Kelly Branam Cartwright, *Christopher Newport University*
Kevin Flanigan, *West Chester University of Pennsylvania*
Kristin M. Gehsmann, *Saint Michael's College*
LaTisha Hayes, *University of Virginia*
Marcia Invernizzi, *University of Virginia*
Dianna Townsend, *University of Nevada, Reno*
Sam Von Gillern, *Iowa State University*

Session Organizer:

Donald Bear, *Iowa State University*

Critical Race Theory Study Group

Key West - Lobby Level



The CRT Study Group is a place where researchers come to wrestle with issues and find support for pursuing literacies research that asks difficult questions. Focusing on dialogue in the construction of literacies, the CRT Study Group is even more important. It is through dialogue that issues of race and racism are unmasked, explored, and unmade as we all work toward social justice.

Presenters:

Patricia Ann Edwards, *Michigan State University*
Gwendolyn Thompson McMillon, *Oakland University*
Robert J. LeBlanc, *University of Pennsylvania*
Ann M. Bennett, *University of Tennessee*

Session Organizers:

Judson Laughter, *University of Tennessee*
Keonghee Tao Han, *University of Wyoming*



Theoretical Perspectives Study Group
Sanibel Room - Lobby Level

Whether we realize it or not, theories shape every aspect of inquiry, influencing research topics, questions, conjectures, data collection, and interpretations. Although “there is nothing more practical than a good theory,” its use in educational research is highly variable. With guest speakers on each day, this study group will engage LRA’s membership in conversations about the intersection between theory, research, and practice.

Presenters:

Annemarie Palincsar, *University of Michigan*
 Wanda Brooks, *Temple University*
 Mark Allen Dressman, *University of Illinois at Urbana-Champaign*

Session Organizers:

Kelly Puzio, *Washington State University*
 Lara J. Handsfield, *Illinois State University*
 Gay Ivey, *University of Wisconsin-Madison*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT SESSION
Capri 1 - Lower Level

Academia 101: Navigating the Journey From Doctoral Student to Literacy Professional

Gail E. Lovette, *University of Virginia*

This is the fourth annual session of Academia 101, sponsored by the Doctoral Student Innovative Community Group. This session provides doctoral students with information about navigating the professional transition. Early career professors, post-doctoral students, and administrators working outside academia will share insights about the demands and opportunities central to their positions, job searches, networking and interviewing, finding and working with mentors, and key aspects of vitae building for all levels of doctoral students.

1:15 pm - 2:45 pm - SYMPOSIUM
Capri 2 & 3 - Lower Level

Dialogic Co-Construction of Literacy: Empirical Examples of What it is and Why it Matters in Ireland, the United Kingdom, and the United States

Session Organizer:

Eithne Kennedy, *St. Patrick’s College*

Chair & Discussant:

Gerry Shiel, *St Patrick’s College, Dublin*

Five empirical studies using a range of theoretical perspectives, data collection, and analysis procedures to explore the co-constructive nature of young people’s (early childhood to adolescence) participation and engagement in literacy in diverse contexts (home, school, after-school, online, SES) are presented in this symposium. Acknowledging the role of context, positionality, and dialogue itself we argue that intentional leveraging of the ‘dialogic’ supports cognitive and affective development of literacy and is necessary for deep engagement.

Presenters:

Jackie A. Marsh, *Sheffield University*
 Eithne Kennedy, *St. Patrick’s College*
 Teresa Cremin, *The Open University*
 Gay Ivey, *University of Wisconsin-Madison*
 Kate Brayko, *University of Montana*

1:15 pm - 2:45 pm - PAPER SESSION
Capri 4 & 5 - Lower Level

Dialogic Literacies With/for Transnational Youth

Chair:

Julia Hagge, *University of South Florida*

Discussant:

Aria Razfar, *University of Illinois at Chicago*

1. **“We’re not terrorists”: Arab-American Youth’s Dialogic Construction of Identity**
 Kate R. Allman, *Duke University*
2. **“I’m like a mirror”: A Teenage Burmese Muslim Girl’s Authoring Process Through Digital Multimodal Literacy Practices**
 Delila Omerbasic, *University of Utah*

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**1:15 pm - 2:45 pm - PAPER SESSION
Capri 6 - Lower Level**

Instructional Practices in Elementary Literacy

Chair:

Joy Kathleen Bowers-Campbell, *Georgetown College*

- 1. Reading, Reforms, and Resources: How Elementary Teachers Teach Literacy in Contexts of Mandated Curriculum and Educational Policies**
Chad H. Waldron, *Michigan State University*
- 2. The Informational Text Structure Survey (ITS2): An Exploration of Primary Grade Teachers' Sensitivity to Text Structure in Young Children's Informational Texts**
D. Ray Reutzel, *Utah State University*
- 3. Prioritizing Meaning Making During Small Group Reading Instruction**
Sophie C. Degener, *National Louis University*
Jennifer Berne, *Northern Illinois University*
JaNiece Terry, *National Louis University*

**1:15 pm - 2:45 pm - ALTERNATIVE FORMAT SESSION
Capri 7 & 8 - Lower Level**

Tracing the Use of Apps for Making Meaning in the Science Classroom

Chair:

Jill Castek, *Portland State University*

This symposium chronicles the journey a sixth grade science teacher took to expand opportunities for technology integration in her science classroom. Over the course of an instructional unit lasting 18 weeks, 6th graders (n=52) used four school-issued Chromebook applications in conjunction with science activities to study carbon cycle and climate change. Results suggest that the teacher's instructional design considerations expanded in response to her students' growing proficiency with content and technology.

- 1. Digital Concept Mapping: A Flexible Structure for Comparing and Contrasting Science Concepts**
John Michael Scott, *University of California, Berkeley*
- 2. Examining Uses of Diigo Annotations to Engage in Collaborative Argumentative Writing**
Heather Cotanch, *Teachscape*

- 3. Exploring the Affordances of VoiceThread for Fostering Writing in Science Inquiry**
Richard Beach, *University of Minnesota*
- 4. Using Peer Feedback to Support Argument Writing**
Jill Castek, *Portland State University*

**1:15 pm - 2:45 pm - ALTERNATIVE FORMAT SESSION
Capri 9 & 10 - Lower Level**

Culturally Responsive Tools in Higher Education: Linking Research to Teacher Education Practices

Session Organizer:

AnnMarie Alberton Gunn, *University of South Florida*

Discussant:

Janet Richards, *University of South Florida*

The purpose of this session will be to present four different research projects and offer how each project can inform culturally responsive literacy (CRT) practices in teacher education coursework. The participants will rotate through small groups of conversation circles/breakout sessions. This alternative format will allow each group to have a deeper dialogue about how the research can be applied to participants' lines of inquiry and literacy course work.

- 1. Autobiographies as a Culturally Responsive Literacy Tool for Literacy Teacher Educators**
AnnMarie Alberton Gunn, *University of South Florida*
- 2. Children's Literature as a Tool to Teach and Develop Pre-Service Teachers' Understandings About Cultural Responsiveness**
Susan V. Bennett, *University of Mississippi*
- 3. Service Learning: Culturally Responsive Pedagogy as Community Action**
Steve Hart, *California State University, Fresno*
- 4. Shooting Selfies: Digital Storytelling as a Tool for Self-Representation of Culture and Cultural Difference Among Pre-Service Teachers**
James L. Welsh, *University of South Florida*
Danielle Dennis, *University of South Florida*

**1:15 pm - 2:45 pm - SYMPOSIUM
Captiva Room - Lobby Level**

The Impact of National Writing Project In-Service Professional Development on Teachers and Student Writing Outcomes

Chair:

Linda Friedrich, *National Writing Project*

Discussant:

Angela M. Kohnen, *Missouri State University*

The papers in this session describe the results of partnerships at the state level and within a large urban school district. The session will discuss the results of a quasi-experimental study of student writing that scored nearly 5,000 student papers; the results of teacher surveys and interviews; and how meaning is negotiated within an English Language Arts department in a school building, in a district, and at the statewide level.

1. **Negotiating Meaning in In-Service Professional Development: Understanding the Impact of Teachers' Beliefs and Practices**
Amy A. Lannin, *University of Missouri*
2. **Negotiating Meaning With English Language Arts Departments, Districts, and State Departments of Education**
Julie Sheerman, *Marceline High School*
3. **The Impact of National Writing Project Professional Development on Student Writing Outcomes**
Keri R. Franklin, *Missouri State University*

**1:15 pm - 2:45 pm - ALTERNATIVE FORMAT SESSION
Caxambas 1 - Lobby Level**

Dialogic Construction of Cosmopolitan and Religious Identities in Literacy Education

Session Organizer:

Denise Davila, *The University of Georgia*

Chair and Discussant:

Paige Cole, *The University of Georgia*

This alternative format session presents four separate papers related to literacy research in public education that provides space for students' religious and cultural identities to emerge. The session will begin with an introduction about the significant intersection between literacy development and religious identity. Then,

participants will choose a small group to discuss two of the four papers. After, the groups will reunite for a synthesis and open critical conversation about the four papers.

1. **The Religion of American Public Schooling: Standards, Fidelity and Cardinal Principles**
Kevin Burke, *Notre Dame University*
2. **Critiquing and Humanizing Religious Literacies in Public Schools: Reading and Re-Reading Charlie's Essay**
Mary M. Juzwik, *Michigan State University*
Cori McKenzie, *Michigan State University*
3. **When Our Lady of Guadalupe Goes to Middle School: Dialogic Literacies and Religious Identities in an Urban ELA Classroom**
Denise Davila, *The University of Georgia*
Allison Volz, *The Ohio State University*
4. **Dialogic Interpretations of the Bible in Two Languages: Bible Reading as a Bridge to Bilingual Literacy**
Natasha Perez, *Michigan State University*

**1:15 pm - 2:45 pm - SYMPOSIUM
Caxambas 2 - Lobby Level**

Using Core Practices to Support and Assess Novice Teachers' Elementary Literacy Instruction

Chair:

Kristine M. Schutz, *University of Michigan*

Discussant:

Annemarie Palincsar, *University of Michigan*

This symposium will showcase three innovative models used in teacher education that focus on the use and assessment of core instructional practices in literacy, examining the work across institutions and program contexts. The research projects investigated focus on pedagogies to support novice teachers to learn ambitious pedagogical practices and the articulation and assessment of these practices.

1. **Decomposing and Describing Modeling as a Core Practice in Literacy Instruction**
Kristine M. Schutz, *University of Michigan*
Emily Rainey, *University of Michigan*
Stefanie Iwashyna, *University of Michigan*

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2. **The Intersection of Content Knowledge, Core Practices, and Principles of Ambitious Teaching in Interactive Read-Alouds: A Practice-Based Approach to Building Capacity in Novice Teachers**

Katie Danielson, *University of Washington*

Kristine M. Schutz, *University of Michigan*

3. **Cut to the Core Practices: Critical-Affective Pedagogies in a Practice-Based Writing Methods Course**

Elizabeth Dutro, *University of Colorado Boulder*

Ashley Cartun, *University of Colorado Boulder*

**1:15 pm - 2:45 pm - SYMPOSIUM
Everglades - Lobby Level**

Dialogic Constructions of African American Language, Standardized English, and Language Ideologies in English Language Arts Classrooms

Session Organizer:

Amanda Godley, *University of Pittsburgh*

Chair:

Jeffrey Reaser, *North Carolina State University*

Discussant:

Vershawn Young, *University of Kentucky*

This symposium focuses on the dialogic construction of African American Language (AAL), Standardized English (SE), and language ideologies in literacy classrooms. It extends research on students' and teachers' views of and responses to AAL and SE in literacy classrooms. It addresses the conference theme by providing data-driven findings about how ELA teachers can teach about dialect diversity and language ideologies productively and dialogically through acknowledging the roles of ideology and addressivity in language (Bakhtin, 1981).

1. **"It's Not Always a Bad Language": Dialogic Constructions of the Historical, Cultural, and Political Underpinnings of African American Language in an All-Girl Classroom**

April Baker-Bell, *Michigan State University*

2. **Students "Write" to Their Own Language: Teaching African American Verbal Tradition as a Rhetorically Effective Writing Skill**

Bonnie Williams, *California State University, Fullerton*

3. **Pre-Service English Language Arts Teachers' Dialogic Constructions of African American Language, Standardized English, and Linguistic Prejudices**

Amanda Godley, *University of Pittsburgh*

Jeffrey Reaser, *North Carolina State University*

Kaylan Moore, *University of Pittsburgh*

**1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon A - Lobby Level**

Institutions, Networks, and Spaces: How Context Mediates Student and Teacher Literacies

Chair and Discussant:

Elizabeth Moje, *University of Michigan*

This panel seeks to understand the role of contexts in the literacies of teachers and students through the description of findings from three different papers focused on context and literacy learning, and also to suggest questions for further research. The presentations explore how school contexts shape constructions of struggling readers; how youths' purposes and values for literacy practices varied across contexts; and how teachers' social contexts shaped their development of pedagogies that integrated digital technologies.

Presenters:

Darin Stockdill, *Oakland Schools*

Julie E. Learned, *University of Michigan*

Elizabeth Homan, *University of Michigan, School of Education*

**1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon B - Lobby Level**

Community Arts Zone: Projects Linking Literacy, Community and the Arts

Chairs:

Jennifer Rowsell, *Brock University*

Kris Gutierrez, *University of Colorado Boulder*

Discussant:

Karen Wohlwend, *Indiana University*

Kris Gutierrez, *University of Colorado Boulder*

Joanne Larson, *University of Rochester*

Kari-Lynn Winters, *Brock University*

Jennifer Rowsell, *Brock University*

This symposium profiles an international study on a series of projects that apply arts-based community and participatory projects in K-12 educational contexts in Canada, the United States, and the United Kingdom. Built on Comber's notion of turn-around pedagogies (Comber, 2007), the research team will feature their studies and then frame the importance of such work for expanding definitions and frameworks for literacy theory and pedagogy.

1:15 pm - 2:45 pm - PAPER SESSION
Islands Ballroom Salon C - Lobby Level

Supporting Adolescent Readers in Multiple Modes

Chair:

Ted Kesler, *Queens College, CUNY*

Discussant:

Karla Scornavacco, *University of Colorado Boulder*

1. **Do Visual Aids Improve EFL Students' Reading Comprehension? An Exploratory Study**
Youngeun Jee, *Michigan State University*
Guofang Li, *Michigan State University*
2. **Dialogism of Fluency and Gesture**
Ted Kesler, *Queens College, CUNY*
3. **Evaluating A Middle School English Language Arts Curriculum: A Mixed-Methods Approach**
Wendy A. Farkas, *Northern Michigan University*

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon D - Lobby Level

Constructing New Literacies Around the (Touch)Screen: Exploring the Affordances of Digital Tools for Young Children's Composing

Chair:

Deborah Wells Rowe, *Vanderbilt University*

This symposium investigates how touchscreen tablets and apps afford new opportunities for literacy learning as children and adults compose and interact around the screen. Paper 1 analyzes first graders' use of voice recognition apps. Paper 2 analyzes how young emergent bilinguals and teachers use multimodal composing tools, gesture, and talk to build shared common ground for literacy learning. Paper 3 analyzes young emergent bilinguals' use of digital photography to make home-school connections during composing.

1. **Siri Got it Wrong!: Dialogic Negotiations Among First-Grade Authors Using Voice Recognition to Compose**
Elizabeth (Betsy) A. Baker, *University of Missouri*
2. **How Emergent Bilinguals/Biliterates and Adults Use Touchscreen Tablets to Build Shared Common Ground for Communication and Literacy Learning**
Deborah Wells Rowe, *Vanderbilt University*
3. **"That's Me and My Sister. That's Bebé": The Affordances of Digital Photography and eBook Composition for Building School-to-Home Connections**
Mary Ellen Miller, *Vanderbilt University*

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon F - Lobby Level

Stand Your Ground, Profiling, and the Production of Educational (In)Equity: Lessons for Teachers and Teacher Educators From the Unpunished Killings of Trayvon Martin and Jordan Davis

Chair:

Kathleen Mary Collins, *Pennsylvania State University*

Discussants:

Patricia Ann Edwards, *Michigan State University*

Lisa Patel, *Boston College*

Kathleen Mary Collins, *Pennsylvania State University*

We begin with three papers that each make visible a different set of educational implications stemming from recent high profile trials in the state hosting LRA 2014, Florida. What can studying these trials teach us about the production of power and (in)equity in our schools and classrooms? In the final 30 minutes of our symposium we invite LRA members to participate in a facilitated discussion designed to explore questions stemming from the three focal papers.

1. **Dangerous Savvy Black Youth: Interrupting Anti-Blackness in the U.S**
Lisa Patel, *Boston College*
2. **Children Out of Place: Lessons for Educators From the Legal Murders of Trayvon Martin and Jordan Davis From the Perspective of Disability Studies in Education**
Kathleen Mary Collins, *Pennsylvania State University*
3. **So You are a Border Crosser – Now What?**
Patricia Ann Edwards, *Michigan State University*

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1:15 pm - 1:55 pm - **ROUNDTABLE SESSION 2a**
Islands Ballroom Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 2a



1. Creating Spaces for Critical Literacy: Pathways to Meaningful Use of Knowledge

Sue C. Larson, *Judson University*



2. Creating Critical Learning Environments for Teachers and Students: The Story of One Literacy Community of Practice

Josephine Peyton Marsh, *Arizona State University*

Lindsay Larsen, *ASU Preparatory Academy*

Susan Sin, *ASU Preparatory Academy*

3. Critical Discourse Analysis of Latino/a Graduate Students' Discourses on Academic Literacy

Lina M. Trigos-Carrillo, *University of Missouri-Columbia*



4. Cultivating Confidence: Using New Literacy Platforms to Engage and Inspire At-Risk College Freshmen

Megan C. Marshall, *University of Wyoming*



5. Dialogic Buddy Reading

Mary Jane McIlwain, *Auburn University*

M. Susan Burns, *George Mason University*

6. Dialogic Constructions in a 5th Grade Digital Writing Classroom: The Influence of Peer Interaction

Jessica Mitchell, *No Affiliation*

Rebecca S Anderson, *University of Memphis*



7. Dialogic Documentary Wars: The Battle Over the Story of Schools

Christy Wessel Powell, *Indiana University*

8. Dialogism and Carnavalesque: Using Bakhtin to Navigate the Art and Craft of Multimedia Composition

Deborah Kozdras, *University of South Florida*

Jenifer Schneider, *University of South Florida*

James L. Welsh, *University of South Florida*

Allison Papke, *University of South Florida*

9. Dialogue in the Field Experience: How Mentor Teachers Support Pre-Service Teachers' Literacy Knowledge and Instruction

Maria Genest, *University of Pittsburgh*

Patricia Crawford, *University of Pittsburgh*

10. Disciplinary Literacy Among Pre-Service Teachers: Locating Models and Interrogating Practice

Alisa Leckie, *Georgia Southern University*

Amanda Wall, *Georgia Southern University*

11. Translingual Writing in the Elementary Classroom

Angie Zapata, *University of Missouri-Columbia*

Ramon Martinez, *University of Texas at Austin*

Leah Duran, *University of Texas at Austin*

Michiko Hikida, *The University of Texas at Austin*

1:15 pm - 2:45 pm - **ALTERNATIVE FORMAT SESSION**
Islands Ballroom Salon H - Lobby Level

Lenses of RTI: Exploring Professional Viewpoints and Creating Dialogues

Session Organizer:

Jennifer Powell, *Radford University*

In the decade since reauthorization of IDEA, confusions and misconceptions still persist about the roles and responsibilities of the key stakeholders who implement the RTI process. This alternative session embraces a proactive process of "breaking down silos" among key players in the RTI paradigm. RTI will be examined through a multiple-perspective, collaborative lens, threaded with dialogic conversation among various areas of expertise, including special education, speech pathology, school psychology, school leadership/ administration, and literacy.

Presenters:

Jennifer Powell, *Radford University*

Brooke Blanks, *Radford University*

Lois K. Haid, *Barry University*

Joyce Warner, *Barry University*

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

Ingrid Enniss, *Oakwood University*

Linda Carr, *Independent Consultant*

Barbara Laster, *Towson University*

Jodi G. Welsch, *Frostburg State University*

Valerie J. Robnolt, *Virginia Commonwealth University*

**1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon J - Lobby Level**

Crossing Communicative Borders: Transnational Literacies in the U.S.-Mexico Borderlands

Session Organizer:

Erika Mein, *The University of Texas at El Paso*

Chair:

Carol Brochin-Ceballos, *The University of Texas at El Paso*

Discussant:

Iliana Reyes, *University of Arizona*

This symposium presents three ethnographic studies that highlight the transnational literacy/biliteracy practices of border-crossing, transfronterizo students in home and school contexts on the U.S.-Mexico border. The papers, presented by researchers and educators who live, work, and teach in different cities along the U.S.-Mexico border, draw on sociocultural approaches to literacy to show the cultural and linguistic resources used by bilingual, biliterate students to navigate schooling at different levels.

- 1. The Multiliterate Identities of Transfronterizo College Students on the U.S.-Mexico Border**
Alberto Esquinca, *University of Texas - El Paso*
- 2. Crossing Disciplinary Borders: Biliteracy as a Resource for Learning Engineering on the U.S.-Mexico Border**
Erika Mein, *The University of Texas at El Paso*
- 3. Multimodal Literacies in a Dual Language Classroom**
Maria Teresa de la Piedra, *University of Texas - El Paso*
Blanca Araujo, *New Mexico State University*

**1:15 pm - 2:45 pm - PAPER SESSION
Key West - Lobby Level**

Adult Learners: Examining Spaces for Learning and Teaching

Chair and Discussant:

Kristen H. Perry, *University of Kentucky*

- 1. Choices of Adult Literacy Teachers' Instructional Texts and Tasks Within Different Instructional and Social Conditions**
Mark W. Conley, *University of Memphis*
Daphne Greenberg, *Georgia State University*

- 2. Factors That Influenced the Experiences of Adult Learners Who Prepared for Their GED Online**

Donita Shaw, *University of Kansas*

Sarah Tham, *University of Kansas*

Julie Hogle, *University of Kansas*

Jody Koch, *Iowa State University*

- 3. Expanding Our Understanding of Comprehension: Adults' Genre-Specific Processing of Informational Text**

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

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

**1:15 pm - 2:45 pm - PAPER SESSION
Sanibel Room - Lobby Level**

Teachers' and Pre-Service Teachers' Perceptions and Uses of Technology in the Classroom

Chair:

Jennifer Smith, *Texas Woman's University*

Discussant:

Katina Zammit, *University of Western Sydney*

- 1. Contrasting Beliefs and Practices: Novice Teachers' Perceptions of Technology Integration**
Rachel Karchmer-Klein, *University of Delaware*
Julie Wise, *University of Delaware*
Valerie Harlow Shinas, *Lesley University*
Haruka Konishi, *University of Delaware*
Sohee Park, *University of Delaware*
- 2. Does Technology=More Knowledgeable Other?**
Rebecca Putman, *University of North Texas*
- 3. Examining Pre-Service Teachers' Efforts to Integrate Digital Technology Into Literacy Instruction**
Amy Hutchison, *Iowa State University*

WEDNESDAY

2:05 pm - 2:45 pm - **ROUNDTABLE SESSION 2b**
Islands Ballroom Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 2b



1. **Dishonest, Disordered, Disadvantaged: Ways of Describing and Locating "Difference" Across Nine Decades of Published Classroom Research in Literacy**

Kathleen Mary Collins, *Pennsylvania State University*
Elizabeth Dutro, *University of Colorado Boulder*
Cuthbert Rowland Storm, *Penn State*

2. **Do You Think Sarah is a Bully?: Exploring Interpretive Discussions of Shared Texts With 5th Graders in an Online Pen Pal Program**

Sandra Quiñones, *Duquesne University*
Elizabeth M. Hughes, *Duquesne University*



3. **Double-Voicing and Digital Literacies: Case Studies in Online Learning**

Glynda Hull, *University of California, Berkeley*
Kyle Booten, *University of California, Berkeley*
Jennifer DiZio, *University of California, Berkeley*
Emily A Hellmich, *University of California, Berkeley*



4. **Each Moment Counts: Building a Culture of Workshop in a Second Grade Literacy Classroom**

Annamary L. Consalvo, *Fitchburg State University*
Treavor Bogard, *University of Dayton*
Jo Worthy, *The University of Texas at Austin*

5. **Effects of a Teaching Program on the Learning of Planning Strategies and Textual Coherence in Narrative Texts: A Longitudinal Study in Two Francophone Minority Settings**

Martine Cavanagh, *Campus Saint-Jean, University of Alberta (Canada)*
Sylvie Blain, *Université de Moncton (Canada)*

6. **Enacting a Visual Literacies Curriculum: Possibilities & Challenges**

Frank Serafini, *Arizona State University*
Nancy T. Walker, *University of La Verne*

7. **Engaging in Design-Based Research to Support Integrated Curriculum for Literacy and Science**

Tiffany Lynn Gallagher, *Brock University*;
Xavier E. Fazio, *Brock University*

8. **Equalizing Educational Experiences: A Critical Look at Teacher's Disposition and Their Stances Toward Social Justice**

Misty Sailors, *The University of Texas at San Antonio*
Miriam Martinez, *The University of Texas at San Antonio*
Logan Alexis Manning, *University of Texas San Antonio*
Dennis S. Davis, *The University of Texas at San Antonio*
Angeli Willson, *University of Texas at San Antonio*
Rebecca Stortz, *University of Texas at San Antonio*
Teresa Sellers, *University of Texas at San Antonio*
Lorena Villarreal, *The University of Texas at San Antonio*

9. **Evolution of Statewide Adolescent Literacy Initiatives**

Diana Porter, *Eastern Kentucky University*

10. **Examining Literacy Spaces: Elementary and Secondary Teachers' Concepts of 21st Century Classroom Literacy Skills**

Jodi Pilgrim, *University of Mary Hardin-Baylor*
Elda Martinez, *University of the Incarnate Word*

11. **Examining Students' Literacy Progress in a University-Based Reading Clinic**

Katherine K. Frankel, *Boston University*;
Evelyn Ford-Connors, *Boston University*;
Laura M. Jimenez, *Boston University*

12. **Examining Teacher Research in an Online Reading Master's Program**

Elizabeth A. Swaggerty, *East Carolina University*

3:00 pm - 4:30 pm - **PAPER SESSION**
Capri 1 - Lower Level

Foregrounding Young Children's Voices in Literacy Research

Chair:

Anne W. Anderson, *University of South Florida*

Discussant:

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

1. **Doing Reading Research With Young Students Rather Than on Them: Materials and Methods**

Carolyn Strom, *NYU*

2. **Re-Reading Assent in Literacy Research With Young Children**

Rebecca Rogers, *University of Missouri-St. Louis*
Meredith Labadie, *University of Missouri-St. Louis*

3. **Worrying About Children's Voices - Shifting Roles in Critical Literacy Research**

Diane Renee Collier, *Brock University*

3:00 pm - 4:30 pm - SYMPOSIUM Capri 2 & 3 - Lower Level

Dialogic Construction of Teacher Knowledge in the CCSS Era

Session Organizer:

Nancy Rankie Shelton, *UMBC*

Chair:

Bess Altwerger, *Towson University*

Discussant:

Eileen Oliver, *University of Florida*

Findings from two studies illuminate the need for teachers to expand their professional knowledge as they are required to teach writing across all disciplines despite the fact that teachers, especially in content areas, have limited background or experience teaching writing or understanding its role in the communication and development of content knowledge. Using the framework of dialogic construction of teacher knowledge, the studies were designed to identify teachers' perception, knowledge, and practice in teaching writing.

1. **Dialogic Construction of Teacher Knowledge**
Xiaodi Zhou, *University of Georgia*
2. **Multifaceted Perspectives on Teaching Writing**
Danling Fu, *University of Florida*
3. **Dialogic Professional Development Workshop for Science Teachers**
Nancy Rankie Shelton, *UMBC*

3:00 pm - 4:30 pm - PAPER SESSION Capri 4 & 5 - Lower Level

Literacy Coach-Teacher Relationships

Chair:

Raven Jones Stanbrough, *Michigan State University*

Discussant:

Barbara Martin Palmer, *Mount St. Mary's University*

1. **A Case Study on Coach-Teacher Relationships Within a District Reading Initiative**
Karla Scornavacco, *University of Colorado Boulder*
Kimberly McDavid Schmidt, *University of Colorado Boulder*
Rebecca Beucher, *University of Colorado Boulder*

2. **A Tale of Five Coaches: Investigating Dialogic Interactions Between Coaches and Literacy Teachers-In-Training**

Evelyn Ford-Connors, *Boston University*

Dana A. Robertson, *University of Wyoming*

Melanie Reaves, *Northern Michigan University*

Jeanne R. Paratore, *Boston University*

George Kamberelis, *University of Wyoming*

3. **"I Love What I'm Doing": Discursive Tactical Negotiations of Best Practices Within Literacy Coaching Interactions**

Carolyn S. Hunt, *Illinois State University*

3:00 pm - 4:30 pm - SYMPOSIUM Capri 6 - Lower Level

Investigating the Construct of Scaffolding

Chair:

Emily Rodgers, *The Ohio State University*

Discussant:

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

In this symposium, the presenters provide a critical overview of the scaffolding literature and share the results of two studies: one a study of tutoring in 24 dyads with either high or low student outcomes, and the other a close examination of one teacher's growing scaffolding expertise.

1. **A Critical Review: Scaffolding Young Children's Literacy Learning**
Katherine Brownfield, *The Ohio State University*
2. **Exploring the Nature of Effective Scaffolding**
Emily Rodgers, *The Ohio State University*
Jerome D'Agostino, *The Ohio State University*
Katherine Brownfield, *The Ohio State University*
Sinead J. Harmey, *The Ohio State University*
Robert H. Kelly, *The Ohio State University*
3. **Adjusting Help in Response to Student Actions: A Case Study of Scaffolding**
Emily Rodgers, *The Ohio State University*
Sinead J. Harmey, *The Ohio State University*
Robert H. Kelly, *The Ohio State University*

WEDNESDAY

3:00 pm - 4:30 pm - PAPER SESSION
Capri 7 & 8 - Lower Level

Reflections and Perceptions of Change

Chair:

Michelle Nguyen Kwok, *University of Michigan*

Discussant:

Susan Kaye Jennings, *University of Louisiana at Monroe*

- 1. Using Electronic Dialogues to Scaffold Literacy Coaches' Thinking About Their Practice**
Ronald Dale Kieffer, *Ohio Northern University*
Naomi Feldman, *Baldwin Wallace University*
Catherine A. Rosemary, *John Carroll University*
- 2. The Complexity and Challenges of Facilitating Sustained Teacher Change: A Longitudinal Examination of Disciplinary Literacy Coaching in High Schools**
Michael Manderino, *Northern Illinois University*
Susan L'Allier, *Northern Illinois University*
Paula Di Domenico, *Northern Illinois University*
Laurie Elish-Piper, *Northern Illinois University*
- 3. A School District's Whole-Scale Change to a Literacy Workshop Model, Year 1: Teachers' and Administrators' Perceptions of the Process.**
Doug Kaufman, *University of Connecticut*

3:00 pm - 4:30 pm - PAPER SESSION
Capri 9 & 10 - Lower Level

Exploring the Learning of Pre-Service Teachers from Diverse Cultural and Linguistic Backgrounds

Chair:

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

Discussant:

Kathryn Pole, *The University of Texas at Arlington*

- 1. Language Teacher Development: A Study of ESOL Pre-Service Teachers' Identities, Efficacy and Conceptions of Literacy**
Annmarie P. Jackson, *Georgia State University*
- 2. The Struggles of Chinese M.Ed. Pre-Service Teachers to Construct Dialogical Lessons**
Keenan P. Fagan, *Vanderbilt University*
- 3. Visual Literacy, Critical Thinking, and TEFL: A Qualitative Study of Indonesian Student Teachers' Experiences in Learning Picturebooks**
Tati Lathipatud Durriyah, *Ohio State University*

3:00 pm - 4:30 pm - PAPER SESSION
Captiva Room - Lobby Level

Designing and Implementing Literacy Practices

Chair:

Stephanie M. Bennett, *Mississippi State University*

Discussant:

D. Ray Reutzell, *Utah State University*

- 1. Prior Knowledge Activation in Design and Practice**
Courtney Hattan, *University of Maryland*
Sandra Loughlin, *University of Maryland*
Lauren Singer, *University of Maryland*
Patricia A. Alexander, *University of Maryland*
- 2. American Heroes Real and Tall: Creating Curious and Literate Young Readers and Writers Through Authentic Literacy Experiences**
Sandra M. Webb, *Georgia College & State University*
Melinda Goggans, *Georgia College & State University*
Bethany Nirole Ray, *Bibb County Public Schools*
- 3. Time on Reading Instruction and Children's Approaches toward Learning as Predictors of Reading Achievement**
Jaime Puccioni, *University at Albany, Department of Reading*

3:00 pm - 4:30 pm - PAPER SESSION
Caxambas 1 - Lobby Level

The Role of Language, Discourse, and Discussion in Pre-Service Teachers' Learning

Chair and Discussant:

Amy Vetter, *University of North Carolina at Greensboro*

- 1. Discourses and Identification Opportunities in Pre-Service English Teacher Education**
F. Blake Tenore, *Hartwick College*
- 2. Talkin' The Talk: Pre-Service Teacher Development in Using Language for Learning**
Paula M. Carbone, *University of Southern California*

3:00 pm - 4:30 pm - AREA CHAIR INVITED SESSION
Caxambas 2 - Lobby Level

U **Cultivating Literacies of Class: Social Class Sensitivity in Teacher Certification, Professional Learning and Doctoral Education**

Organizers:

Grace Enriquez, *Lesley University*
Karen Feathers, *Wayne State University*
Susan Lenski, *Portland State University*
Lynn Shanahan, *State University of New York at Buffalo*

Presenters:

Stephanie Jones, *The University of Georgia*
Mark D. Vagle, *University of Minnesota*

3:00 pm - 4:30 pm - SYMPOSIUM
Everglades - Lobby Level

Identity and the Literacy Classroom: Constructing Pedagogies, Constructing Identities

Chair:

Mark Barba Pacheco, *Vanderbilt University*

Discussant:

Lara J. Handsfield, *Illinois State University*

This symposium examines the dynamic relationship between the learner and learning context through classroom-based research. Four researchers working in four separate school environments will report on how different settings afford student agency and how student identities can actively shape these settings to promote literacy achievement.

Presenters:

Mark Barba Pacheco, *Vanderbilt University*
Katie Peterson, *The University of Texas at Austin*
Mary Ellen Miller, *Vanderbilt University*
Katharine Chamberlain, *The University of Texas at Austin*

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon A - Lobby Level

Integrating Science, Engineering, and Literacy

Chair:

Laura Pardo, *Hope College*

Discussant:

Tanya S. Wright, *Michigan State University*

1. Curriculum Reconfiguration: Integrating Science and Literacy Throughout St. Paul School (K-6)

Sebastian Szyjka, *Western Illinois University*

Melissa Stinnett, *Western Illinois University*

Abha Singh, *Western Illinois University*

2. Supporting Elementary Students' Engineering Design Activity Through Literacy Instruction

Amy Alexandra Wilson, *Utah State University*

Stacie Gregory, *Utah State University*

3. Argumentation as the Key to Teaching Disciplinary Literacy in Science: Uniting Content and Practices

Megan Goss, *University of California, Berkeley*

Jennifer Tilson, *University of California, Berkeley*

Helen Min, *University of California, Berkeley*

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon B - Lobby Level

Writing Pedagogy for Pre-Service Teachers, Inservice Teachers, and Students

Chair:

Elizabeth M. Hughes, *Duquesne University*

Discussant:

Robin R. Griffith, *Texas Christian University*

1. The "Dialogical Becoming": Merging the Ideological and the Dialogic Through Inquiry and Multigenre Writing in a Teaching Writing Education Course

Amy Vujaklija, *University of Louisville*

2. Writing in an Australian Primary School: A Cross-Case Study

Katina Zammit, *University of Western Sydney*

Jacqueline D'Warte, *University of Western Sydney*

WEDNESDAY

3. **The Use Of Digital Tools During Writing Instruction: An Exploration of Teacher Use After Professional Development**

Hannah Dostal, *University of Connecticut*
Kimberly A. Wolbers, *University of Tennessee*
Jennifer Renee Kilpatrick, *University of Tennessee*
Rachel Saulsbury, *University of Tennessee*

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon C - Lobby Level

The Role of Teachers' Discourse and Assessment on Student Learning

Chair:

Katherine Brodeur, *University of Minnesota*

Discussant:

Judith Lee Green, *University of California, Santa Barbara*

1. **A Bakhtinian Framework for Understanding Teachers' Initiating Texts, Peer Response, and Revision**

Alecia Marie Magnifico, *University of New Hampshire*
Rebecca Woodard, *University of Illinois at Chicago*
Sarah McCarthy, *University of Illinois at Urbana-Champaign*

2. **Accountable in Form, Assertive in Function, Authoritative in Ideology: When Teacher Questions Designed for Rigor Impose and Position**

Amy L. Boele, *University of Colorado Boulder*

3. **Teacher Talk as a Scaffold for Struggling Readers**

Laura Tortorelli, *University of Virginia*
Marcia Invernizzi, *University of Virginia*

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon D - Lobby Level

Writing Instruction in the Elementary Classroom

Chair:

Elena Forzani, *University of Connecticut*

Discussant:

Jane Hansen, *University of Virginia*

1. **Literature Review on Teacher Modeling in Writing Instruction**

Huijing Wen, *University of Delaware*

2. **Literacy to Life: Using Drama-Based Pedagogy to Impact Writing and Creativity in 3rd Grade Title I Classrooms**

Bridget Kiger Lee, *The Ohio State University*
Patricia Enciso, *The Ohio State University*
Jennifer Luck, *Austin Theatre*

3. **Touchstone Poetry: Writing as a Catalyst for Moments of Development**

Logan Alexis Manning, *University of Texas San Antonio*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon F - Lobby Level

Viewing Writing Theory and Research Through a New Literacies Lens

Session Organizer:

David Hendrik Slomp, *University of Lethbridge*

Discussant:

Richard Beach, *University of Minnesota*

This session will explore key elements of a theoretical framework for understanding writing through a new literacies lens. It will also discuss a synthesis of the research on teaching writing within a new literacies framework with a view to challenges, innovations, and possibilities. We will conclude with a discussion of how this work informs and upper-case theory of new literacies.

1. **A Broad View of Writing as New Technologies Redefine What it Means to be a Writer**

David Hendrik Slomp, *University of Lethbridge*

2. **Adolescents and Writing in an Age of New Literacies**

Julie Corrigan, *University of Ottawa*

3. **Young Children and Writing in an Age of New Literacies**

Lisa Zawilinski, *University of Hartford*

4. **Patterns in Online Writing and Communication Research From a New Literacies Lens**

Donald Leu, *University of Connecticut*

3:00 pm - 3:40 pm - ROUNDTABLE SESSION 3a
Islands Ballroom Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 3a



- 1. Examining Teachers' Perceptions of Effective Writing Strategies and Barriers to Implementation**
 Kelley Mayer White, *College of Charleston*
 Anna Hall, *Clemson University*

- 2. Examining the Relationship Between Visual Aspects of Texts and Children's Understanding**
 Karen M. Feathers, *Wayne State University*
 Poonam Arya, *Wayne State University*



- 3. Exploring Perceptions and Practices Among Participating Elementary Teachers: A Clinical Immersion Model for In-Service Professional Development**
 Christopher Michael Hansen, *Illinois State University*
 Roland Kerry Schendel, *Illinois State University*

- 4. Finding "Missing Links" in Texts: Bilingual Kindergarten Children's Reading of Storybooks Through Prediction and Imagination**
 So Jung Kim, *University of Texas at El Paso*



- 5. Flourish Followed by Failure: Professional Development as Situated Practice**
 Kathryn L. Roberts, *Wayne State University*
 Kristy Brugar, *Wayne State University*

- 6. Homeland Literacy Learning Under Conditions of Brain Drain: A Case Study of Migrants' Left-Behind Family Members in Latvia**
 Kate Vieira, *University of Wisconsin, Madison*

- 7. How English as a Second Language (ESL) Teachers' Argumentative Epistemologies Shape Instructional Conversations in High School "Sheltered Instruction" Classrooms**
 Hyun Jung Joo, *The Ohio State University*
 George Edward Newell, *The Ohio State University*



- 8. How Sixth-Grade Teachers' Wording Changes Facilitated Genre Instruction in Their Classrooms: An Ongoing Formative Design Study**
 Fenice Boyd, *University at Buffalo*
 Kathleen A. Hinchman, *Syracuse University*

- 9. How Teachers Make Sense of Argumentation in Their Discipline Through Situated and Dialogic Problem-Solving**

Mary Pat Sullivan, *University of Illinois at Chicago*
 Angela Joy Fortune, *University of Illinois at Chicago*
 Taffy E. Raphael, *University of Illinois at Chicago*
 Mariya A. Yukhymenko, *University of Illinois at Chicago*
 MariAnne George, *University of Illinois at Chicago*
 Julia M. Emig, *University of Illinois at Chicago*

- 10. How are We Doing? A Case Study Exploring a Two-Course Sequence in Academic Argument and Knowledge Building for Secondary Literacy Specialists Implementing Common Core Standards**
 Margaret Sheehy, *University at Albany-State University of New York*
 Jolene Malavasic, *University at Albany*

- 11. The Democratic Aesthetic of a Multimodal Classroom**

Anne Crampton, *University of Minnesota*

- 12. Understanding Pre-Service Elementary Teachers' Motivation to Read for Recreation and Academics**
 Sarah Pennington, *University of South Florida*



3:00 pm - 4:30 pm - SYMPOSIUM
Islands Ballroom Salon H - Lobby Level

The Literate Lives of Adult Men: Writing Zines for Content Area Learning

Session Organizer:

Barbara Jean Guzzetti, *Arizona State University*

Chair:

Judith M. Dunkerly-Bean, *Old Dominion University*

Discussant:

Thomas W. Bean, *Old Dominion University*

This symposium focuses on the under-researched topic of how and why adult men create zines (self-publications) as an alternative literacy practice. Past research (e.g., Duncombe, 1997; Knobel & Lankshear, 2001) explored how youth create zines for personal agendas. These papers extend that research by focusing on how writing zines allows adult men to extend and share their knowledge of content subjects while creating community and enacting a broad range of masculinities and literacies.

- 1. Writing as a Citizen Scientist: Men's' Zines That Foster Science Knowledge and Learning**

Barbara Jean Guzzetti, *Arizona State University*
 Marcia Mardis, *Florida State University*

WEDNESDAY

2. **"Class in Session Every Monday": Men's Zines That Foster Social Studies Knowledge Through Comics**
Leslie Michele Foley, *Arizona State University*
3. **Stepping In, Stepping Out: Bursts of Humor, Idealism, and Self Critique in Men's Writing About Writing Zines**
Mellinee K. Lesley, *Texas Tech University*

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon J - Lobby Level

Integrating Technology in the Literacy Classroom

Chair:

Jacquelynn S. Popp, *University of Illinois at Chicago*

Discussant:

Erica C. Boling, *Rutgers, The State University of New Jersey*

1. **Beyond Access: The Challenges of Implementing Technology in the English/Language Arts Classroom**
Melody Zoch, *University of North Carolina at Greensboro*
Joy Myers, *University of North Carolina at Greensboro*
Jennifer Belcher, *University of North Carolina at Greensboro*
2. **Developing a Professional Learning Network for Literacy Through an Online Social Network**
Jamie Colwell, *Old Dominion University*
Amy Hutchison, *Iowa State University*
3. **When Technology Integration is Required, Do Teachers Benefit?: Survey Results From a Mandatory High School Kindle Initiative**
Erin Elizabeth Margarella, *University of South Florida*
Matthew U. Blankenship, *University of South Florida*

3:00 pm - 4:30 pm - PAPER SESSION
Key West - Lobby Level

Frontiers in Literacy Learning, Teaching, and Assessment

Chair:

Gail E. Lovette, *University of Virginia*

Discussant:

George G. Hrubby, *University of Kentucky*

1. **Designing an Appreciative Writing Assessment: Teacher-Researcher Collaboration in Formative Experiment Research**
Amber Warrington, *The University of Texas at Austin*
2. **Examining the Intersection of Literacy Policy and Instructional Practice: An Ecological Perspective for Cognitive, Social, and Institutional Spheres of Influence**
Melanie Walski, *University of Illinois at Chicago*
3. **Lived Literacy Curriculum in a Globalized Schooling Context: A Case Study of a Sino-Canadian Transnational Programme**
Zheng Zhang, *The Chinese University of Hong Kong*
Rachel May Heydon, *Western University*

3:00 pm - 4:30 pm - PAPER SESSION
Sanibel Room - Lobby Level

Tensions That Inform Practice Among Teachers of English Language Learners

Chair:

Maneka Deanna Brooks, *California State University, Fresno*

Discussant:

Mary A. Avalos, *University of Miami*

1. **Toward a Necessary Tension: The Dialogic Push and Pull Between the Teachers of ELL Students**
Kena Terese Avila, *Linfield College*
2. **Dual-Language Graduates' Participation in Bilingual and Biliterate Communities of Practice Across Time and Space**
Nadia Regina Granados, *University of Arizona*
3. **Picturing English Language Learners' and Pre-Service Teachers' Perspectives on Literacy: Intersections and Tensions to Inform our Pedagogies and Curricula**
Kristien Zenkov, *George Mason University*
Christine DeGregory, *George Mason University*

**3:50 pm - 4:30 pm - ROUNDTABLE SESSION 3b
Islands Ballroom Salon G - Lobby Level**



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 3b



- 1. How the Perceptions of Early Childhood Teachers Govern Their Literacy Instruction With ELL Pupils**
Kerry Carley Rizzuto, *Monmouth University*



- 2. Ideas Worth Spreading? You Bet! Examination of the "Senior Talks" Project (Inspired by TED)**
Matt J. Hollibush, *Mount Saint Mary College*
David Gallagher, *Mount Saint Mary College*
Matthew J. Freedman, *Newburgh Free Academy*

- 3. Identifying Literacy Practices Within Collaborative Online Learning Environment Discussions**
Lesley Wilton, *OISE/University of Toronto*
Clare Brett, *OISE/University of Toronto*

- 4. In Their Own Words: Teacher Preparation to Work With Ells in Five Southeastern States**
Mikel Cole, *Clemson University*
Emily Smothers Howell, *Clemson University*



- 5. Informational Reading in Middle and High School: A Review of Instructional and Intervention Studies From the Past Decade**
Marc Glaus, *University of Wisconsin-Madison*
Hannah Graham, *University of Wisconsin-Madison*
Brooke Ward, *University of Wisconsin-Madison*
Gay Ivey, *University of Wisconsin-Madison*

- 6. Inquiry Into Mentoring and Teaching: Inservice Teachers Explore the Possibilities of Teacher Research**
Laura Taylor, *The University of Texas at Austin*



- 7. Instances of Culturally Diverse Literature in Basal Readers and Literature Anthologies**
Lauren Aimonette Liang, *University of Utah*
Naomi M. Watkins, *University of La Verne*
Tonia J. Wilson, *University of Utah*



- 8. Intersections of Reading and Writing Workshop in Classroom Talk: Teaching Reading Like a Writer as One Form of Close Reading in a Primary Classroom**
Angela J. Hampton, *Ball State University*

- 9. Investigating How Literacy Coaches Build Understanding of Statewide Reading Policy Through Their Social Networks and its Effects on Policy Implementation: A Case Study**

Jill S. Jones, *North Carolina State University*

Michel Kirsten Aleman, *North Carolina State University*

- 10. Leveraging Pedagogies of Enactment to Support Pre-Service Teachers' Learning About Writing Instruction**

Britnie Delinger Kane, *Vanderbilt University*

- 11. Light at the End of the Tunnel: Examining Teacher Collaboration and Dialogic Pedagogy in a Literacy Initiative Serving At-Risk Students**

Christopher W. Johnson, *University of Minnesota Duluth*

Burke Scarbrough, *University of Minnesota Duluth*

- 12. Living in the Shadows: The Invisible Lives of English Language Learners in U.S. Universities**

John Jungwoo Lee, *University of Illinois at Chicago*

WEDNESDAY

4:45 pm - 6:00 pm - PRESIDENTIAL ADDRESS
Islands Ballroom A - E - Lobby Level

Session Organizer and Chair:

Janice F. Almasi, *University of Kentucky*

J. Michael Parker Award Presentation

Silvia Nogueron-Liu, *University of Georgia*

Student Outstanding Research Award Presentation

Catherine Compton-Lilly,
University of Wisconsin-Madison

STAR Fellows

Marcelle Haddix, *Syracuse University*

Introduction of Speaker

Misty Sailors, *University of Texas at San Antonio*

**2014 Presidential Address: Literacy and Race:
Access, Equity, and Freedom**

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

Presidential Reception

6:00 pm - 7:30 pm
Sunset Terrace - Outdoors

Vital Issues

9:00 pm - 12:00 am
Korals - Lobby Level

Thursday • December 4, 2014

Thursday

The Dialogic Construction of Literacies
64th Annual Conference of the Literacy Research Association
December 3-6, 2014 | Marco Island, FL

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

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



ROUNDTABLE SESSIONS

allow for a paper presentation 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. NOTE: Roundtables marked with a chickee hut picture will present on the beach, weather permitting.

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 12:00 pm to 1:00 pm) of the Annual Conference. NOTE: Study Groups marked with a chickee hut picture will present on the beach, weather permitting.



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.

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 - 6:30 pm

Islands A Desk - Lobby Level

Newcomers' & Graduate Students' Breakfast

7:30 am - 8:30 am

Sunset Terrace - Outside (In case of inclement weather, the event will be held in Islands Ballroom, Salons F-G.)

Distinguished Scholar Lifetime Achievement Award Committee Meeting

7:30 am - 8:30 am

Capri 4 & 5 - Lower Level

Early Career Achievement Award Committee Meeting

7:30 am - 8:30 am

Capri 7 & 8 - Lower Level

Ethnicity, Race, and Multilingualism Committee Meeting

7:30 am - 8:30 am

Capri 1 - Lower Level

History Innovative Community Group (ICG) Meeting

7:30 am - 8:30 am

Capri 9 & 10 - Lower Level

International Innovative Community Group (ICG) Meeting

7:30 am - 8:30 am

Captiva Room - Lobby Level

Oscar S. Causey Award Committee Meeting

7:30 am - 8:30 am

Everglades - Lobby Level

P. David Pearson Scholarly Impact Award Committee Meeting

7:30 am - 8:30 am

Caxambas 2 - Lobby Level

Publications Committee Meeting

7:30 am - 8:30 am

Key West - Lobby Level

Research Committee Meeting

7:30 am - 8:30 am

Capri 2 & 3 - Lower Level

Book Display/Silent Auction

8:00 am - 5:00 pm

Collier Hall - Lower Level

Exhibits Open

8:00 am - 5:00 pm

Capri Foyer - Lower Level

8:45 am - 10:15 am - PAPER SESSION

Capri 1 - Lower Level

Embodied Explorations: Body, Text, and Out-of-School Programs as Critical Inquiry

Chair:

Kirsten Dara Hill, *University of Michigan-Dearborn*

Discussant:

Mary McVee, *University at Buffalo*

1. Exploring the Embodied Literacies of Super Hero Play: The Body as Action Text

Jaye Johnson Thiel, *University of Georgia*

2. From the Outside in: "Embodied Responses" to Racialized Texts

Roberta P. Gardner, *University of Mary Washington*

3. The Affordances and Constraints of an Intergenerational Multimodal Curriculum Based in Art and Song

Rachel May Heydon, *Western University*

Susan O'Neill, *Simon Fraser University*

Lindsay Elaine Todd-Colby, *The University of Western Ontario*

8:45 am - 10:15 am - SYMPOSIUM

Capri 2 & 3 - Lower Level

Literate Mediations of the Racialized Self

Chair:

Korina Jocson, *University of Massachusetts - Amherst*

Discussant:

Marcelle Haddix, *Syracuse University*

This symposium explores and expands the concept of racial literacy as it relates to students who are racially minoritized and majoritized in various settings. As part response to LRA's theme, this symposium offers a multiplicity of voices and perspectives among literacy researchers across contexts; the focus on racial literacy, inclusive of raciality and racialized youth, also aligns with one of the areas supported by the Ethnicity, Race, and Multilingualism Committee to map out areas toward possibility.

1. The Dialogic Re-Racialization of Migrant Youth

Lisa Patel, *Boston College*

THURSDAY

- Beyond DIY: Literacies as Call to Action and Re-Representation of Racialized Minority Youth**
Korina Jocson, *University of Massachusetts - Amherst*
- Deficit Discourse, Literate Lives: Literacy Narratives of African American Youth**
Ann M. Bennett, *University of Tennessee*

8:45 am - 10:15 am - PAPER SESSION
Capri 4 & 5 - Lower Level

Dialogical Communities of Practice

Chair:

Stephanie Anne Shelton, *University of Georgia*

Discussant:

Lisa Hervey, PhD, NBCT, *North Carolina State University*

- Living the Questions: Teacher Learning in Collaborative Spaces**
Susanna Mae Steeg, *George Fox University*
- Building Dialogic Communities of Practice in International Contexts**
Amy Seely Flint, *Georgia State University*
Mona Matthews, *Georgia State University*
Peggy Albers, *Georgia State University*
- Teachers Engaged in Critical Reading, Dialogue, Pedagogy: A Case Study of the Discourse That Informs Classroom Practice**
Kierstin H. Thompson, *University of Illinois at Chicago*

8:45 am - 10:15 am - PAPER SESSION
Capri 6 - Lower Level

Literacy Assessment in the Elementary Years

Chair:

Keli Garas-York, *SUNY Buffalo State College*

Discussant:

Virginia Goatley, *University at Albany*

- Beyond DIBELS Five Years Later: An Updated Critical Review of Assessments That Purport to Assess Reading Fluency**
Sherry Mee Bell, *University of Tennessee*
R. Steve McCallum, *University of Tennessee*
- Predicting Early Reading Achievement: Identifying Effective Assessment Tasks**
Nora Vines, *Appalachian State University*

- Rescaling Text Levels in an Informal Reading Inventory to Capture Reading Progress: An Illustrative Case From an Evaluation of an After-School Tutoring Program**
Yukie Toyama, *University of California, Berkeley*
P. David Pearson, *University of California, Berkeley*

8:45 am - 10:15 am - PAPER SESSION
Capri 7 & 8 - Lower Level

Constructing Literacies: Teachers, Students, Principals, Faculty

Chair:

Megan Munson-Warnken, *University of Vermont*

Discussant:

Jacquelynn A. Malloy, *Clemson University*

- Dialogic Construction of Professional Identities: Examining the Language of One Pre-Service Literacy Teacher**
Anne Swenson Ticknor, *East Carolina University*
Leslie Maureen Cavendish, *High Point University*
- Constructing Literacy Practices: Teachers Researching Student Identities**
Joseph Rumenapp, *University of Illinois at Chicago*
- Principals as Literacy Leaders: Challenges in the Ontario Context**
Wendy A. Crocker, *University of Western Ontario*

8:45 am - 10:15 am - SYMPOSIUM
Capri 9 & 10 - Lower Level

Complexities of Stakeholder Involvement: Listening to the Voices of Teachers, Students, and Parents in Instructional Decisions

Session Organizer:

Carolyn Groff, *Monmouth University*

Chair:

Alisa Hindin, *Seton Hall University*

Discussant:

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

Research demonstrates that many teachers are not adequately prepared to work with linguistically, culturally and economically diverse student populations. Moreover, teachers find themselves becoming frustrated in their attempts to meet the needs of these learners, and are often

disconnected from these students' home literacy and language backgrounds. This symposium brings together the voices of teachers, students, and parents, which can help illuminate the often problematic and complex instructional contexts in which these stakeholders find themselves.

1. **"And I Didn't Want to Read No More": Informing Literacy Instruction Using Students' Voices**
Carolyn Groff, *Monmouth University*
2. **Building Teachers' Understandings of Strong Home-School Partnerships: Maximizing Opportunities to Connect Students' Home and School Literacy Environments**
Lilly Steiner, *Monmouth University*
3. **Beliefs Versus Practice: Do Teachers of ELL Students Really Practice Their Perspectives on Culturally Responsive Pedagogy?**
Kerry Carley Rizzuto, *Monmouth University*

8:45 am - 10:15 am - PAPER SESSION Captiva Room - Lobby Level

Dialogic Literacy Practices

Chair:

Thomas Liam Lynch, *Pace University*

Discussant:

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

1. **Listen While You Read: Exploring the Combination of e-Books and Professional Audio Narration With Pre-Adolescent Readers**
Lotta Larson, *Kansas State University*
2. **Mediated Discourse Analysis: Young Children's Digital Literacy Practices in Club Penguin Virtual World**
Tolga Kargin, *Indiana University*
3. **"I Saw this Story on YouTube...": Critical Media Literacy for Elementary Students in an Afterschool Program**
Angela Wiseman, *North Carolina State University*
Melissa Pendleton, *North Carolina State University*

8:45 am - 10:15 am - SYMPOSIUM Caxambas 1 - Lobby Level

Literacy in Service of Dialogic Citizenship

Session Organizer:

Maureen Patricia Boyd, *University at Buffalo*

Chair:

Laura May, *Georgia State University*

Discussant:

David Bloome, *The Ohio State University*

This symposium includes studies that occurred in dialogically organized classrooms where students were engaged in literate work and where the teacher positioned students to see themselves as agentive citizens of a relationally interdependent community. The papers are linked by a focus on oracy practices that connect the language of learning with the language of dialogic citizenship and focus on four activities: second-grade musicking, bilingual second-grade text discussion, third-grade gardening, and fifth-grade collaborative engineering projects.

1. **Connecting the Man in the Mirror to Curriculum, to Community, to Citizenship**
Maureen Patricia Boyd, *University at Buffalo*
2. **Classroom Language, Classroom Culture, Critical Citizenship**
Patricia C. Paugh, *University of Massachusetts Boston*
3. **Answerability and Communicative Virtuosity in Making Democratic Worlds**
Michelle E. Jordan, *Arizona State University*
4. **One or Many Pathways to Dialogic Citizenship?**
Maren Aukerman, *Stanford University*
Lorien Chambers Schuldt, *Stanford University*

THURSDAY

8:45 am - 10:15 am - SYMPOSIUM
Caxambas 2 - Lobby Level

Qualitative Methods for Researching Literacy in Online Spaces

Session Organizer:

Jen Scott Curwood, *University of Sydney*

Chair:

Jayne C. Lammers, *University of Rochester*

Discussant:

Alecia Marie Magnifico, *University of New Hampshire*

This symposium examines qualitative methods for conducting literacy research in online spaces. We argue that these spaces offer researchers access to participants outside our geographic proximity, readily available web-based historical record of multimodal texts and online interactions, and a way to trace literacy practices across portals, modes, and texts. Our aim is to consider how researchers can investigate and analyze the dialogic construction of literacies in online spaces.

1. How Can We Theorize Online Spaces?

Hannah Gerber, *Sam Houston State University*

2. What Methodological Tools are Available for Data Collection, and How Might Ethical Considerations Impact Data Collection?

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

3. What Methodological Tools are Available for Data Analysis?

Alecia Marie Magnifico, *University of New Hampshire*

4. What Ethical Considerations are Important for Online Research?

Jayne C. Lammers, *University of Rochester*

8:45 am - 10:15 am - PAPER SESSION
Everglades - Lobby Level

Examining Relationships Between Teacher Beliefs and Practices

Chair:

Deborah Augsburger, *Lewis University*

Discussant:

Brad Cawn, *University of Michigan*

1. **The Reading and Writing Connection: The Confluence of Teacher Beliefs and Teacher Learning**
Jennifer Jordan, *University of Tennessee*
2. **Practicing What We Preach: Relationships between Third-, Fourth-, and Fifth-Grade Teachers' Beliefs and Practices Related to Genre**
Rebecca R. Norman, *Mount Saint Mary College*
Kathryn L. Roberts, *Wayne State University*
Michelle L. Gallacher, *Wayne State University*
3. **Teachers' Perceptions and Implementation of Culturally Responsive Instruction: The CRIOP Professional Development Model**
Pamela Correll, *University of Kentucky*
Susan Chambers Cantrell, *University of Kentucky*
Victor Malo-Juvera, *University of North Carolina-Wilmington*
Rebecca Powell, *Georgetown College*

8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom Salon A - Lobby Level

Two-Tiered Scaffolding: A Theoretical Lens on Professional Development and Literacy Intervention Research

Session Organizer:

Janet S. Gaffney, *University of Auckland*

Chair:

Emily Rodgers, *The Ohio State University*

Discussant:

Cynthia Greenleaf, *WestEd*

Our purpose is to provide a comprehensive coverage of research in literacy that encompasses professional development, teaching practices, and student learning within a two-tiered scaffolding framework. A coherent articulation between professional support for teachers (tier 2) and teacher interactions with students (tier 1) would help us establish a relationship between professional development and student achievement. We organized our critique in terms of four contexts for literacy learning and teaching: one-to-one (i.e., tutoring), small-group, whole-class, and school-wide.

1. **Two-Tiered Scaffolding as a Theoretical Frame for a Critical Review of Research on Professional Development and Literacy Intervention Research**
Janet S. Gaffney, *University of Auckland*

2. **Contexts for Literacy Learning and Teaching: Small-Group and Whole-Class Instruction**
Rob Drewry, *The Ohio State University*
Ian A. G. Wilkinson, *The Ohio State University*
3. **Contexts for Literacy Learning and Teaching: Tutorial Interventions and School-Wide Improvement**
Janet S. Gaffney, *University of Auckland*
Lauren Hitchin, *University of Auckland*
4. **Insights and Implications From a Two-Tiered Scaffolding Perspective: A Theoretical Critique of Professional Development and Literacy Intervention Research**
Ian A. G. Wilkinson, *The Ohio State University*

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon B - Lobby Level

Writing Instruction and English Language Learners

Chair:

Alisa Leckie, *Georgia Southern University*

Discussant:

Mileidis Gort, *The Ohio State University*

1. **A Comparison of Writing Achievement Among English-Only and English Learner Second Graders**
Kathleen A. J. Mohr, *Utah State University*
2. **Emergent Writers in a Kindergarten Dual Language Classroom: A Snapshot of How Students Developed Their Writing Voice in Spanish**
Eurydice Bauer, *University of Illinois at Urbana-Champaign*
Vivian Presiado, *Urbana School District*
Patrick Henry Smith, *The University of Texas at El Paso*
3. **Writing Instruction for English Language Learners: A Cross-Case Analysis of Two Teachers' Experiences**
Lavern Byfield, *Southern Illinois University Carbondale*
Crystal Shelby-Caffey, *Southern Illinois University*

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon C - Lobby Level

Tactical Uses of Theory and Method in Literacy Research

Chair:

Heather Hurst, *St. Joseph's University*

Discussant:

George G. Hruby, *University of Kentucky*

1. **Combining GIS and Ethnography to Map Migration, Literacy, and Access to Resources: An Analysis of Geospatial Patterns at Two Scales**
Loukia K. Sarroub, *University of Nebraska-Lincoln*
William R. England, *University of Nebraska-Lincoln*
2. **Using the Developmental Niche to Explore Understandings of Symbolic Representation**
Nedra L. Cossa, *Armstrong Atlantic State University*
Colleen Vesely, *George Mason University*
3. **Viewing Literacies Through 3D Glasses – A Comparison of the New London Group's Multiliteracies Theory to a Non-Representational Theory Approach to a Young Writer Writing**
Amanda Smith, *Michigan State University*

8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom Salon D - Lobby Level

Content Area Literacy Versus Disciplinary Literacy: Competing or Complementary Frameworks?

Chair:

Dianna Townsend, *University of Nevada, Reno*

Discussant:

Nell K. Duke, *University of Michigan*

The purpose of this symposium is to examine the tension between content area literacy and disciplinary literacy. While often presented as competing frameworks, content area literacy and disciplinary literacy may prove more constructive when conceived of in terms of the developmental needs of students. The three papers in this symposium explore how students at varying levels of reading proficiency benefit from a combination of content area literacy and disciplinary literacy principles.

1. **United States History for Engaged Reading**
Ana Taboada Barber, *George Mason University*
Michelle M. Buehl, *George Mason University*
Melissa Gallagher, *George Mason University*
Jori Beck, *George Mason University*
Erin Marie Ramirez, *George Mason University*
Leila Nuland, *George Mason University*
Peet Smith, *George Mason University*
Swati Mehta, *George Mason University*
2. **Content Area Literacy and Disciplinary Literacy in Elementary Science: Reconciling the Divide**
Gina Cervetti, *University of Michigan*

THURSDAY

3. The Academic Language Observation Protocol

Dianna Townsend, *University of Nevada, Reno*
Kristina Wulfing, *University of Nevada, Reno*
Hannah Carter, *University of Nevada, Reno*
Julie Ambrecht, *University of Nevada, Reno*
Koala Koenig, *University of Nevada, Reno*
Mina Avery, *University of Nevada, Reno*
Kim Crowley, *University of Nevada, Reno*

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon H - Lobby Level

Constructing the Self Through Digital Meaning Making

Chair:

Lyudmila Ivanyuk, *University of Kentucky*

Discussant:

Tisha Y. Lewis Ellison, *Georgia State University*

1. Making the Story My Own: Interactive Web-Based eBooks

Glenn Gordon Smith, *University of South Florida*
Thijs Nielen, *Leiden University*
Adriana Bus, *Leiden University*
Jack Drobisz, *University of South Florida*

2. Sources of the (Digital) Self: Negotiation of Identity in Youths' Transmedia Literacy Practices

Phil Nichols, *University of Pennsylvania*

3. "Every Selfie Tells a Story...": Elastic Literacies, Lifestream(s), and Web 2.0 Artifactual Self/ves

Jon M. Wargo, *Michigan State University*

8:45 am - 10:15 am - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon J - Lobby Level

Ventures and Vexations in Design-Based Experiments and Formative Interventions

Session Organizer:

Lindy L. Johnson, *University of Georgia*

Chair:

Kelly Chandler-Olcott, *Syracuse University*

Discussant:

David Reinking, *Clemson University*

This interactive session is designed to meet the needs of literacy researchers who are interested in exploring the potentials and challenges of design based experiments and formative interventions. The session will begin with

PechaKucha presentations by early career scholars who have used these methodologies in their research, and will then be followed by small-group and large-group dialogue where session presenters and attendees will together think through the interplay of design and research.

Presenters:

Jamie Colwell, *Old Dominion University*
Michelle Fowler-Amato, *The University of Texas at Austin*
Lindy L. Johnson, *University of Georgia*
Nathan Phillips, *University of Illinois at Chicago*

8:45 am - 10:15 am - PAPER SESSION
Key West - Lobby Level

Black Youth and Critical Literary Dialogues

Chair:

Katherine Bernstein, *University of California, Berkeley*

Discussant:

Gwendolyn Thompson McMillon, *Oakland University*

1. Dangerous Boys: An Intersectional Feminist Analysis of Masculinity and Desire in Transmediated Young Adult Literature

Nora A. Peterman, *University of Pennsylvania*

Ebony Elizabeth Thomas, *University of Pennsylvania*

2. Dialogic Constructions of Race: A Discourse Analysis of Black Book Club Talk

Florence Kabba, *LaGuardia Community College*

3. 'Harry Potter Goes Ghetto': Examining the Dialogic Construction of Space, Place and Urbanicity in Fan Fiction Travel Writing Practice and Reader Response

Heather Hill, *The Ohio State University*

8:45 am - 10:15 am - ALTERNATIVE FORMAT SESSION
Sanibel Room - Lobby Level

E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into Our Experiences

Session Organizer:

Michelle Honeyford, *University of Manitoba*

Chair and Discussant:

Gerald Campano, *University of Pennsylvania*

In this session literacy researchers representing five different and highly diverse national and international literacy research partnerships join with session participants in an active and collaborative inquiry into the fragile and complex relational work of building and sustaining partnerships. Drawing theoretical and methodological inspiration from political movements and cultural traditions that disrupt and democratize knowledge and research practice hierarchies, the session invites questions, critical reflection and dialogue about new ways of being in partnership.

1. **E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into The Western Cape School Partnership Project**
Lenny Sanchez, *University of Missouri*
2. **E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into Writing for Social Justice & Human Rights**
Michelle Honeyford, *University of Manitoba*
Wayne Serebrin, *University of Manitoba*
3. **E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into The Community Literacy Partnership**
Sarah Vander Zanden, *University of Northern Iowa*
4. **E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into The Teaching to Learn Project**
Rob Simon, *University of Toronto*
5. **E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into The Literacy and Photography Project**
Maria Ghiso, *Teachers College, Columbia University*
Patricia Martinez-Alvarez, *Teachers College, Columbia University*

10:30 am - 12:00 pm - OSCAR S. CAUSEY ADDRESS
Islands Ballroom A - E - Lobby Level

Chair:

Patricia Enciso, *The Ohio State University*

P. David Pearson Scholarly Impact Award Presentation

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

Oscar S. Causey Award Presentation

Laurie Henry, *University of Kentucky*

Introduction of Speaker

Jerome C. Harste, *Indiana University*

**2014 Oscar S. Causey Address: Miscue Analysis:
A Transformative Tool for Researchers,
Teachers and Readers**

Yetta M. Goodman, *University of Arizona*

Miscue analysis is a unique tool that provides reading professionals as well as readers with a window through which to view the reading process. We are not aware of action on the part of a reader when we listen to an oral reading and the observed response (what we heard the reader say) matches the expected response (what we expect to hear). But when the expected response and the observed response do not match, miscues are revealed and researchers have evidence to analyze the reading. Miscues reflect the knowledge and understandings of readers. The windows through which listeners observe readers' transactions with written text, transform our views of reading as miscues reveal readers' background and language knowledge and their views about how they read.

Through miscue stories that reveal readers' meaning making, I uncover the lessons I have learned about reading as a result of miscue analysis research with readers of a range of backgrounds, ages and proficiencies and with a variety of languages. The miscue stories demonstrate how the human brain reads using psycholinguistic strategies and how it relates to the reader's socio cultural contexts. They reveal the individual's knowledge of their semantic, syntactic and graphophonic systems. I discuss readers who are monolingual and multilingual and talk about what I've learned about texts from readers' transactions.

As I provide my miscue analysis journey from its beginnings, I describe how miscue research expanded to involve the purposes of professional development. As teachers use their growing knowledge about reading, they develop curriculum and instruction for individuals and classes that support readers' meaning making. In these ways, miscue analysis is transforming. I cite what I have learned by engaging readers in conversations (retrospective miscue analysis) as they examine their own miscues. The concepts they build as they discover their own strengths and knowledge as language users lead to confidence in their abilities to make sense of print and to revalue themselves as literate beings. In this way miscue analysis is transforming. And for many readers it is also liberating.

THURSDAY

12:00 pm - 1:00 pm - STUDY GROUPS



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, Study Groups will be held in the room assigned indoors.



Living the Writerly Life in Academia Study Group *Marriott Marco Island Conference Center: Capri 1 - Lower Level*

Writing is a topic of importance for all academics. Participants in this study group will explore the many facets of living the writerly life including (a) What defines the writerly life? (b) How does the dialogic nature of the writing process—the internal conversation between the writer and the audience—influence writing? (c) How do writers determine what and where to share their voice and research? (d) What mechanisms promote and sustain writing in academia?

Presenters:

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

Session Organizer:

Johna L. Faulconer, *East Carolina University*

Culturally Responsive Literacy Instruction Study Group

Capri 2 & 3 - Lower Level

The Culturally Responsive Literacy Instruction (CRLI) Study Group will examine issues relating to the literacy and language acquisition of underserved populations. Topics to be addressed include: (1) how culturally responsive literacy instruction is defined; (2) research that has been conducted in CRLI; (3) challenges in implementing CRLI; and (4) preparing teachers to be culturally responsive literacy educators.

Presenters:

Ellen McIntyre, *North Carolina State University*
Doris Walker-Dalhouse, *Marquette University*
Susan Chambers Cantrell, *University of Kentucky*

Session Organizer:

Rebecca Powell, *Georgetown College*

History of Literacy Study Group

Capri 4 & 5 - Lower Level

The focus of this set of study group sessions will be to examine alternative options for historical research on the literacy field. Across the three days that the study group will meet we will examine the practice of 1. Oral history, 2. Organizational history, and 3. Nearby history.

Presenters:

James R. King, *University of South Florida*
Dixie D. Massey, *University of Washington*

Session Organizer:

Norman A. Stahl, *Northern Illinois University*

Literacy Lab/Reading Clinic Study Group

Capri 6 - Lower Level

The 2014 Literacy Lab/Reading Clinic Study Group sessions bring together individuals interested in researching, directing, and teaching in reading clinics and literacy labs in school settings, on campus, and online. The Study Group offers opportunities to share lab/clinic experiences and resources with those involved in labs/clinics around the country, as well as opportunities to join research teams investigating current and pertinent issues in reading clinics/literacy labs.

Presenters:

Theresa A. Deeney, *University of Rhode Island*
Barbara Laster, *Towson University*
Joan A. Rhodes, *Virginia Commonwealth University*
Erica Bowers, *California State University, Fullerton*
Marcie Ellerbe, *Coastal Carolina University*
Julie Janson Gray, *University of Virginia*
Tammy Marsh Milby, *University of Richmond*
Evan Ortlieb, *Monash University*
Judith Wilson, *University of Nebraska-Lincoln*
JoAnne Vazzano, *Northeastern Illinois University*
Nancy Stevens, *University of Wisconsin-Whitewater*
Debra Gurvitz, *National Louis University*

Session Organizer:

Cheryl Dozier, *University at Albany*



Conceptualizing and Exploring Space and Place in Digital Literacies Research Study Group

Capri 7 & 8 - Lower Level

The purpose of this study group is to consider collectively how we conceptualize and operationalize space and place in the study of digital literacy practices and the people who enact them.

Session Organizers:

Julie Warner, *Teachers College, Columbia University*
 Heather Pleasants, *University of Alabama*
 Ryan M. Rish, *Kennesaw State University*
 Damiana Gibbons, *Appalachian State University*
 Lindy L. Johnson, *University of Georgia*

Public Engagement and Literacy Research Study Group

Capri 9 & 10 - Lower Level

The Study Group will become familiar with guiding principles of public scholarship defined as “publicly engaged academic work that is scholarly or creative work integral to a faculty member’s academic area and encompasses different forms of making knowledge about, for, and with diverse publics and communities through dialogue. It contributes to the public good and yields artifacts of public and intellectual value.” We link literacy research and public scholarship by exploring its opportunities and challenges.

Presenters:

Carolyn Colvin, *The University of Iowa*
 Rossina Zamora Liu, *The University of Iowa*
 Kate Elizabeth Kedley, *The University of Iowa*
 Amie Ohlmann, *The University of Iowa*
 Mark Sulzer, *The University of Iowa*

Session Organizer:

Carolyn Colvin, *The University of Iowa*

Approaches to Discourse Analysis Study Group

Captiva Room - Lobby Level

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 2014, 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.

Session Organizers:

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

Teacher Education Research Study Group (TERSG)

Caxambas 1 - Lobby Level

The Teacher Education Research Study Group (TERSG) brings literacy educators together for study of effective practices in literacy teacher education. The real work of the TERSG continues through the year--to facilitate collaboration on research in the field of literacy teacher education. TERSG strives at each LRA conference to promote leadership in the field of literacy teacher education through discussion, collaboration, mentoring, and participating in the research of colleagues.

Session Organizer:

Karen Kreider Yoder, *Touro University California*

Chairs:

Chinwe Ikpeze, *St. John Fisher College*
 Joy Myers, *University of North Carolina at Greensboro*

Adult Literacy Study Group

Caxambas 2 - Lobby Level

This study group focuses on adult literacy, both in terms of adult literacy instruction in formal programs and adult literacy practices more generally. Members conduct research on a variety of topics, including health literacy, re-entry education, technology and new literacies, the needs of migrant and refugee populations and cross-cultural studies of adult literacy practice. Members also utilize different research methodologies, including both quantitative and qualitative analysis.

Session Organizer:

Erik Jacobson, *Montclair State University*



THURSDAY

Approaches to Studying Graphic Novels Study Group

Everglades - Lobby Level

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.

Session Organizers:

Stergios Botzakis, *University of Tennessee, Knoxville*
Laura M. Jimenez, *Boston University*

Early Authoring as Multimodal Embodied Practice: Opening a Dialogue Study Group

Islands Ballroom Salon A - Lobby Level

The 2014 Early Multimodal Authoring Study Group series is designed to open a dialogue about expanding our notions of what counts as "literacy" by considering young children's multimodal embodied authoring. Using a single data set, participants will hear a short presentation from a visiting scholar and engage in small group and whole group discussions centered on a particular theoretical lens. Lenses that will be explored include social semiotics, play, and affective development.

Presenters:

M. Susan Burns, *George Mason University*
George Kamberelis, *University of Wyoming*
Julie K. Kidd, *George Mason University*
Judith T. Lysaker, *Purdue University*
Deborah Wells Rowe, *Vanderbilt University*

Session Organizer:

Melanie Reaves, *Northern Michigan University*

Doctoral Students' Innovative Community Group Study Group

Islands Ballroom Salon B - Lobby Level

The Doctoral Student Innovative Community Group (DSICG) Study Groups have historically hosted a discussion of topics that are of particular interest to doctoral students, supporting their continued growth as researchers and scholars. The 2014 DSICG Study Group series will focus on methodologies and data analysis for literacy researchers. Our 2014 Study Group topics include: Methodologies for Literacy Researchers, Video Data Analysis, and Formative Experiments.

Session Organizers:

Jennifer Smith, *Texas Woman's University*
Katherine Brodeur, *University of Minnesota*
Colleen Whittingham, *UIC*

Feeling Side by Side: Methodological Challenges in Investigating and (Not) Representing Affect and Emotion in Literacy Studies Study Group

Islands Ballroom Salon C - Lobby Level

This study group confronts the methodological challenges of knowing and sharing affective and emotionally laden "data." We will think-feel with articles and found objects, working to address the following question, essential to literacy studies: How can the flow of literacy learning, affect, and emotion be understood in richly textured lives, where attachments to place, person and word are ever-emergent, and where research practices that record and "capture" these forms of emergence are currently under-developed?

Session Organizers:

Christian Ehret, *Vanderbilt University*
Ty Hollett, *Vanderbilt University*
Kevin Leander, *Vanderbilt University*

Approaches to Video Data Analysis in Literacy Research Study Group

Islands Ballroom Salon F - Lobby Level

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.

Chairs:

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



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Incoming: Navigating Language, Policy, and Practice With Rural English Language Learners Study Group

Islands Ballroom Salon G - Lobby Level

Nearly 31% of public school teachers choose to teach in rural areas. This coupled with the rate of poverty found in rural schools (Salant, 2008) and the changing demographics of rural agrarian communities that depend upon migrant/undocumented labor (Kandel & Parrado, 2005) necessitates a closer examination of what is needed to prepare all teachers to address the needs of the communities in which they find themselves working. This study session begins this process.

Presenters:

Faith Beyer Hansen, *Boise State University*
Joanne Sellen, *Western Illinois University*
Mary Ann Cahill, *Boise State University*

Session Organizer:

Anne Gregory, *Western Illinois University*

Common Core Standards and Reading to Writing Connections Study Group With Special Guests Jill Fitzgerald, William Lewis and Douglas Kaufman

Islands Ballroom Salon H - Lobby Level

The purpose of the study group is to engage participants in a critical discussion of the Common Core Standards and their instructional and research implications on reading and writing connections. We address the following: How

can writing instruction address the standards focused on reading and writing connections? What are the instructional implications for writing for the elementary through secondary levels? What further research must be conducted?

Session Organizers:

Zoi Apostolia - *Philippakos, Towson University*
Noreen S. Moore, *William Paterson University*
Vicki McQuitty, *Towson University*

Word Study Study Group 2014

Islands Ballroom Salon J - Lobby Level

Facilitators will share research and guide the discussion among attendees. The topics over the days include: 1) Multilingual Vocabulary Development, and Contrastive Linguistics and Orthographies, 2) Effective Practices, and Cognitive Flexibility in Word Study and Vocabulary Development, 3) Word Study Research Designs. Come make a word study PechaKucha-style presentation; a maximum of 20 images x 20 seconds each are presented; see <http://www.pechakucha.org/>.

Presenters:

Kelly Branam Cartwright, *Christopher Newport University*
Kevin Flanigan, *West Chester University of Pennsylvania*
Kristin M. Gehsmann, *Saint Michael's College*
LaTisha Hayes, *University of Virginia*
Marcia Invernizzi, *University of Virginia*
Dianna Townsend, *University of Nevada, Reno*
Sam Von Gillern, *Iowa State University*

Session Organizer:

Donald Bear, *Iowa State University*

Critical Race Theory Study Group

Key West - Lobby Level



10

The CRT Study Group is a place where researchers come to wrestle with issues and find support for pursuing literacies research that asks difficult questions. Focusing on dialogue in the construction of literacies, the CRT Study Group is even more important. It is through dialogue that issues of race and racism are unmasked, explored, and unmade as we all work toward social justice.

THURSDAY

Presenters:

Patricia Ann Edwards, *Michigan State University*
Gwendolyn Thompson McMillon, *Oakland University*
Robert J. LeBlanc, *University of Pennsylvania*
Ann M. Bennett, *University of Tennessee*

Session Organizers:

Judson Laughter, *University of Tennessee*
Keonghee Tao Han, *University of Wyoming*

Theoretical Perspectives Study Group

Sanibel Room - Lobby Level

Whether we realize it or not, theories shape every aspect of inquiry, influencing research topics, questions, conjectures, data collection, and interpretations. Although “there is nothing more practical than a good theory,” its use in educational research is highly variable. With guest speakers on each day, this study group will engage LRA’s membership in conversations about the intersection between theory, research, and practice.

Presenters:

Annemarie Palincsar, *University of Michigan*
Wanda Brooks, *Temple University*
Mark Allen Dressman, *University of Illinois at Urbana-Champaign*

Session Organizers:

Kelly Puzio, *Washington State University*
Lara J. Handsfield, *Illinois State University*
Gay Ivey, *University of Wisconsin-Madison*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT SESSION
Capri 1 - Lower Level

The Ethical Quagmire of New Literacies Research

Chair:

Brian C. Rose, *University of Northern Colorado*

Discussant:

Brian C. Rose, *University of Northern Colorado*

The landscape of literacy research has changed. Due to innovations in and use of technology in literate settings, literacy researchers increasingly navigate uncharted ethical territory. In fact, while many professional organizations’ ethics statements address global concerns, these statements often provide little guidance with the

increasing, ethically challenging situations new literacies research presents. The papers address this very issue, and in an escalating fashion, identify some of the ethical issues we face in new literacies research.

- 1. Negotiating Understandings of Visibility and Privacy in Online Spaces in Vulnerable Communities**
Silvia Nogueron-Liu, *University of Georgia*
- 2. Pushing Boundaries: Online Researchers and Ethics Committees**
Donna Alvermann, *The University of Georgia*
Crystal L. Beach, *The University of Georgia*
Joseph Johnson, *The University of Georgia*
- 3. English Language Arts 2.0: Ethical Considerations of Educating With iPads**
Judson Laughter, *University of Tennessee*

1:15 pm - 2:45 pm - SYMPOSIUM
Capri 2 & 3 - Lower Level

Barriers to Change: Three Literacy Professional Development Initiatives

Session Organizer:

Seth A. Parsons, *George Mason University*

Chair:

Jan Ainger, *George Mason University*

Discussant:

Jennifer Powell, *Radford University*

Professional development (PD) is a vital component of literacy teachers’ growth in “the learning profession.” However, research has demonstrated that enhancing teachers’ literacy instruction through PD takes time. Additionally, research has demonstrated that effective PD is collaborative, sustained, job-embedded, and guided by student assessment. This proposal describes three initiatives, which were guided by these principles of effective PD, and the barriers each faced in enacting change in teachers’ literacy instruction.

- 1. A Longitudinal, Collaborative Literacy Professional Development Initiative in a High-Needs, Urban Charter 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*
Erin Marie Ramirez, *George Mason University*

2. **Literacy Professional Development Through Instructional Coaching and Co-Teaching**
Julie W. Ankrum, *University of Pittsburgh at Johnstown*
3. **Rural Teachers' Perceived Changes in Word Study Instruction in the Primary Grades**
Aimee L. Morewood, *West Virginia University*

**1:15 pm - 2:45 pm - PAPER SESSION
Capri 4 & 5 - Lower Level**

Crossing Boundaries and Borders: Literacy Practices and Life Stories

Chair:

Susan V. Bennett, *University of Mississippi*

Discussant:

Leanne M. Evans, *University of Wisconsin Milwaukee*

1. **Boundariless and Mobile: Supralocal Literacies in a Telecollaborative Alaska-Kenya Writing Exchange**
David B. Wandera, *The Ohio State University*
2. **Crossing Borders: An Investigation of a Teacher's Life Story and Literacy Teaching Practices**
Melody Zoch, *University of North Carolina at Greensboro*
3. **Crossing Boundaries: The Everyday Literacies of Latino/a Borderland Youth Permeating School Spaces**
Luciene Soares Wandermurem, *The University of Texas -El Paso*

**1:15 pm - 2:45 pm - SYMPOSIUM
Capri 6 - Lower Level**

Disciplinary Literacy: Implications for Literacy Teacher Educators

Chair:

Caitlin Gallingane, *University of Florida*

Discussant:

Zhihui Fang, *University of Florida*

Many teacher education programs in the U.S. are now exploring ways to implement disciplinary literacy. Successful implementation of disciplinary literacy requires that literacy teacher educators have a deep understanding of (a) the language and literacy practices that are specific to each discipline, (b) the approaches and strategies that are effective for promoting literacy instruction in the content areas, and (c) their role in disciplinary literacy instruction. This symposium reviews recent scholarship in these three areas.

1. **Language and Literacy Practices Across Academic Disciplines**
Suzanne Coatoam, *University of Florida*
Zhihui Fang, *University of Florida*
2. **Pedagogical Models for Promoting Literacy Instruction in the Content Areas**
Suzanne Coatoam, *University of Florida*
Yang Qi, *University of Florida*
3. **The Role of Literacy Teacher Educators in Preparing Teachers for Disciplinary Literacy Instruction**
Zhihui Fang, *University of Florida*

**1:15 pm - 2:45 pm - SYMPOSIUM
Capri 7 & 8 - Lower Level**

From Coursework to Classroom: Investigating Effects of Writing Teacher Education

Chair:

Susan Martin, *Boise State University*

Discussant:

Vicki McQuitty, *Towson University*

Findings from four inquiries shed light on how writing teacher education coursework effects classroom practices. Using multiple data sources and varied analytic methods, these projects span elementary and secondary school settings, and include both pre-service and in-service coursework. Two studies focus on issues of digital composition processes. Outcomes from each study suggest strong effects of coursework, even when factors in K-12 settings constrain teacher practices. Implications for literacy teacher educators are discussed.

1. **The Ripple Effect: How the Multimedia Memoir Project Trickles Down From Teacher Education to K-8 Education**
Donna Werderich, *Northern Illinois University*
2. **Writing the World: Preservice Teachers' Perceptions of 21st Century Writing Instruction**
Kristine E. Pytash, *Kent State University*
Jennifer L. Nigh, *Kent State University*
Lisa Testa, *Kent State University*
3. **"I Can't Believe I Wasn't Doing That": Learning to Teach Writing**
Denise N. Morgan, *Kent State University*
Natasha H. Chenowith, *Kent State University*

THURSDAY

4. Influences of a Writing Methods Course on Teacher Practice and Student Learning Opportunities

Susan Martin, *Boise State University*
Sherry Dismuke, *Boise State University*

1:15 pm - 2:45 pm - PAPER SESSION
Capri 9 & 10 - Lower Level

Academic Discourses in Immersion Classrooms

Chair:

Michelle E. Jordan, *Arizona State University*

Discussant:

Audrey Lucero, *University of Oregon*

1. Academic Language Development in a Hypersegregated Dual Immersion Program

Allison Briceno, *Texas Woman's University*

2. Beyond Bilingual: Trilingual Children in Immersion Classrooms

Leah Durán, *The University of Texas at Austin*
Michiko Hikida, *The University of Texas at Austin*
Ramon Martinez, *The University of Texas at Austin*

3. Navigating the Academic Discourses of Texts in Two Languages in Preschool: An Analysis of One Spanish-English Dual Language Teacher's Instructional Goals and Book-Based Extra Textual Talk

Sabrina Sembiente, *University of Miami*
Mileidis Gort, *The Ohio State University*

1:15 pm - 2:45 pm - PAPER SESSION
Captiva Room - Lobby Level

Teacher Learning in Online Spaces

Chair:

Dea M. Conrad-Curry, *Partner in Education*

Discussant:

Celeste C. Bates, *Clemson University*

1. Who are Multilingual Writers? The Varied Definitions and Descriptions of Experienced Teachers in One Online Class

Amber Warren, *Indiana University*

2. Dialogic by Design: An Engaging and Rigorous Online Master's Degree

Joanne Ratliff, *The University of Georgia*

3. Creating New Opportunities for Lesson Study in an Online Reading Clinic

Sue Ann Sharma, *Oakland University*
Sangho Pang, *Clemson University*

1:15 pm - 2:45 pm - PAPER SESSION
Caxambas 1 - Lobby Level

Written and Oral Argumentation in Elementary and Middle School Contexts

Chair:

Laurie A. Henry, *University of Kentucky*

Discussant:

Judith Lee Green, *University of California, Santa Barbara*

1. When is Argumentation Dialogic? Dialogic and Monologic Construction of Argumentation in Two 5th Grade Text-Based Discussions

Min-Young Kim, *The Ohio State University*
Ian A. G. Wilkinson, *The Ohio State University*
Alina Reznitskaya, *Montclair State University*

2. Conceptualizing "Voice" in Children's Academic Arguments

Catherine L. O'Hallaron, *University of Michigan*
Mary J. Schleppegrell, *University of Michigan*

1:15 pm - 2:45 pm - SYMPOSIUM
Caxambas 2 - Lobby Level

The Dialogic Nature of Literacy Research in Community Settings

Session Organizer:

Stephanie Jones, *The University of Georgia*

Chair:

Jaye Johnson Thiel, *The University of Georgia*

Discussant:

Mark D. Vagle, *University of Minnesota*

The purpose of this symposium is to present three separate papers related to literacy research taking place in racially diverse, multilingual, low-income communities. Each of the three papers aims to shed light on a different aspect of engaging in community literacy research with youth and adults.

- Constructing Norms for Community-Based Research Through Collaborative Inquiry**
Maria Ghiso, *Teachers College, Columbia University*
Gerald Campano, *University of Pennsylvania*
- Attempting to Do No Harm: Inquiring Into Embodied Literacies of Space in Community-Based Research**
Stephanie Jones, *The University of Georgia*
Jaye Johnson Thiel, *The University of Georgia*
Taryrn Brown, *The University of Georgia*
- Storybook Chefs: Building Dialogic Literacy in the Afterschool Kitchen**
Denise Davila, *The University of Georgia*

1:15 pm - 2:45 pm - PAPER SESSION
Everglades - Lobby Level

Connecting, Curating, and Constructing Literacies Through Social Networks

Chair:

Michelle Schira Hagerman, *Michigan State University*

Discussant:

Greg McVerry, *Southern Connecticut State University*

- 'My Weekends be Dry as Hell': Young People's Creation of Social Identities on Twitter**
Benjamin William Gleason, *Michigan State University*
- Students as Pinners: Using a Multimodal Social Network Site to Navigate a Participatory Culture**
Kwangok Song, *Arkansas State University*
Kyle M. Williams, *The University of Texas at Austin*
Alina Pruitt, *The University of Texas at Austin*
Diane L. Schallert, *The University of Texas at Austin*
- A Comparative Ethnographic Study of the Digital Curation Practices of Professionals and Youth**
Kevin Leander, *Vanderbilt University*
Jennifer Kahn, *Vanderbilt University*

1:15 pm - 2:45 pm - PAPER SESSION
Islands Ballroom Salon A - Lobby Level

Vocabulary Development to Support Comprehension in Core Reading Programs and Inquiry Units

Chair:

Vicki Stewart Collet, *University of Arkansas*

Discussant:

Peter Fisher, *National Louis University*

- The Vocabulary of Core Reading Programs**
Michael F. Graves, *University of Minnesota*
Jeff Elmore, *MetaMetrics*
Kimberly Bowen, *MetaMetrics*
Jill Fitzgerald, *University of North Carolina at Chapel Hill and MetaMetrics*
Eleanor E. Sanford-Moore, *MetaMetrics*
Heather H. Koons, *MetaMetrics*
Matt Copeland, *Metametrics*
Jackson Stenner, *MetaMetrics*
- Selecting Vocabulary to Support Comprehension: A Review of the Research**
Tanya S. Wright, *Michigan State University*
Gina Cervetti, *University of Michigan*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon B - Lobby Level

LRA 2014 Alternative Session Proposal: Professors, We Need You!!! Public Intellectuals, Advocacy, and Activism

Session Organizer:

Carla K. Meyer, *Appalachian State University*

Chair:

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

Discussant:

Norman A. Stahl, *Northern Illinois University*

Consistent with this year's conference theme, "The Dialogic Construction of Literacies" this alternative session will engage participants in dialogue about how to transform the Literacy Research Association's (LRA's) role in advocacy for literacy learning and instruction among children, families, and educators through social media, open access spaces, and other channels.

THURSDAY

Presenters:

David Reinking, *Clemson University*
Caitlin McMunn Dooley, *Georgia State University*
Tobie Bass, *University of Georgia*
Lindy L. Johnson, *University of Georgia*
Amanda Hall, *Virginia Commonwealth University*
Joan A. Rhodes, *Virginia Commonwealth University*
Guofang Wan, *Virginia Commonwealth University*
Phillip Michael Wilder, *Clemson University*
Danielle Dennis, *University of South Florida*
Tyler W. Rinker, *University at Buffalo*
Kathryn Ohle, *University of Alaska-Anchorage*
Richard Beach, *University of Minnesota*

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon C - Lobby Level

Fostering Critical Literacies From Three Perspectives

Session Organizer:

Mitzi Lewison, *Indiana University, Bloomington*

Chair:

Jerome C. Harste, *Indiana University*

Discussant:

Peggy Albers, *Georgia State University*

The presentations in this symposium feature transmediation, teacher self-reports, and responses to a call for taking a stance on critical literacy and the issues associated with its implementation. Come hear about new analytical schemes as well as new insights into critical literacy and teacher preparation.

1. Inviting a Multiplicity of Voices and Perspectives Through Transmediation

Christine H. Leland, *Indiana University-Purdue University Indianapolis*

Anne Ociepa, *Indiana University-Purdue University Indianapolis*

2. Multiple Perspectives on Critical Literacy Instruction: What's on Teachers' Minds?

Mitzi Lewison, *Indiana University, Bloomington*

3. Critical Literacy at the Chalkface: Multiple Concerns, Multiple Beliefs

Jerome C. Harste, *Indiana University*

Vivian Vasquez, *American University*

Andrew Manning, *Mount Saint Vincent University*

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon D - Lobby Level

Creating the Dialogic Spaces for Argumentation to Flourish in Professional Development and Classrooms

Session Organizer:

Stacy Marple, *WestEd*

Chair:

MariAnne George, *University of Illinois at Chicago*

Discussant:

Elizabeth Moje, *University of Michigan*

The studies presented in this symposium are from a multi year project focused on improving reading comprehension through evidence-based argumentation from multiple sources in ELA, history, and science, grades 6 through 12. The papers provide insight into how argument and argumentation is conceptualized; what impact these conceptualizations have for student opportunities to learn; and what kinds of professional development and classroom practices may be necessary for creating a dialogic space that supports argumentation literacy.

1. Argumentation Opportunity to Learn in ELA, History and Science

Cindy Litman, *WestEd*

Stacy Marple, *WestEd*

Cynthia Greenleaf, *WestEd*

Lisa Richardson, *WestEd*

Irisa Charney-Sirott, *WestEd*

Allison H. Hall, *University of Illinois at Chicago*

Michael Boltz, *University of Illinois, Chicago*

2. From Muddling to Modeling: Text-Based Explanation and Modeling as Argumentation in Science

Willard Brown, *WestEd*

Cynthia Greenleaf, *WestEd*

Mon-Lin Ko, *University of Illinois, Chicago*

3. Designing for Argumentation: Learning Outcomes From a Teacher-Research Collaboration in History

Stacy Marple, *WestEd*

Gayle Cribb, *WestEd*

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon F - Lobby Level

The Role of Hot and Cool Executive Functions in the Development of Comprehension

Session Organizer:

Kelly Branam Cartwright, *Christopher Newport University*

Chair:

Nicole R. Guajardo, *Christopher Newport University*

Discussant:

Nell K. Duke, *University of Michigan*

Although Executive Functions are related to comprehension, few studies have investigated the role of both “cool” (purely cognitive) and “hot” (socially or emotionally motivated) EF in comprehension development. This symposium will bring together researchers who study one or both domains of EF to foster dialogue about the combined role of these skills in the development of comprehension processes. A noted scholar in comprehension development will serve as Discussant and integrate findings with current research.





- The Role of Hot and Cool EF in Pre-Readers’ Story Comprehension and Response to Comprehension Intervention**
 Andrea DeBruin-Parecki, *ETS*
 Kelly Branam Cartwright, *Christopher Newport University*
- A Dialogic View of Emergent Reading Comprehension: Aspects of Mind in Kindergarteners’ Readings of a Wordless Picture Book**
 Judith T. Lysaker, *Purdue University*
- The Contribution of Hot and Cool EF to Pre-Readers’ Narrative Comprehension and Later Reading Comprehension in Elementary School**
 Nicole R. Guajardo, *Christopher Newport University*
 Kelly Branam Cartwright, *Christopher Newport University*
- The Contribution of EF and Motivation to Reading Comprehension in Former Elementary Students With Good and Poor Reading Comprehension**
 Kelly Branam Cartwright, *Christopher Newport University*
 Laura U. DeWyngaert, *University of Maryland, Baltimore County*

1:15 pm - 1:55 pm - ROUNDTABLE SESSION 4a
Islands Ballroom Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 4a

- Strategy Instruction and Self-Regulation: What Think Alouds Reveal**
 Zoi Apostolia - Philippakos, *Towson University*
 Charles MacArthur, *University of Delaware*
- 
Supporting Best Practice Literacy Instruction: A Gradual Release Model for Developing Site-Based Literacy Leaders
 Jackie Marshall Arnold, *University of Dayton*
 Mary-Kate Sableski, *University of Dayton*
- 
TPACK+ in the PreK-12 Classroom: Examining Teachers’ Technology-Integrated Instruction
 Leah M. Van Vaerenewyck, *Lesley University*
 Valerie Harlow Shinas, *Lesley University*
 Barbara N. Steckel, *Lesley University*
- Teacher Feedback on College ESL Academic Writing: In-Service Teacher Beliefs and Practices**
 Bede McCormack, *LaGuardia Community College, CUNY*
 Virginia M. Russell, *Hunter College*
- Teacher Mentoring, Discourse, and Learning to Teach Literacy: A Collaboration Between Cooperating Teachers, Pre-Service Teachers, and Teacher Educators**
 Melissa Wetzel, *The University of Texas at Austin*
 James V. Hoffman, *The University of Texas at Austin*
 Beth Maloch, *The University of Texas at Austin*
 Erin Greeter, *The University of Texas at Austin*
 Saba Vlach, *The University of Texas at Austin*
 Laura Taylor, *The University of Texas at Austin*
- 
Teachers’ Perception of Accent on Formative Reading Assessments
 Meghan Pendergast, *Georgia State University*
 Gary Bingham, *Georgia State University*
- Teaching Diversity in Korea: Korean Kindergarteners’ Literary Discussions about Racial Diversity During Read-Alouds**
 So Jung Kim, *University of Texas at El Paso*
 Su-Jeong Wee, *Purdue University Calumet*
- 
Teaching Writing: Embracing a Culturally Relevant Pedagogy
 Keitha-Gail Martin-Kerr, *University of Minnesota*

THURSDAY

9. Telling, Hearing, and Legitimizing Discourses: Pre-Service Teachers and the Dialogic Construction of Critical Literacies

Erin Beeman Stutelberg, *University of Minnesota*
Maggie Ann Struck, *University of Minnesota*

10. Testing the Reliability of an Early Expository Comprehension Assessment

Kendra Hall-Kenyon, *Brigham Young University*
Tammie Harding, *Alpine School District*
Barbara Culatta, *Brigham Young University*

11. The Co-Construction of Biliterate Identities Between Parents and Children: A Cross-Comparative Analysis of Two Families

Bobbie Kabuto, *Queens College*

12. Discovering All the Right Stuff: Instructing Classroom Teachers How to Utilize Collaborative Applications for Student Literacy and Learning

Meleah McCulley, *Boise State University*

1:15 pm - 2:45 pm - PAPER SESSION
Islands Ballroom Salon H - Lobby Level

Perspectives on Field Experiences for Pre-Service Teachers

Chair:

Alyssa Boardman, *University of Minnesota*

Discussant:

Elizabeth A. Swaggerty, *East Carolina University*

1. Improving Pre-Service Teacher Preparedness Through Dialogic Interaction: Using Portfolio Assessment Conferences During Field Experience

Estanislado S. Barrera, IV, *Louisiana State University*
Margaret-Mary Sulentic Dowell, *Louisiana State University*

2. Learning in "Unscripted Spaces": Collaborative Inquiry Into the Role of Fieldwork in Literacy Teacher Education

Katharine Emily Bartow Jacobs, *University of Pennsylvania*

1:15 pm - 2:45 pm - PAPER SESSION
Islands Ballroom Salon J - Lobby Level

Designing Literacy Tools With Technology

Chair:

Carol Ann Smith, *West Chester University*

Discussant:

Jill Castek, *Portland State University*

1. A Review of Research in the Design of Technology-Enhanced Literacy Tools and Texts: Implications for the Dialogic Construction of Literacy

Susan King Fullerton, *Clemson University*
George J. Schafer, *Clemson University*

2. Collaborative Digital Retelling: Designers at Work With Modes and Tools

Bridget Dalton, *University of Colorado Boulder*
Blaine Smith, *University of Miami*

3. You're Scroogled: Discordant Spaces in the Simultaneous Building of Technology Infrastructure and the Literacy Curriculum

Jenifer Schneider, *University of South Florida*
Kent Smith, *Academy of the Holy Names*

1:15 pm - 2:45 pm - SYMPOSIUM
Key West - Lobby Level

Boundaries, Barriers, and Bridges: Multicultural Young Adult Literature in Pre-Service Teachers' Examinations of Race

Session Organizer:

Susan L. Groenke, *University of Tennessee*

Chair:

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

Discussant:

Wanda Brooks, *Temple University*

This Ethnicity, Race, and Multilingualism (ERM) Committee-sponsored symposium aims to bring urban teacher educators together to share how multicultural young adult literature (YAL) can be used in preservice teacher preparation to help beginning teachers: 1) make classroom connections between the in- and out-of-school literate lives of urban youth; 2) refine dispositions toward teaching students of color; and 3) understand structural racism and interrogate whiteness/white privilege.

Presenters:

Marcelle Haddix, *Syracuse University*
 Chonika Coleman-King, *University of Tennessee*
 Wendy Glenn, *University of Connecticut*

1:15 pm - 2:45 pm - PAPER SESSION
Sanibel Room - Lobby Level

Exploring Pre-Service Teachers' Understandings of Literacy Pedagogy

Chair:

Meghan E. Barnes, *The University of Georgia*

Discussant:

Lois K. Haid, *Barry University*

1. Common Ground: Teacher Educators' Roles in Creating Spaces for Developing Pre-Service Teachers' Construction of Elementary Literacy Practices

Jennifer Dolan, *University of Connecticut*
 Ryan Colwell, *Fairfield University*

2. Deepening Pre-Service Teachers' Understanding of Literacy Instruction

Sophie C. Degener, *National Louis University*
 Ruth Freedman, *National Louis University*
 Madi Phillips, *National Louis University*
 Diane Salmon, *National Louis University*

3. Elementary Literacy: Pedagogy and Practice

Katie Danielson, *University of Washington*



2:05 pm - 2:45 pm - ROUNDTABLE SESSION 4b
Islands Ballroom Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 4b

1. The Dialogic Construction of Motivation: Three Case Studies That Examine Factors in Reading Motivation of Adolescent Teens

Shelly L. Shaffer, *Arizona State University*

2. The Effects of Critical Literacy on Comprehension: Bridging Paradigms in Classroom Instruction and Educational Research

Kathryn S. Nelson, *The Ohio State University*

3. The Knowledge Teachers Access to Adapt Literacy Instruction

Stephanie Davis, *University of North Carolina at Greensboro*

4. The More Things Change, the More Things Stay the Same: A Longitudinal Study of Seven Elementary Teachers and Their Literacy Beliefs and Practices

Amy D. Broemmel, *University of Tennessee*
 Betty S. Blanton, *Roane County Schools*
 Beau Whitsett, *University of Tennessee*
 Elizabeth A. Swaggerty, *East Carolina University*

5. The Revolution WILL be Televised: The Dialogic Construction of Macroliteracy as Space for Political Change

Leah Katherine Saal, *Loyola University Maryland*

6. The Role of Professional Development in Writing: A Literature Review

Sarah McCarthey, *University of Illinois at Urbana-Champaign*
 Cristin Geoghegan, *University of Illinois at Urbana-Champaign*

7. The State of the Art of Research on Vocabulary Instruction: What We Know, What We Kinda Know, and What We Don't Know

James F. Baumann, *University of Missouri*

8. The British Canon & Culturally Relevant Teaching: Mutually Exclusive Entities? A Ten-Year Summative Content Analysis of Secondary English Practitioner Journals

Jeanne Dyches Bissonnette, *UNC-Chapel Hill*

9. Toward a Mutual Understanding of Home and School Literacy Practices of Linguistically Diverse Learners

Xiaoming Liu, *Towson University*
 Sarah Fike, *Towson University*

10. Towards Disciplinary Communities of Practice: Rethinking Literacy-Based Teacher Education Through Disciplinary Expert Interviews

Steven Kushner, *University of Illinois at Chicago*
 Nathan Phillips, *University of Illinois at Chicago*

11. Tracing Vision Through Practice

Christopher Keyes, *Shippensburg University*

12. Assessing the Promise of Supplemental Reading Interventions for At-Risk Early Grade Readers

Kouider Mokhtari, *The University of Texas at Tyler*
 Joanna Lynn Neel, *The University of Texas at Tyler*
 Forrest Kaiser, *Caldwell Elementary School, Tyler, Texas*
 Ginny Fender, *The University of Texas at Tyler*

THURSDAY

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION Capri 1 - Lower Level

Developing a Theory of Transliterations for a Connected World: A Dialogue

Session Organizer:

Anna Smith, *New York University*

Discussants:

Kris Gutierrez, *University of Colorado Boulder*

Cynthia Lewis, *University of Minnesota*

In light of the increasingly networked ways reading and writing are created, hybridized, and circulated across configurations of persons, platforms, time, and contexts, this alternative session invites the LRA community to consider how we might develop a theoretical framework to address such complexity. Bringing together scholars working at intersections of a theoretical paradigm we identify as transliterations, this session explores the affordances of this framework by engaging in a conversation grounded in three empirical studies.

Presenters:

Amy Stornaiuolo, *University of Pennsylvania*

Nathan Phillips, *University of Illinois at Chicago*

3:00 pm - 4:30 pm - SYMPOSIUM Capri 2 & 3 - Lower Level

Expanding Our Understandings of Affinity Spaces

Chair:

Alecia Marie Magnifico, *University of New Hampshire*

Discussant:

Jayne C. Lammers, *University of Rochester*

Gee (2004) envisioned "affinity space" as a term to capture the activities of physical, virtual, and blended learning spheres. Ensuing research, however, has often centered on online practices. In this symposium, we explore four intergenerational affinity spaces and the characters, images, physical materials, and rhetorical structures that support their literacies. To do so, we share observations, interviews, and discourse analyses from fiber-crafting, trailer restoration, fiction publication, and meme-making spaces.

1. Learning in Fiberspace: How Physical Crafts Become Online Conversations

Meaghan Elliott, *University of New Hampshire*

2. Polished Turds and Elephant Sandwiches: Learning in Air Forums

Corey McCullough, *University of New Hampshire*

3. Establishing Ethos in Creative Writing's Digital Learning Spaces

Adam P. Cogbill, *University of New Hampshire*

4. I Can Haz Memz: A Call for Rhetorical Memetics

Bradfield Dittrich, *University of New Hampshire*

3:00 pm - 4:30 pm - PAPER SESSION Capri 4 & 5 - Lower Level

Examining Teacher Knowledge and Practice

Chair:

Joanna Lynn Neel, *University of Texas at Tyler*

Discussant:

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

1. Constructing Professional Knowledge: Activity, Collaboration, & Conversation

Celeste C. Bates, *Clemson University*

Robert Schwartz, *Oakland University*

2. Nearing the End of the Teaching Journey: Experienced Teachers' Metaphors of Practice

Tammi Davis, *Indiana University, Bloomington*

3. "Cranking Up the Social Justice Dial": Teachers as Agents of Change

Janet Donnell Johnson, *Rhode Island College*

Mary Beth Hines, *Indiana University*

3:00 pm - 4:30 pm - PAPER SESSION Capri 6 - Lower Level

Discourses of Design and Meaning in the Disciplinary Literacies

Chair:

Phil Nichols, *University of Pennsylvania*

Discussant:

Bridget Dalton, *University of Colorado Boulder*

1. "It's Not About the Apps!": Reflections on iPad-Based Teaching and Learning in Middle Grades Classrooms

Carol Ann Smith, *West Chester University*

Diane Santori, *West Chester University*

2. **Multimodal Arguments, Technology, and Social Issues: A Formative Experiment**

Emily Smothers Howell, *Clemson University*

Tracy Butler, *Clemson University*

Michelle Williams, *High School Teacher*

David Reinking, *Clemson University*

3. **Struggling Readers and Online Science Websites: A Study of At-Risk Readers' Online Reading Comprehension Strategies**

Kara Sevensma, *Calvin College*

**3:00 pm - 4:30 pm - SYMPOSIUM
Capri 7 & 8 - Lower Level**

Examining the Quality of Teacher Talk for Supporting Children's Thinking

Chair:

Molly F. Collins, *Vanderbilt University*

Discussant:

William Teale, *University of Illinois at Chicago*

This symposium examines the quality of teacher talk in supporting preschoolers' thinking and language. Paper one examines relationships between Head Start teachers' use of mental state verbs and vocabulary growth in children in two classroom contexts. Paper two examines the quality of teacher support for children's misunderstandings during story reading and discussion. Paper three examines the content and demand-level of preschool teachers' story discussions before and after an intervention designed to support inferential talk.

Presenters:

Erica M. Barnes, *Vanderbilt University*

Molly F. Collins, *Vanderbilt University*

Judith A. Schickedanz, *Boston University*

**3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION
Capri 9 & 10 - Lower Level**

Connected Reading: Principles and Practices in Action

Session Organizers and Presenters:

Troy Hicks, *Central Michigan University*

Kristen Hawley Turner, *Fordham University*

This session will invite participants to consider a model of "Connected Reading" that we have developed from qualitative research of adolescent reading practices. In their study of adolescent boys, Smith and Wilhelm (2002;

2006) examined out-of-school literacy practices, focusing on the motivational factors that encouraged reading, writing, and participation. Building from their methods, we will share survey results from 804 teens, including interviews of 23, to uncover what, how, and why teens read digitally.

**3:00 pm - 4:30 pm - SYMPOSIUM
Captiva Room - Lobby Level**

Moving Racial Dialogue Forward: Narratives, Counternarratives, and the Construction of Literacies

Chair:

Judson Laughter, *University of Tennessee*

Discussant:

Keonghee Tao Han, *University of Wyoming*

A principal tenet of Critical Race Theory (CRT) is the importance of narrative and counternarrative. The power of CRT in pursuing social justice is the facilitation of dialogue among Others; when narratives transact openly and honestly, walls begin to fall. This symposium brings together literacy researchers building on CRT. The papers presented represent multiple uses of dialogue in the construction of literacies that challenge Master Narratives of racism in our educational systems and society.

1. **Dialogue in the Construction of Literacies**

Toni Williams, *University of South Carolina*

2. **Integration of Critical Literacy, Social Justice, and Literature**

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

3. **Voices From the Remote Red States**

Keonghee Tao Han, *University of Wyoming*

W. Reed Scull, *University of Wyoming*

4. **Towards a Theory of Micro-Kindness**

Judson Laughter, *University of Tennessee*

5. **Availability of Counterstories for African American Children**

Ashelin Currie, *Oakland University*

THURSDAY

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION
Caxambas 1 - Lobby Level

Mind the Gaps: Extending the Conversation Around Comics in Literacy and Education

Presenter:

David Low, *University of Pennsylvania*

Session Organizer:

Rachel Skrlac Lo, *University of Pennsylvania*

This Conversation Circle creates a dialogic space for researchers and practitioners to consider the diverse meaning-making potential of graphic novels and comics, or graphica, in schools. Multiple literacy scholars have recognized comics as a medium extremely meaningful to students with whom they work; however, it is not a medium that young people have traditionally been encouraged to interact with in schools. This session will focus on school interactions in both formal and informal settings.

3:00 pm - 4:30 pm - PAPER SESSION
Caxambas 2 - Lobby Level

Preparing Pre-Service Teachers to Teach Writing

Chair:

Craig A. Young, *Bloomsburg University of Pennsylvania*

Discussant:

Laura Pardo, *Hope College*

- 1. Improving Professional Preparation for Writing Instruction: Praxis, Practice, and Practices**
Britnie Delinger Kane, *Vanderbilt University*
- 2. The Development of Instruments Measuring Pre-Service Teacher Self-Efficacy for Writing and Writing Instruction**
Tracey S. Hodges, *Texas A&M University*
Erin McTigue, *Texas A&M University*
Nancy D. Weber, *Texas A&M University*
April G. Douglass, *Texas A&M University*
- 3. What Pre-Service Teachers Learn From a Writing for Elementary Educators Course**
Vicki McQuitty, *Towson University*

3:00 pm - 4:30 pm - PAPER SESSION
Everglades - Lobby Level

Early Literacy Practices and Monologic Standards

Chair:

Rosa D'Abate, *University at Buffalo*

Discussant:

Sonia M. Kline, *Illinois State University*

- 1. Kindergarten Teachers' Beliefs and Transition Practices in the Era of Common Core Standards**
Jaime Puccioni, *University at Albany, Department of Reading*
Lisa R. Michaels, *University at Albany, Department of Reading*
- 2. Re-reading, Re-writing, and Re-imagining Texts: Critical Literacy Practices in an Early Childhood Classroom**
Meredith Labadie, *University of Missouri-St. Louis*
Kathryn Pole, *The University of Texas at Arlington*
Rebecca Rogers, *University of Missouri-St. Louis*
- 3. Dialogic Construction of Literacy Identities: The Impact of Elementary Writing Experiences on Construction of Literacy Identities**
Julia Hagge, *University of South Florida*

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon A - Lobby Level

Literacy and Communicative Practices of English Speakers and Immigrant Families

Chair:

Christopher Keyes, *Shippensburg University*

Discussant:

Aria Razfar, *University of Illinois at Chicago*

- 1. Globalized Literacy Practices in Immigrant Families**
Cathy Compton-Lilly, *University of Wisconsin-Madison*
Erin Quast, *University of Wisconsin-Madison*
Jieun Kim, *University of Wisconsin-Madison*
Sarah Tran, *University of Wisconsin Madison*
- 2. Literacies Constructed Digitally: Parents Creating Arabic-English Biliteracy**
Laila Z. Al-Salmi, *The University of Texas at El Paso*
Patrick Henry Smith, *The University of Texas at El Paso*

3. **The Affordances of Transnational Literacies for ‘Retornos’: Mobilizing Communicative Practices of English Speakers in Mexican Schools**

Norma E. Gonzalez, *University of Arizona*
Yamilett Martinez Briseno, *University of Arizona*

3:00 pm - 4:30 pm - SYMPOSIUM
Islands Ballroom Salon B - Lobby Level

Re-Thinking “Relatability”: Fostering Dialogue With the “Other” Through Literature

Chair:

Laura Apol, *Michigan State University*

Discussant:

Mary M. Juzwik, *Michigan State University*

Students often label unfamiliar texts “unrelatable,” by which they mean that the text does not match the student’s lived experience. This is especially problematic when students from the dominant culture read multicultural texts. Rather than engaging with the stories of people unlike them, these readers instead shut down as soon as they deem a text “unrelatable.” This symposium argues that focusing on a text’s “relatability” undermines the social-justice ends of using multicultural literature.

1. **“But I’ve Never Been to Lebanon...”: Authenticity vs. “Relatability” in Encounters With Multicultural Literature**

Mark McCarthy, *Michigan State University*

2. **International Children’s Literature: “Relatability” Blocker**

Bevin Roue, *Michigan State University*

3. **The Literary Imagination: Empathy as an Antidote to “Relatability”**

Cori McKenzie, *Michigan State University*

3:00 pm - 4:30 pm - PAPER SESSION
Key West - Lobby Level

Pre-Service Teachers’ Learning and Experiences in New/ Alternative Spaces

Chair:

Aimee Frier, *University of South Florida*

Discussant:

Joy Kathleen Bowers-Campbell, *Georgetown College*

1. **New Literacies, Old Tensions: Analyzing Prospective Teachers’ Stance(s) Towards Teaching New and Multi- Literacy/ies in Culturally Sustaining Ways**

Jon M. Wargo, *Michigan State University*
Cassie J. Brownell, *Michigan State University*

2. **Exploring the Benefits of Literacy Collaborative Assignments in Online Teacher Education**

Shirley A. Bleidt, *Huston-Tillotson University*

3. **Creating Authentic Community Spaces for Pre-Service Teachers and Children to Co-Construct Meaning and Build Literacy Knowledge**

Janine Bixler, *Mount Saint Mary College*
Rebecca R. Norman, *Mount Saint Mary College*
Sarah Favata, *Mount Saint Mary College*
Nicole Zazzo, *Mount Saint Mary College*
Katie Kelder, *Mount Saint Mary College*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon D - Lobby Level

Clipped Texts: A Dialog on Fractionated Conceptions of Text

Session Organizers:

George G. Hruby, *University of Kentucky*
William Ian O’Byrne, *University of New Haven*
Greg McVerry, *Southern Connecticut State University*

Chair:

George G. Hruby, *University of Kentucky*

In this Pecha Kucha alternative session, scholars with a range of diverse perspectives on the nature of text and literacy will present position abstracts on instructional textuality and foster a dialog with the audience on the difficult trade-offs necessary for developing its theory, research, practice, and policy.

1. **Introduction: Staking Claims, Trade-Offs, and Negotiating Effective Textual Positions**

George G. Hruby, *University of Kentucky*

2. **The Deictic and Ambiguous Nature of Text**

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

3. **Non-Neutral Texts for Meaningful Communication**

Margaret Hagood, *College of Charleston*

4. **Multimodal Texts Through a Tripartite Framework**

Frank Serafini, *Arizona State University*

5. **Close Reading, Text Structure, and Comprehension Through Notice, Signification, and Configuration**

Anne McGill-Franzen, *University of Tennessee*

THURSDAY

- Balancing the Requirements of Instructional and Natural Texts**
Elfrieda H. Hiebert, *TextProject*
- Text Models and Current Policy Standards**
P. David Pearson, *University of California, Berkeley*
- Social Semiotics and Disciplinary Participation**
Roni Jo Draper, *Brigham Young University*
- Socially Complex Texts: More Than a Task Consideration**
Greg McVerry, *Southern Connecticut State University*
- Multiliteracies and Historically Constructed Academic Disciplines**
Kelly Chandler-Olcott, *Syracuse University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION Islands Ballroom Salon F - Lobby Level

Wonderings, Web-Reading, and Writing: Examining 3rd, 4th, and 5th Graders' Collaborative Online Inquiries Into Eco-Friendly Toys

Session Organizer:

Julie Coiro, *University of Rhode Island*

This alternative session invites conversation about interaction patterns that emerged from video and verbal protocol data collected from 19 pairs of elementary students ($n = 38$) as they read online and responded to an inquiry prompt. We discuss the role of personal wondering, and how children think and write together during online inquiry.

- Integrating Opportunities to Wonder Into Structured Online Inquiry Tasks**
Lizabeth Guzniczak, *Oakland University*
Diane Carver Sekeres, *University of Alabama*
- Exploring Patterns of Reading and Talking Together During Structured Online Inquiry**
Julie Coiro, *University of Rhode Island*
Carla Viana Coscarelli, *Universidade Federal de Minas Gerais*
David Quinn, *University of Rhode Island*
- Negotiation as Pre-Writing: Exploring Students' Collaborative Writing Strategies and Reasoning**
Jill Castek, *Portland State University*
Diane Carver Sekeres, *University of Alabama*

3:00 pm - 3:40 pm - ROUNDTABLE SESSION 5a Islands Ballroom Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 5a

- Longitudinal Influences on the Language and Literacy Practices and Attitudes of Bilingual Young Adults**
Jo Worthy, *The University of Texas at Austin*
Minda Lopez, *Texas State University-San Marcos*
Katherine Espinoza, *University of Texas, Austin*
Idalia Nunez, *University of Texas*
- Lucy Martindale's Diary: A Young Ohio Teacher's Reflections on Her Experiences During the Civil War at the "Freedpeople's" School in Hampton, Virginia**
Elizabeth G. Sturtevant, *George Mason University*
Melissa R. Pierczynski, *George Mason University*
- Moving Beyond Bullet-Point Thinking: The Multiple Voices of a Large Writing Across the Curriculum Program**
Jonathan Cisco, *University of Missouri*
Amy A. Lannin, *University of Missouri*
- Multi-Directional Benefits of Mentoring: Including Undergraduate Pre-Service Teachers' Voices in the Literacy Research Conversation**
Amanda D. Franks, *Texas A&M University*
Erin McTigue, *Texas A&M University*
Katherine Landau Wright, *Texas A&M University*
Tracey S. Hodges, *Texas A&M University*
- Navigating the Literacy Coaching Paradigm**
Allison Ward Parsons, *George Mason University*
Jennifer Drake Patrick, *George Mason University*
Susan V. Groundwater, *George Mason University*
- Nila Banton Smith's "American Reading Instruction": History Told, Untold and Retold**
James V. Hoffman, *The University of Texas at Austin*
Donna Alvermann, *University of Georgia*
- No Time for Science: Integrating STEM Learning With Reading and Math**
Karin Julie Keith, *East Tennessee State University*
- One School One Book: Creating a Community of Practice in an Urban High School Through an Informal Book Club**
Lettice Pelotte, *Arizona State University*



9. **Overcoming the Fourth Grade Slump: A Review of the Research on Vocabulary and Academic Achievement for Adolescent Learners in Low Income Populations**

Joanna Newton, *George Mason University*

literacy experiences in the dialogic space of the interview. Presenters will discuss the relationship of the research questions, method, and analysis.

1. **Thinking it Through: Phenomenological Interviews and the Search for Meaning**

Angela M. Kohnen, *Missouri State University*

Michelle Phillips Whitacre, *University of Missouri-St. Louis*

2. **Talking about Engagement: The Phenomenological Interview in a Mixed Methods Study**

Jennifer M. G. Hope, *McKendree University*

3. **How Shall They be Known? Phenomenological Interviews in Post War Liberia**

E. Wendy Saul, *University of Missouri-St. Louis*

10. **Participant-Driven Photo Elicitation: One Pathway to Understanding English Language Arts Common Core Implementation**

Renee Moran, *East Tennessee State University*

Monica Thomas Billen, *University of Tennessee*

Huili Hong, *East Tennessee State University*

Karin Julie Keith, *East Tennessee State University*

Audra Gray-Dowdy, *East Tennessee State University*

Stacey Fisher, *East Tennessee State University*

11. **Perceptions of a Multi-Literacy Service Learning Event: Dialogic Literacies in a Second Grade Classroom**

Rebecca Lovering Powell, *University of South Florida*

Allison Papke, *University of South Florida*

12. **Playing "A Head Taller" Than Ourselves: Disciplinary Concept Development in Student-Led, Co-Curricular Writing**

George Lovell Boggs, *Florida State University*

Elizabeth Hammond Brinkerhoff, *Florida State University*

13. **Teachers Negotiating Literacy Instruction Within Accountability Systems**

Melody Zoch, *University of North Carolina at Greensboro*

Amy Elizabeth Burke, *Texas Woman's University*

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon J - Lobby Level

Perceptions of Literacy Practices: Views From Students, Teachers and Administrators

Chair:

Annamary L. Consalvo, *Fitchburg State University*

Discussant:

Kathy Ganske, *Vanderbilt University*

1. **Literacy Practice Dialogue in Middle and High School Content Specific Classrooms: Teacher and Students' Perceptions**

Shadrack Gabriel Msengi, *Southern Illinois University Edwardsville*

Stephanie L. McAndrews, *Southern Illinois University Edwardsville*

2. **Understanding and Enacting the Common Core ELA Standards: Outcomes of a Literacy Leadership Academy for PK-12 School Administrators**

Laurie Elish-Piper, *Northern Illinois University*

Michael Manderino, *Northern Illinois University*

Jennifer Berne, *Northern Illinois University*

Brooke Simon, *Northern Illinois University*

3:00 pm - 4:30 pm - SYMPOSIUM
Islands Ballroom Salon H - Lobby Level

Phenomenological Interviewing in Literacy Research: An Examination of Method

Session Organizer:

Angela M. Kohnen, *Missouri State University*

Chair:

E. Wendy Saul, *University of Missouri-St. Louis*

Discussant:

Irving Seidman, *University of Massachusetts-Amherst*

This session will explore phenomenological interviewing by presenting studies with U.S. high school teachers, U.S. students, and Liberian educators. The method involves three one-on-one dialogues between the researcher and the participant about a phenomenon and is based on the premise that humans make meaning through storytelling. In these studies, participants made sense of

THURSDAY

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION Islands Ballroom, Salon C - Lobby Level

Comprehending Complex Texts: Active, Dialogic, and Dramatic Approaches in Research and Practice With Middle and Secondary Students

Session Organizer:

Patricia Enciso, *The Ohio State University*

Chair:

Allison Volz, *The Ohio State University*

Discussant:

Maren Aukerman, *Stanford University*

Despite many years of research and practice related to drama and reading, methods of data collection and analysis continue to be challenging. The challenges are due, in part, to the uncertainty of relationships between an embodied experience of reading and an individualistic, cognitive experience of 'tested' reading. This alternative session is intended to engage attendees in discussions of practice and research that have the potential to create more rigorous forms of reading, drama, and research.

Presenters:

Patricia Enciso, *The Ohio State University*
Brian Edmiston, *The Ohio State University*
Ashley Dallaqua, *The Ohio State University*
Bridget Kiger Lee, *The Ohio State University*
Rachel Gartside, *Royal Shakespeare Company, UK*
Megan Ballinger, *Hilltonia Middle School*
Jessica Sharp, *Buckeye Valley High School*

3:00 pm - 4:30 pm - SYMPOSIUM Sanibel Room - Lobby Level

Exploring Linguistic Diversity: Negotiating Multimodal and Multicultural Social Worlds

Session Organizer:

Soria Colomer, *University of South Florida*

Chair:

Patriann Smith, *University of Illinois at Urbana-Champaign*

Discussant:

Marcelle Haddix, *Syracuse University*

This Ethnicity, Race, and Multilingualism sponsored symposium explores linguistic diversity among ELLs and multilingual teachers. Participants are first invited

to consider how multimodal interactions enhance ELLs' use of authentic language. The conversation continues by looking at practices that affirm students' ethnolinguistic identities to humanize writing instruction. The dialogue then shifts to reveal ways in which linguistically diverse teachers in the U.S. and the Caribbean develop their own identities and the propensity to work with ELLs.

1. Supporting English Language Learners' Content Literacy With iPads

Marva Jeanine Solomon, *Angelo State University*

2. Towards Developing Humanizing Pedagogy in a Multilingual/Multicultural Writing Classroom

Margarita Zisselsberger, *Loyola University Maryland*

3. Mismatched Tensions: Understanding Latina Teacher Hybridity in a Growing Latino Community

Soria Colomer, *University of South Florida*

4. Multilingual Educators' Linguistic and Intercultural Experiences: Towards an Understanding of Multilingual and Multicultural Awareness

Patriann Smith, *University of Illinois at Urbana-Champaign*

3:50 pm - 4:30 pm - ROUNDTABLE SESSION 5b Islands Ballroom Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.



Roundtable Session 5b

1. Pre-Service Teachers' Attitudes Toward and Knowledge of Content Literacy Instruction: How are They Related?

Bong Gee Jang, *Oakland University*
Wendy A. Farkas, *Northern Michigan University*
Natasha Heny, *University of Virginia*

2. Preschool Dual Language Learners' English-Spanish Cognate and False Cognate Knowledge

Ashley Elizabeth Simpson Baird, *University of Virginia*
Natalia Palacios, *University of Virginia*
Amanda Kibler, *University of Virginia*

3. Preschoolers' Multimodal Composition with Digital Photographs

Barbara J. Peterson, *University of South Florida*

4. Pre-Service Teachers' Use of Discursive Resources in Writing for Fictional Audiences

Mary Frances Rice, *University of Kansas*



5. Readability in Manuscripts Submitted to Journals for Publication: Relationships and Rejections

Anthony Onwuegbuzie, *Sam Houston State University*
Marla Mallette, *State University of New York at Binghamton*
John Slate, *Sam Houston State University*
Eunjin Hwang, *Sam Houston State University*

6. Reading the World While Learning to Teach: Critical Perspectives on Literacy Methods

Katherine Crawford-Garrett, *University of New Mexico*
Kathleen Riley, *West Chester University*

7. Research on RTI Supplemental Interventions: Where's the Comprehension Instruction?

Deborah Ann MacPhee, *Illinois State University*
Elizabeth Bemiss, *University of South Carolina*
Diane Stephens, *University of South Carolina*

8. School Literacy Practices Within Reformed Spaces

Daniel Ferguson, *Teachers College, Columbia University*
Kelly Johnston, *Teachers College, Columbia University*



9. Selection and "The Collection": Trends and Issues in Selection for the School Library in the Last 30 Years

Jenna Spiering, *University of Iowa*

10. Shifting Boundaries: Self-Study, Race, and the Global Dimensions of Racist Representations in Children's Literature Instruction

Shuaib Meacham, *University of Northern Iowa*
Sohyun Meacham, *University of Northern Iowa*

11. Strategic Support for Bilingual Students Learning the Academic Language of Science: A Pedagogical Strategy

Kristen Lynne Pratt, *Washington State University*
Gisela Ernst-Slavit, *Washington State University*
Kelly Puzio, *Washington State University*

THURSDAY

4:45 pm - 6:00 pm - PLENARY ADDRESS ONE
Islands Ballroom A - E - Lobby Level

Chair:

Janice F. Almasi, *University of Kentucky*

Distinguished Scholar Lifetime Achievement Award Presentation

Jane Hansen, *University of Virginia*

Introduction of Distinguished Scholar Lifetime Achievement Award Recipients

Gerald Campano, *University of Pennsylvania*

Early Career Achievement Award Presentation

Diane Lapp, *San Diego State University*

Introduction of Speaker

Cynthia Lewis, *University of Minnesota*

Plenary Address One: Towards Dialogic Literacy Education for the Internet Age:

Rupert Wegerif, *University of Exeter*

If we want to re-conceptualise literacy education for the Internet Age we first need to understand the extent to which our thinking has already been shaped by literacy practices. In this talk I will begin with an exploration of the relationship between ways of communicating, ways of thinking and the way in which we understand education. Face-to-face dialogue, for example, means that thought is experienced as somebody's voice. It is not surprising then that oral cultures tend to understand education as initiation into a living relationship with voices. Literacy, by contrast, especially print literacy, has tended to afford the rather different idea that thought can be dissociated from voices and represented by signs and symbols. Under the regime of print literacy, education has often been understood as first providing access to the collective store of knowledge represented in books and then transmitting this knowledge across generations. Although it has some similar affordances to print-literacy the Internet also has some of the affordances of oracy since it supports participation. In the second half of the talk I will outline a possible response to the challenge of the Internet Age. This response is not another 'new literacy' but the proposal that we return to the larger context within which literacy education occurs and focus on teaching dialogue as an end in itself.

Presenter:

Rupert Wegerif, *University of Exeter*

6:15 pm - 7:15 pm - TOWN HALL MEETING
Islands Ballroom Salons F and G - Lobby Level

**7:15 pm - 8:30 pm - MEMORIAL SERVICE FOR
TRIKA SMITH-BURKE, ROBERT CALFEE,
AND E. JENNIFER MONAGHAN**
Islands Ballroom Salons F and G - Lobby Level

Doctoral Students' ICG Happy Hour

8:00 pm - 10:00 pm

Korals - Lobby Level

Vital Issues

9:00 pm - 12:00 am

Korals - Lobby Level

Friday • December 5, 2014

Friday

The Dialogic Construction of Literacies
64th Annual Conference of the Literacy Research Association
December 3-6, 2014 | Marco Island, FL

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

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



ROUNDTABLE SESSIONS

allow for a paper presentation 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. NOTE: Roundtables marked with a chickee hut picture will present on the beach, weather permitting.

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 12:00 pm to 1:00 pm) of the Annual Conference. NOTE: Study Groups marked with a chickee hut picture will present on the beach, weather permitting.



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.

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 - 7:30 pm

Islands A Desk - Lobby Level

LRA Yearbook Breakfast (Invitation Only)

7:00 am - 8:00 am

Islands Ballroom Salon G - Lobby Level

Albert J. Kingston Award Committee Meeting

7:30 am - 8:30 am

Capri 2 & 3 - Lower Level

**Barr/Mosenthal Handbook of Reading
Research Fund Committee Meeting**

7:30 am - 8:30 am

Capri 7 & 8 - Lower Level

**Doctoral Student Innovative Community Group (ICG)
Meeting and Proposal Mentoring Project**

7:30 am - 8:30 am

Islands Ballroom Salon F - Lobby Level

Edward B. Fry Book Award Committee Meeting

7:30 am - 8:30 am

Captiva Room - Lobby Level

Ethics Committee Meeting

7:30 am - 8:30 am

Capri 4 & 5 - Lower Level

Gender/Sexualities Innovative Community Group (ICG)

7:30 am - 8:30 am

Everglades - Lobby Level

J. Michael Parker Award Committee Meeting

7:30 am - 8:30 am

Sanibel Room - Lobby Level

**Multilingual/Transcultural Literacies Innovative
Community Group (ICG) Meeting**

7:30 am - 8:30 am

Capri 6 - Lower Level

Technology Committee Meeting

7:30 am - 8:30 am

Key West - Lobby Level

Book Display/Silent Auction

8:00 am - 3:30 pm

Collier Hall - Lower Level

Exhibits Open

8:00 am - 5:00 pm

Capri Foyer - Lower Level

8:45 am - 10:15 am - SYMPOSIUM

Capri 1 - Lower Level

**Reading and Writing Graphic Novels: Insights Into
Comprehension and Composition**

Chair:

Mary D. Wehunt, *University of Wyoming*

Discussant:

Stergios Botzakis, *University of Tennessee, Knoxville*

This symposium focuses on students reading and writing graphic texts with the intention of further theorizing and portraying their literacy practices (Street, 1995) and what they entail. It addresses basic questions about using graphic novels in instruction, focusing on what students do when they read and write graphic texts. It offers insight into how students receive, produce, and think about those texts as well as how teachers might use these insights in crafting their instruction.

1. **Sharing the Love: A Teacher's Story of Introducing Graphic Novels to Elementary Learners**
Heather Lynn Lynch, *Georgia State University*
2. **Writing Behind the Fence: Incarcerated Youth and a Graphic Novel on HIV/AIDS**
Karen Gavigan, *University of South Carolina*
Kendra Albright, *University of South Carolina*
3. **Graphic Novel Production as Close Reading: Lessons Learned From a Case Study With At-Risk High School Students**
Christopher W. Johnson, *University of Minnesota Duluth*
4. **From Composition to Comprehension: Developing and Testing a Grammar of Comics**
Dawnelle Henretty, *Oakland University*

FRIDAY

8:45 am - 10:15 am - PAPER SESSION
Capri 2 & 3 - Lower Level

Dialogic Construction of Meaning: Adolescents and Pre-Service Teachers Reading, Responding, and Resisting Literature

Chair:

Linda Haling, *Illinois State University*

Discussant:

Kristen H. Perry, *University of Kentucky*

1. Arguing Hamlet Within an Interpretive Community: Sources of Resistance and Collaboration in 12th Grade Advanced Placement

Eileen Buescher, *The Ohio State University*

George Edward Newell, *The Ohio State University*

2. Popular Culture, Islamic Texts, and Social Allegiances: The Tales of Indonesian Student Teachers' Response to Children's Literature Course

Tati Lathipatud Durriyah, *Ohio State University*

3. "They're Just Like Us": Dialogic Constructions of Iran During a Class Reading of *Persepolis*

Kate R. Allman, *Duke University*

8:45 am - 10:15 am - PAPER SESSION
Capri 4 & 5 - Lower Level

Constructing Meaning From Visual Texts

Chair:

Anne Gregory, *Western Illinois University*

Discussant:

Josephine Peyton Marsh, *Arizona State University*

1. Close Reading of Visual Media

Marva Cappello, *San Diego State University*

2. The Role of Objects in the Construction of Young Children's Literacies

Jaye Johnson Thiel, *University of Georgia*

3. Reading Work: Understanding Children's Imagined Career Literacies and Identities Through Visual Texts

Jennifer Turner, *University of Maryland*

8:45 am - 10:15 am - SYMPOSIUM
Capri 6 - Lower Level

Fostering Productive Relationships With Families: Working With Teachers and Families Across Text Types and Modalities

Session Organizer:

Alisa Hindin, *Seton Hall University*

Chair:

Jeanne R. Paratore, *Boston University*

Discussant:

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

Children benefit when families and teachers collaborate to support children's literacy learning. Yet, teachers frequently struggle to find ways to build these partnerships and to maximize family literacy especially with culturally and linguistically diverse families. Similarly, parents and teachers struggle to find the most beneficial home literacy experiences for children. This symposium focuses on outcomes of three studies aimed to improve children's literacy by studying and building upon parents' and teachers' practices around parent involvement.

1. Supporting Teachers in Building Effective Partnerships

Lilly Steiner, *Monmouth University*

Alisa Hindin, *Seton Hall University*

2. Reading Expository Texts at Home

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

3. Relationship Between Using Educational Media and Technology in a Family Literacy Program and Parents' Understanding of Ways to Support Their Children's Academic Learning

Jeanne R. Paratore, *Boston University*

Lisa O'Brien, *Boston University*

Barbara Krol-Sinclair, *Chelsea Public Schools*

8:45 am - 10:15 am - PAPER SESSION
Capri 7 & 8 - Lower Level

Dialogically Constructed Identities

Chair:

Amy Frederick, *University of Wisconsin-River Falls*

Discussant:

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

- 1. Intersections of Possibilities in the Literacy Classroom: Exploring Testimonios With Refugee Students**
Laura Roy, *The Pennsylvania State University, Harrisburg*
- 2. "It's Because I Don't Understand": Dialogically Constructing an Identity of Linguistic Struggle**
Michiko Hikida, *The University of Texas at Austin*
Leah Duran, *University of Texas - Austin*
Ramon Martinez, *University of Texas at Austin*
- 3. "I'm Both": Dialogic Self-Portraits of Children's Literate Identities**
Kristin Papoi, *University of Wisconsin-Madison*
Patricia E. Venegas, *University of Wisconsin-Madison*
Jieun Kim, *University of Wisconsin-Madison*

8:45 am - 10:15 am - PAPER SESSION
Capri 9 & 10 - Lower Level

Academic Reading and Writing Among English Language Learners in College

Chair:

Rebecca Lovering Powell, *University of South Florida*

Discussant:

Natasha Chenowith, *Kent State University*

- 1. Developing Academic Writing Skills: L2 Graduate Students' Initial Journey to the Academic Community**
Kongji Qin, *Michigan State University*
- 2. Digital Reading Strategies of Graduate-Level English Language Learners**
Lois Knezek, *University of North Texas*
- 3. The Vocabulary Notebook as Vehicle for Independent Vocabulary Learning in Community College ELLs: Opening the Discussion to Theory as Well as Practice**
Diane E. Taveggia, *University of Kansas*

8:45 am - 10:15 am - PAPER SESSION
Captiva Room - Lobby Level

Meeting the Needs of Diverse Learners: Designing Instruction for English Learners

Chair:

Baxter Williams, *Western Carolina University*

Discussant:

Dennis S. Davis, *The University of Texas at San Antonio*

- 1. Diversity Issues in Literacy Teacher Education: Online Focus Groups**
Sue Ann Sharma, *Oakland University*
Abha Gupta, *Old Dominion University*
Julie K. Kidd, *George Mason University*
- 2. Vocabulary Instruction for English Learners Then and Now: Do We Have it Right for the Future?**
Mary A. Avalos, *University of Miami*
Alain Bengochea, *University of Miami*
Irina Malova, *University of Miami*
Jennifer Augustin, *University of Miami*
Maria Carlo, *Children's Learning Institute, University of Texas*
- 3. When a Topic Matters to You, Does it Matter if You Read About it in a Second Language?**
Bokhee Na, *University of Texas at Austin*
Diane L. Schallert, *The University of Texas at Austin*
Eunjeong Jee, *Pungam High School*

8:45 am - 10:15 am - SYMPOSIUM
Caxambas 1 - Lobby Level

Examining Meaning-Making in Contemporary Literacy Classrooms

Session Organizer and Chair:

Cathy Burnett, *Sheffield Hallam University, UK*

Discussant:

Kimberly Lenters, *University of Calgary*

This symposium brings together three studies of classroom interactions from different phases of education in the UK. Together they advocate an orientation to the study of classroom literacies that acknowledges the significance of embodiment and materiality to meaning-making and highlights how the dialogic construction of literacy happens through interactions between children, teacher and resources in the classroom, but also through dialogic interplay with other sites.

FRIDAY

1. **Young Children as Cultural Agents: Exploring Literacy Practices Within Enabling and Constraining Early Education Contexts**

Karen Daniels, *Sheffield Hallam University*

2. **Classroom Matters: Investigating the Fluidity and Hybridity of Children's Collaboration Around Minecraft Club as On/Offscreen Classroom Site**

Cathy Burnett, *Sheffield Hallam University, UK*

Chris Bailey, *Sheffield Hallam University*

3. **From Macbeth to Tennis: Embodied Meaning-Making in the Collaborative Construction of a Genre Transposition Text**

Roberta Taylor, *Sheffield Hallam University*

8:45 am - 10:15 am - SYMPOSIUM
Caxambas 2 - Lobby Level

Collaborative Design and Implementation of Alternative Spaces for Latina/o Adolescent Writers: The STEPS to Literacy Intervention

Session Organizer:

Jo Anne Kleifgen, *Teachers College, Columbia University*

Chair:

Charles K. Kinzer, *Teachers College, Columbia University*

Discussant:

Ana Christina Iddings Da Silva, *University of Arizona*

The latest findings of an IES-funded intervention demonstrate the benefits of conjoint work across constituents in designing a multimodal, web-based platform for teaching writing to Latina/o adolescent ELs. The system incorporates an anchored instruction model and a STEPS+G mnemonic that facilitate exploration/understanding of content. The finalized version of the system is demonstrated; case studies of two NYC classrooms show students' collaborative use of the system within different disciplines: social studies/science, and with two languages: English/Spanish.

1. **The STEPS Tripartite System: Designed With the Student, Teacher, and Researcher in Mind**

Charles K. Kinzer, *Teachers College, Columbia University*

Daniel L. Hoffman, *Teachers College, Columbia University*

Kristin Gorski, *Teachers College, Columbia University*

Ibrahim (Musti) Ekin, *Teachers College, Columbia University*

2. **Intertextuality and Dialogic Interaction in Students' Online Text Construction**

Briana Ronan, *Teachers College, Columbia University*

3. **Developing Content Knowledge and Science Literacy in a Transitional Bilingual Classroom**

Jo Anne Kleifgen, *Teachers College, Columbia University*

Andrea Lira, *Teachers College, Columbia University*

Briana Ronan, *Teachers College, Columbia University*

8:45 am - 10:15 am - SYMPOSIUM
Everglades - Lobby Level

Constructing Literacy Through Conceptual and Practical Tools

Session Organizer:

Suzanne Porath, *Edgewood College/Concordia University - Madison*

Chair:

Dana Hagerman, *Edgewood College*

Discussant:

Todd Lilly, *Edgewood College*

This symposium explores how the conceptual tools held by adults influence their use of practical tools to shape the literacy instruction of children and develop or suppress dialogic interaction. Using Grossman, Smagorinsky, & Valencia's (1999) definition, conceptual tools are "principles, frameworks, and ideas" and practical tools are "practices, strategies, and resources" (p. 14). As adults interact with children, the conceptualization of literacy may align or conflict with the selected practical tools of instruction.

1. **Dialogic Tools for Classroom Discussion**

Suzanne Porath, *Edgewood College/Concordia University - Madison*

2. **The Dialogic Literacy Tools of Two Mothers of Young Children**

Anika Paaren-Sdano, *Viterbo University*

3. **Impact of Dialogic Tools on Literature Discussion Groups**

Mary Guay, *University of Wisconsin-Madison*

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon A - Lobby Level

Considering the Disjunction Between Reform Goals and Policy Regulations and Implementation

Chair:

Thomas Crumpler, *Illinois State University*

Discussant:

Richard Beach, *University of Minnesota, Emeritus*

- 1. Reading Preparation of Principals: A Review of U.S. Initial Principal Licensure Requirements**
Gail E. Lovette, *University of Virginia*
- 2. edTPA: Multiple Perspectives on the State-Mandated Implementation of a New Performance Assessment for Pre-Service English Teachers**
Kelly Chandler-Olcott, *Syracuse University*
Sarah Fleming, *Syracuse University*
- 3. The Common Core State Standards and the Promise of Teacher Professionalism: What Happens?**
Samantha B. Caughlan, *Michigan State University*
Amanda Haertling Thein, *University of Iowa*

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon B - Lobby Level

Conceptual and Theoretical Perspectives on Disciplinary Literacy

Chair:

Sarah Macaleer Lupo, *University of Virginia*

Discussant:

Kathleen A. Hinchman, *Syracuse University*

- 1. An Integrative Review and Conceptual Model of Disciplinary Literacy Instruction**
Christopher A. Wenz, *University of Connecticut*
Rachael Gabriel, *University of Connecticut*
- 2. Disciplinary Literacies: Beyond the Print-Centric Era**
David O'Brien, *University of Minnesota*
Lisa L. Ortmann, *University of Minnesota*
Andrew Rummel, *University of Minnesota*
- 3. Theoretical Framework for Disciplinary Writing in Science**
Sally Valentino Drew, *Central CT State University*

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon C - Lobby Level

The New Emphasis on Informational Texts and Influences on Instruction

Chair:

Meghan K. Block, *Central Michigan University*

Discussant:

Nell K. Duke, *University of Michigan*

- 1. A Framework for Using Science to Enhance Instruction on Common Core State Standards in Grades K-5**
Nancy Romance, *Florida Atlantic University*
Michael R. Vitale, *East Carolina University*
Annemarie Palincsar, *University of Michigan*
- 2. Have Recommended Book Lists Changed to Reflect Current Expectations for Informational Text in K-3 Classrooms?**
Mariam Jean Dreher, *University of Maryland, College Park*
Sharon Kletzien, *West Chester University of Pennsylvania*
- 3. Text Selection: Decisions and Discussions**
Kim Skinner, *Louisiana State University*
Estanislado S. Barrera, IV, *Louisiana State University*

8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom Salon D - Lobby Level

Moving to Challenging Text in the Upper Elementary Grades

Chair:

Sharon Walpole, *University of Delaware*

Discussant:

Melanie R. Kuhn, *Boston University*

Session Organizer:

Camille Blachowicz, *National Louis University*

The requirements of the CCSS necessitate rethinking upper elementary reading instruction. The first paper presents issues associated with increasing text difficulty. The second describes the potential for shared reading procedures to mediate text difficulty for students. The third paper is a research report of a district-level study of shared reading in grades 3, 4, and 5, with promising results for both fluency and comprehension.

FRIDAY

1. **Challenges in Accelerating Text Difficulty**
Elfrieda H. Hiebert, *TextProject*
2. **Reconsidering Shared Reading**
Katherine A.D. Stahl, *New York University*
3. **Growth in Fluency and Comprehension With Rigorous Shared and Interactive Reading**
Sharon Walpole, *University of Delaware*
Michael McKenna, *University of Virginia*

8:45 am - 10:15 am - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon G - Lobby Level

Learning With Teachers: Co-Constructing Knowledge About Vocabulary Instruction

This alternative session will follow PechaKucha model (Snow, 2006.) The presenters are formative vocabulary researchers whose work includes intensive strands of professional development. Each will present 6 slides in 6 minutes giving an overview of one critical understanding about vocabulary instruction that emerged in their collaborations with teachers. Two rounds of reflective round tables will follow giving attendees an opportunity to engage in dialogue. A final whole-group processing will complete the session.

1. **Learning With Teachers and Students About the Logistics and Pitfalls of Word Learning Strategy Instruction**
Michael F. Graves, *University of Minnesota*
2. **Learning With Teachers About Interactive Planning and Anecdotal Sharing**
Susan Watts-Taffe, *University of Cincinnati*
3. **Learning With Teachers and Students About Routine and Review**
Camille Blachowicz, *National Louis University*
4. **Learning With Teachers and Students About Word Selection for Teachers and Students**
Peter Fisher, *National Louis University*
5. **Learning With Teachers and Students About Motivation, Engagement and "Wordly" Identity**
Judith A. Scott, *University of California, Santa Cruz*
Susan Leigh Flinspach, *University of California, Santa Cruz*
6. **Learning With Teachers and Students About Content Constructs and Vocabulary**
James F. Baumann, *University of Missouri*
Jeni R. Davis, *University of South Florida*

7. **Learning With Teachers and Students Linking Assessment and Morphological Units in Science and Social Studies**
Donna Ogle, *National Louis University*

8:45 am - 10:15 am - STAR ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon F - Lobby Level

Session Organizer:

Maria Selena Protacio, *Western Michigan University*

STAR Fellows:

Antonieta Avila, *University of Wisconsin Milwaukee*
Soria Colomer, *University of South Florida*
Mary McGriff, *New Jersey City University*
Maria Selena Protacio, *Western Michigan University*
Kwangok Song, *Arkansas State University*
Monica S. Yoo, *University of Colorado Colorado Springs*

1. **Similar Settings, Different Story Lines: Middle School ESL, Teacher Positioning, and EL Literacy Development**
Mary McGriff, *New Jersey City University*
2. **Immigrant Parents' Perspectives of Linguistic and Cultural Transactions in Growing Chinese K-12 Schooling Communities**
Soria Colomer, *University of South Florida*
3. **From Elementary to Middle School: The Shifting Reading Motivation of Two English Language Learners**
Maria Selena Protacio, *Western Michigan University*
4. **Additional Presentations**
Antonieta Avila, *University of Wisconsin Milwaukee*
Kwangok Son, *Arkansas State University*
Monica S. Yoo, *University of Colorado Colorado Springs*

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon H - Lobby Level

Mentoring Pre-Service Teachers to Learn to Teach Literacy

Chair:

Kate Brayko, *University of Montana*

Discussant:

Danielle Dennis, *University of South Florida*

1. **In-the-Moment Teaching Decisions in Literacy: Critical Skills for Pre-Service Teachers**
Robin R. Griffith, *Texas Christian University*

2. **The Dialogic Nature of Mentoring: Using the Gradual Increase of Responsibility Model to Support Student Teachers**

Vicki Stewart Collet, *University of Arkansas*
Jennifer Beasley, *University of Arkansas*

3. **Pre-Service Teachers' Beliefs About the Effectiveness of Classroom Management Practices**

Laura M. Jakiel, *Florida State University*
Alysia D. Roehrig, *Florida State University*
Erik Rawls, *Florida State University*
Andrew M. Dentzau, *Florida State University*
Kirsten Harvey, *Florida State University*
Angelina Kuleshova, *Florida State University*

8:45 am - 10:15 am - AREA CHAIR INVITED SESSION
Islands Ballroom Salon J - Lobby Level

U **Toward the Development of a Web Literacy Map: Exploring, Building, and Connecting Online**

Session Organizer:

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

This session will detail the development of a web literacy map that organizes a global community of educators, researchers, and makers working together to keep the Internet open, accessible, and editable. In this process, we are collaborating on a global basis to ensure everyone can be educated to be informed contributors and creators of online, digital information. The web literacy map details the skills and competencies required to read, write, and participate effectively on the Internet. This web literacy map includes three strands that organize these skills and competencies: exploring, building, and connecting. This session will begin with an address and detailed examination of the web literacy map. This will be followed by a panel discussion and guided response. The guided panel response will be followed by a larger discussion with session participants.

Presenters:

Doug Belshaw, *The Mozilla Foundation*
Richard Beach, *University of Minnesota*
Susan Goldman, *University of Illinois at Chicago*
Bridget Dalton, *University of Colorado Boulder*
Colin Harrison, *University of Nottingham*
Ted Hall, *Indiana University*
Greg McVerry, *Southern Connecticut State University*
William Ian O'Byrne, *University of New Haven*

8:45 am - 10:15 am - PAPER SESSION
Key West - Lobby Level

Civic Engagement and Dialogic Literacy Practices

Chair:

Nora A. Peterman, *University of Pennsylvania*

Discussant:

Tisha Y. Lewis Ellison, *Georgia State University*

Communities of practices are created and sustain through long term engagement, humanizing dialogue, and literacies that critique status quo assumptions.

1. **Cosmopolitan Critical Literacy and Youth Civic Engagement for Human Rights: A Qualitative Content Analysis**

Judith M. Dunkerly-Bean, *Old Dominion University*
Thomas W. Bean, *Old Dominion University*

2. **Migrant Education Speech Tournaments: Constructing and Supporting Dialogic Literacy Practices Through the Social, Cultural, and Political Frame of a Federal, Supplemental Program**

Julie Antilla, *Seattle Pacific University*
Jorge Preciado, *Seattle Pacific University*

3. **Exploring the Role of Out-of-School Programs in the Lives of Youth of Color**

Theda Gibbs, *Michigan State University*

8:45 am - 10:15 am - PAPER SESSION
Sanibel Room - Lobby Level

Making Literacies for Life

Chair:

Rachel Skrlac Lo, *University of Pennsylvania*

Discussant:

Michelle Honeyford, *University of Manitoba*

Women and Youth, Constructing Family Identities Through Writing, Teléfono, and Multimodal Tools

1. **"Mi teléfono es mi mejor maestro": Latina Immigrant Mothers' Use of Smartphones as Literacy Tools In and Out of School**

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

FRIDAY

2. **"It's My Baby, and I'm Gonna Raise it the Way I Want": A Multi-Case Study of Rural Youth Who Write for Their Own Pleasurable Purposes**

Susan L. Groenke, *University of Tennessee*

Jill Henderson, *University of Tennessee*

3. **Linking Literacies: Exploring Home and School Early Literacy Practices in Botswana**

Lynne M. Watanabe, *Michigan State University*

**10:30 am - 12:00 pm - PAPER SESSION
Capri 1 - Lower Level**

Methodological Issues in Literacy Research

Chair:

Meagan Caridad Arrastia, *Florida State University*

Discussant:

Kris Gutierrez, *University of Colorado Boulder*

1. **Dialoguing With the Silent Researcher: Rethinking the Role of the Transcriptionist in Literacy Research**

Heather Hurst, *St. Joseph's University*

Sara Evensen Tilles, *University of Pennsylvania*

Kathryn Robertson McCallum, *University of Pennsylvania*

2. **Drawing on Children's Drawings: Using Visual Methods to Explore Literacy Practices Across Contexts**

Erin Quast, *University of Wisconsin-Madison*

Jieun Kim, *University of Wisconsin-Madison*

3. **Promoting Collaboration and Strengthening Small-scale Qualitative Research: A Model for 21st Century Doctoral Training**

Emily Rainey, *University of Michigan*

Michelle Nguyen Kwok, *University of Michigan*

**10:30 am - 12:00 pm - SYMPOSIUM
Capri 2 & 3 - Lower Level**

Building Dialogic Communities to Extend Multicultural Literacies

Session Organizer:

Stephanie Anne Shelton, *University of Georgia*

Chair:

Lindy L. Johnson, *University of Georgia*

Discussant:

Lindy L. Johnson, *University of Georgia*

This session considers how a community inquiry project, multicultural literature book clubs, and an LGBTQ discussion group encouraged preservice teachers to expand sociocultural and political literacies to support both greater appreciation for the diverse contexts in which they taught and for their own identities as individuals demographically representative of most American teachers. Each study cultivated these awarenesses through dialogic communities which emphasized diversity and in which preservice teachers established individual agency for reflection and action.

Presenters:

Meghan E. Barnes, *University of Georgia*

Michelle Falter, *University of Georgia*

**10:30 am - 12:00 pm - PAPER SESSION
Capri 4 & 5 - Lower Level**

Differentiating Instruction for All Learners

Chair:

Ingrid Enniss, *Oakwood University*

Discussant:

D. Ray Reutzell, *Utah State University*

1. **Contextualizing Differentiation Within a Balanced Literacy Program**

Dana Algeo-Nichols, *Washington State University*

Kelly Puzio, *Washington State University*

2. **Differentiated Reading Instruction in Four Exemplary Fourth- and Fifth-Grade Teachers' Classrooms**

Andrea Thoermer, *Step Up for Students*

3. **Summer Reading Loss: How One Program Maintained the Literacy Skills of At-Risk Children**

Valerie J. Robnolt, *Virginia Commonwealth University*

Christopher E. Chin, *Virginia Commonwealth University*

Krista K. Dawson, *Richmond Public Library*

Christina Saunders, *Virginia Commonwealth University*

Lindsay Doswell-Forston, *Virginia Commonwealth University*

**10:30 am - 12:00 pm - SYMPOSIUM
Capri 6 - Lower Level**

Just Because We Can, Should We? Alternative Avenues to Analyzing Discourse Without Transcription

Chair:

Christine Mallozzi, *University of Kentucky*

Discussant:

Leah Katherine Saal, *Loyola University Maryland*

This symposium will include three research projects in which scholars forwent transcription and sought alternative ways of analyzing the discourse of literacy educators and learners. The first paper details the process of analyzing a multimodal composition by a fifth-grader. A second reflexive paper outlines the analysis of sensory data from a female English teacher. A third paper explores the use of Retrospective Coaching Analysis as a collaborative video discourse analysis with in-service teacher mentors.

1. **Analyzing a Multimodal Composition for Design and Improvisation**
Amy Elizabeth Burke, *Texas Woman's University*
2. **A Multisensory Analysis of a Teacher's Image**
Christine Mallozzi, *University of Kentucky*
3. **Retrospective Coaching Analysis of Reflective Mentoring**
Melissa Wetzel, *The University of Texas at Austin*
Beth Maloch, *The University of Texas at Austin*
James V. Hoffman, *The University of Texas at Austin*
Laura Taylor, *The University of Texas at Austin*
Erin Greeter, *The University of Texas at Austin*
Saba Vlach, *The University of Texas at Austin*

**10:30 am - 12:00 pm – PAPER SESSION
Capri 7 & 8 - Lower Level**

Digital Literacies and Dialogic Analysis

Chair:

Colleen Whittingham, *UIC*

Discussant:

Amy Vetter, *University of North Carolina at Greensboro*

1. **Splicing the Divide: A Review of Research on the Expanding Complexity of the Digital Divide Among K-12 Students**
Jennifer Dolan, *University of Connecticut*

2. **Understanding Contradictions in Teacher Identity, Digital Video, and Goal-Directed Activity in a Hybrid Graduate Reading Education Course**
Jennifer K. Lubke, *University of Tennessee*
3. **Black Face: Competing Perspectives on Digital Depictions of Race**
Mary Beth Hines, *Indiana University*
Michael Kersulove, *Indiana University*

**10:30 am - 12:00 pm – PAPER SESSION
Capri 9 & 10 - Lower Level**

Assessing Writing and Reading With Diverse Populations

Chair:

Raven Jones Stanbrough, *Michigan State University*

Discussant:

Juliet L. Halladay, *University of Vermont*

1. **Analysis of Standardized Writing Tests: Does Complexity Matter?**
Sarah Pennington, *University of South Florida*
Allison Papke, *University of South Florida*
2. **First-Grade Teachers' Perceptions and Use of Classroom-Based Reading Assessment With English Learners**
Amy Frederick, *University of Wisconsin-River Falls*
3. **Teacher and Student Perspectives in the Formative Assessment of Writing Using a Think-Aloud Protocol Method**
Sarah W. Beck, *New York University*
Kristin Elizabeth Black, *New York University*
Alyssa Trzeszkowski-Giese, *New York University*

**10:30 am - 12:00 pm – PAPER SESSION
Captiva Room - Lobby Level**

Pre-Service Teachers' Perspectives About Literacy Instruction in the Disciplines (Pre-K-Secondary)

Chair:

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

Discussant:

Deborah Ann MacPhee, *Illinois State University*

FRIDAY

1. Pre-Service Teachers' Envisioning of Content-Area Literacy Instruction in Early Childhood and Middle Level Classrooms

Stephanie M. Bennett, *Mississippi State University*

2. Secondary Pre-Service Teachers' Beliefs Related to Teaching Academic Language to English Language Learners as a Part of Social Studies

Kristina Wulfing, *University of Nevada, Reno*

Hannah Carter, *University of Nevada, Reno*

3. Secondary Pre-Service and In-service Teachers Construct Disciplinary Literacy Teacher Identities

Charlotte Frambaugh-Kritzer, *University of Hawaii at Manoa*

Elizabeth Petroelje Stolle, *Grand Valley State University*

**10:30 am - 12:00 pm - SYMPOSIUM
Caxambas 1 - Lobby Level**

Preparing Pre-Service Teachers to Teach English Language Learners: Issues and Perspectives

Chair:

Guofang Li, *Michigan State University*

Discussant:

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

This symposium addresses the issues of pre-service teachers' preparation in ELLs from different perspectives. The session provides a research perspective on the knowledge base that pre-service teachers need in order to effectively teach ELLs, examines the knowledge and skills covered in a pre-service teacher preparation program in a large Midwestern university through a syllabi analysis; and documents teacher education program instructors' practices and perspectives in pre-service-teachers' learning to address ELL-related issues in their courses.

1. What Do Pre-Service Teachers Need to Know to Teach ELLs in Complex Classrooms: A Research Synthesis

Guofang Li, *Michigan State University*

Jose Martinez-Hinestroza, *Michigan State University*

Yue Bian, *Michigan State University*

2. What Do Pre-Service Teachers Learn About ELLs From Their Teacher Education Courses? A Syllabi Analysis

Jose Martinez-Hinestroza, *Michigan State University*

Guofang Li, *Michigan State University*

Yue Bian, *Michigan State University*

3. Preparing Pre-Service Teachers for ELLs: Instructors' Practices and Perspectives

Yue Bian, *Michigan State University*

Guofang Li, *Michigan State University*

Jose Martinez-Hinestroza, *Michigan State University*

**10:30 am - 12:00 pm - PAPER SESSION
Caxambas 2 - Lobby Level**

Using Read-Alouds to Build Comprehension and Teacher Learning

Chair:

Susan Constable, *Otterbein University*

Discussant:

James F. Baumann, *University of Missouri*

1. Beyond the Story Map: Intervention for Inferential Story Comprehension From Multiple Perspectives

Erin McTigue, *Texas A&M University*

Amanda D. Franks, *Texas A&M University*

Katherine Landau Wright, *Texas A&M University*

April G. Douglass, *Texas A&M University*

Tess Earley, *Texas A&M University*

2. Researching Reading: Inquiry and Interactive Read-Alouds

Joy Myers, *University of North Carolina at Greensboro*

3. Types of Questions Asked by Teachers to Kindergarten Children During Story Time

Francisca Valenzuela, *Universidad de los Andes*

Antonietta Ramaciotti, *Universidad de los Andes*

Alicia Truffello, *Universidad de los Andes*

**10:30 am - 12:00 pm - PAPER SESSION
Everglades - Lobby Level**

Creating Dialogic Spaces for Writing

Chair:

Meghan K. Block, *Central Michigan University*

Discussant:

Judith T. Lysaker, *Purdue University*

1. External Audience, Specified Purpose: The Impact on Second Graders' Writing Quality

Meghan K. Block, *Central Michigan University*

2. Elementary School Writing Centers as Sites for the Dialogic Construction of Writing Knowledge

Jennifer Y. Sanders, *Oklahoma State University*

3. Ideas as a Springboard for Writing in the Dialogical Space of the Classroom

Barbara J. Peterson, *University of South Florida*
Kathleen Marie Alley, *Mississippi State University*

10:30 am – 12:00 pm - SYMPOSIUM
Islands Ballroom, Salon A – Lobby Level

Distinguished Scholar Lifetime Achievement Session - The Uncertain Terrain of Practitioner Research: A Conversation

Presenters:

Marilyn Cochran-Smith, *Boston College*
Susan Lytle, *University of Pennsylvania*

COCHRAN-SMITH & LYTLE have co-authored two award-winning books about practitioner research, *Inside/Outside: Teacher Research and Knowledge* (1993) and *Inquiry as Stance: Practitioner Research for the Next Generation* (2009) as well as more than 30 articles and chapters on practitioner inquiry. They are co-editors of the Practitioner Inquiry book series, published by Teachers College Press, which is the only series of its kind explicitly dedicated to publishing books by practitioner researchers as well as books about practitioner research and its many roles in educational contexts. The books in the series, which was developed by Cochran-Smith and Lytle in the mid- 1990s, blur the boundaries between theory and practice by providing rich insider accounts of the complex work of educational practice as well as how practitioners at all levels theorize and understand their work from the inside. For nearly 30 years, Cochran-Smith and Lytle have presented their work and organized sessions featuring practitioner research at local and national conferences, including the University of Pennsylvania's Ethnography and Education Forum and AERA.

10:30 am - 12:00 pm – ALTERNATIVE FORMAT SESSION
Islands Ballroom, Salon B - Lobby Level

A Conversation on the Future of Literacy Research - International Perspectives on the Social Turn in the Study of Literacy

Session Organizer:

David Bloome, *The Ohio State University*

Chairs:

Joanne Larson, *University of Rochester*
Patricia Enciso, *The Ohio State University*

This session brings together in conversation four literacy scholars from Mexico, Brazil, and the United Kingdom to discuss the future of literacy research. The issues they will raise include: what counts as context; The role of engagement and creativity in on-line literacy practices; the embedding of broader, national and global contexts in the local; and, the need to incorporate the aesthetic dimension within the social turn in literacy studies.

1. Contemplating the Digital: What Counts as Context? New Directions for Literacy Studies

Judith Kalman, *Centro de Investigacion y Estudios Avanzados del IPN, Departamento de Investigaciones Educativas*

2. Young Children's Online Literacy Practices: Past, Present and Future

Jackie A. Marsh, *Sheffield University*

3. Multiple Layers of Context in Everyday Literacy Practices: Insights From a Cross-Generational Study

Maria Lucia Castanheira, *Universidade Federal de Minas Gerais*

4. Materializing Literacies: New Literacy Studies and a New Aesthetic Order

Kate Pahl, *University of Sheffield*

10:30 am - 12:00 pm – PAPER SESSION
Islands Ballroom, Salon C - Lobby Level

Maximizing the Affordances of Technology to Improve Foundational Literacies

Chair:

Katharine Chamberlain, *The University of Texas at Austin*

Discussant:

Dana L. Grisham, *National University*

1. Drinking From a Fire Hose: A Study of a Kindergarten Teacher's Use of Apps for Literacy Learning

Madeleine Sarah Israelson, *University of Minnesota*

2. Twelfth-Grade Urban Students Compose Vocabulary Videos to Develop Academic Vocabulary

Bridget Dalton, *University of Colorado Boulder*

Kimberly McDavid Schmidt, *University of Colorado Boulder*

3. Using Google Docs and Google Analytics to Interrogate the Activity of Users From Over 45 Nations of a Website on How to Teach Spelling

Colin Harrison, *University of Nottingham*

Gill Johnson, *University of Nottingham*

10:30 am - 12:00 pm - SYMPOSIUM
Islands Ballroom, Salon D - Lobby Level

Routes to Success: Teachers and Learners Scaffolding Toward Lexical and Textual Understandings

Chair:

Amanda P. Goodwin, *Vanderbilt University*

Discussant:

Elfrieda H. Hiebert, *TextProject*

This symposium investigates different routes teachers and learners take to scaffold construction of linguistic and textual understandings through literacy practices. These studies select a variety of readers (ELLs, students with limited explicit word knowledge, and struggling readers) to illustrate the ways students teach themselves, teach one another, and learn from their teachers. This symposium seeks to embody the Dialogic Construction of Literacies, foregrounding students and teachers in conversation with themselves, others, and their texts.

1. Productive Instructional Moves to Help English Language Learners Develop Metalinguistic Awareness Related to Reading Comprehension

Robert T. Jimenez, *Vanderbilt University*;

Samuel David, *Vanderbilt University*

Mark Barba Pacheco, *Vanderbilt University*

Victoria Risko, *Vanderbilt University*

2. Revisiting Reading Buddies: A Cross-Age Program to Promote Vocabulary and Comprehension in Linguistically Diverse Students

Rebecca Silverman, *University of Maryland*

Melinda Martin-Beltran, *University of Maryland*

Megan Percy, *University of Maryland*

Lauren Artzi, *University of Maryland*

Anna G. Meyer, *University of Maryland, College Park*

3. Scaffolding Moves During Comprehension Instruction of Complex Content Texts

Daniel Reynolds, *Vanderbilt University*

Amanda P. Goodwin, *Vanderbilt University*

4. Semantic Problem Solving: How Middle Schoolers Solved Unknown Morphologically Complex Word Meanings

Thea Mills, *Vanderbilt University*

Amanda P. Goodwin, *Vanderbilt University*

10:30 am - 12:00 pm – PAPER SESSION
Islands Ballroom, Salon F - Lobby Level

Designing Literacy Instruction for Students who Struggle

Chair:

Shannon Howrey, *Kennesaw State University*

Discussant:

Richard Lloyd Allington, *University of Tennessee*

1. New Times Call for a New Approach to Literacy Teaching and Learning With At-Risk Adolescents

Paula Taylor-Greathouse, *Tennessee Tech University*

2. A Case Study of the Dialogic Identity Construction of Two “Struggling” Readers

Michiko Hikida, *The University of Texas at Austin*

3. Creating and Sustaining Local Knowledge: Morphology as Design Intervention for Struggling Learners

Eric Claravall, *San Francisco State University*

10:30 am - 11:10 am – ROUNDTABLE SESSION 6a
Islands Ballroom, Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable Session 6a

1. Understanding Multisensory Structured Language Education in General Education Classroom Settings

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



2. Understanding Teachers’ Use of Formative Assessment During Literacy

Cristin Geoghegan, *University of Illinois at Urbana-Champaign*

3. Using Assessment to Teach With Intention: Teachers’ Perspectives on Early Literacy Assessments

Katrena L. Leininger, *Texas Woman’s University*

Clarene Hight, *Texas Woman’s University*

Lacia Edwards, *Texas Woman’s University*

Cheryl The, *Texas Woman’s University*



4. Using a Reading Strategy to Teach Word Reading to Children With Intellectual Disabilities

Michael Maiorano, *University of Illinois at Chicago*

Marie Tejero Hughes, *University of Illinois at Chicago*

5. **Using a Technology Integration Planning Cycle for Lesson Planning: A Case Study**

Beth Beschorner, *Drake University*



6. **Varied Literacy Standards: College Football Student-Athletes' Perceptions of the Literacy Expectations of Professors and Coaches**

Pamela H. Segal, *Towson University*



7. **We're in This Together: Literacy Teacher Educators' Journeys Collaborating With Content-Area Teachers About Disciplinary Literacy Instruction**

Naomi M. Watkins, *University of La Verne*

Nancy T. Walker, *University of La Verne*

8. **Young Adolescent Writers and Ideological Becoming**

Claire Lambert, *University of North Carolina at Greensboro*

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

9. **Bridging Community Literacy Practices & Funds of Knowledge to the Classroom**

Sarah Newcomer, *Washington State University Tri-Cities*



10. **Results from a Statewide Survey Examining Approaches to Literacy Instruction, Response to Intervention, and Implementation of the Common Core State Standards**

Amy Hutchison, *Iowa State University*

1. **Synthesis of Digital Literacies Research: Informing Practice**

Michelle Schira Hagerman, *Michigan State University*

Hiller A. Spires, *North Carolina State University*

2. **Digital Literacies: Building Research-to-Practice Reciprocal Connections Through Formative and Design Experiments**

Bernadette B. Dwyer, *St. Patrick's College*

3. **Making Clicks Count: Recognizing Public Intellectuals in Digital Spaces**

Greg McVerry, *Southern Connecticut State University*

4. **Moving Beyond Data Transcription: Rigor as an Issue in Representation of Digital Literacies**

Margaret Hagood, *College of Charleston*

Emily Skinner, *College of Charleston*

10:30 AM - 12:00 pm - SYMPOSIUM
Islands Ballroom, Salon J - Lobby Level

Literacy and Identity: Exploring Teaching and Learning for Culturally and Linguistically Diverse Students

Session Organizer:

Eliza Gabrielle Allen, *Georgia State University*

Chair:

Amy Seely Flint, *Georgia State University*

Discussant:

Marcelle Haddix, *Syracuse University*

This symposium will highlight the dialogic or multiple literacy practices, experiences, and events that children of color bring into the classroom. The symposium will invite a critical dialogue about the lines of inquiry that were addressed within each study; in conjunction with the affordances and constraints in studying students within these varied spaces.

1. **Literacy and Identity: Exploring Teaching and Learning for Culturally and Linguistically Diverse Students**

Eliza Gabrielle Allen, *Georgia State University*

Kamania Wynter-Hoyte, *North Carolina Agricultural & Technical State University*

Sanjuana Rodriguez, *Kennesaw State University*

Natasha Thornton, *Georgia State University*

10:30 am - 12:00 pm - SYMPOSIUM
Islands Ballroom, Salon H - Lobby Level

Reconceptualizing Rigor in Digital Literacy Research: Implications for Practice

Chair:

Hiller A. Spires, *North Carolina State University*

Discussant:

Julie Coiro, *University of Rhode Island*

The purpose of this symposium is to bring together multiple perspectives on our conceptualizations of rigor in digital literacies research. Participants will discuss rigorous methods of research that have enabled us to inform practice, and methodological limitations that we need to overcome in order to progress in our investigations of what works. The symposium will serve as a catalyst for the LRA community to come together to set an agenda for future research directions.

FRIDAY

10:30 am - 12:00 pm – PAPER SESSION
Key West - Lobby Level

Close Reading of Texts by Scholars and Students: Diversity and Multiculturalism in Children's Literature

Chair:

Rachel Skrlac Lo, *University of Pennsylvania*

Discussant:

Amanda Haertling Thein, *University of Iowa*

1. The Opportunity to Think and Share Enables Closer Reading of Text

Kay Rosheim, *University of Minnesota*

Kristi Bergeson, *University of Minnesota*

2. Analysis of Korean Culture Portrayed in Young Children's Picture Books

Su-Jeong Wee, *Purdue University, Calumet*

Soyeon Park, *San Francisco State University*

3. The Inclusive Text: Considering Family Diversity in Picturebooks

Rachel Skrlac Lo, *University of Pennsylvania*

10:30 am - 12:00 pm – PAPER SESSION
Sanibel Room - Lobby Level

Digital Literacies in Multiple Learning Environments

Chair:

Lara J. Handsfield, *Illinois State University*

Discussant:

David O'Brien, *University of Minnesota*

1. Dialogical Processes in Multilingual Youth Radio and Radio Arts

Dana Walker, *University of Northern Colorado*

2. The Storied Gamer: Narrative Methods in Games Studies Research

Heather Lynn Lynch, *Georgia State University*

3. (Not So) Serious Business: Humor in the Digitally Mediated English Classroom

Julie Rust, *Indiana University Bloomington*

Beth Anne Buchholz, *Indiana University*

11:20 am - 12:00 pm – ROUNDTABLE SESSION 6b
Islands Ballroom, Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable Session 6b

1. A Dialogic Construction of Critical Literacies in Upward Bound

Shauna S. Wight, *University of New Hampshire*

2. Aspiring Literacy Specialists Measure Their Fit

Elizabeth Y. Stevens, *Syracuse University*

3. Elementary School Girls Talking About Girlhood and Self-Positioning in an After-School Book Club

Yu-Chi Wang, *The University of Iowa*

4. Learning to Cope: Pre-Service Teachers With Reading Aversions Navigate Education

Karen Kleppe Graham, *University of Georgia*

Chelsey May Bahlmann, *The University of Georgia*

5. Lived Experience of Harry Potter: Author and Readers' Identities

Andrea Tochelli, *University at Buffalo*

Rosa D'Abate, *University at Buffalo*

Caroline M. Flury-Kashmanian, *University at Buffalo*

6. Responsive Teaching: How Teachers Articulate Their Process and Practice

Alexis Jones, *University of Illinois at Urbana-Champaign*

7. Struggling Readers' Positive Constructions of Their Reading Abilities and Changes in Their Attitudes, and Motivation Toward Literacy in a Summer Camp

Janet Richards, *University of South Florida*

8. The Evolution of a Teaching Vision: Reflection and Digital Storytelling in Literacy Teacher Education

Jackie Sydnor, *Ball State University*

9. The Role of Online Discussion in Fostering Knowledge Co-Construction and Academic Writing for ESL Undergraduates

Jeongbin (Hannah) Park, *The University of Texas at Austin*

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

10. When Illiteracy Becomes Aliteracy: The Threats of Intervention on Reading Motivation

Katherine Landau Wright, *Texas A&M University*

Tracey S. Hodges, *Texas A&M University*

Amanda D. Franks, *Texas A&M University*

11. Poetic Inquiry as Dialogue: Using Writing for Healing in Rwanda

Laura Apol, *Michigan State University*

12:05 pm - 1:00 pm – ALTERNATIVE FORMAT SESSION
Islands Ballroom, Salon D, Lobby Level

Publishing Literacy Research: Meet the Editors of JLR, LRA Yearbook, and RRQ

Session Organizer:

Elizabeth (Betsy) A. Baker, *University of Missouri*

Chair:

Thomas DeVere Wolsey, *Walden University*

This is an open forum where doctoral students, researchers, and editors discuss the publishing process as well as efforts to impact our world through the publication of literacy research.

1. Publishing Literacy Research: Meet the Editors of JLR, LRA Yearbook, and RRQ

Elizabeth (Betsy) A. Baker, *University of Missouri*

Presenters:

Patricia L. Anders, *University of Arizona*
Jennifer Clifton, *University of Missouri*
Linda B. Gambrell, *Clemson University*
Candace Kuby, *University of Missouri*
Amy A. Lannin, *University of Missouri*
Lenny Sanchez, *University of Missouri*
David B. Yaden, Jr., *University of Arizona*
Angie Zapata, *University of Missouri-Columbia*

12:05 pm - 1:00 pm – STUDY GROUPS



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, Study Groups will be held in the room assigned indoors.



Living the Writerly Life in Academia Study Group

Capri 1 - Lower Level

Writing is a topic of importance for all academics. Participants in this study group will explore the many facets of living the writerly life including (a) What defines the writerly life? (b) How does the dialogic nature of the writing process—the internal conversation between the writer and the audience—influence writing? (c) How do writers determine what and where to share their voice

and research? (d) What mechanisms promote and sustain writing in academia?

Presenters:

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

Session Organizer:

Johna L. Faulconer, *East Carolina University*

Culturally Responsive Literacy Instruction Study Group

Capri 2 & 3, Lower Level

The Culturally Responsive Literacy Instruction (CRLI) Study Group will examine issues relating to the literacy and language acquisition of underserved populations. Topics to be addressed include: (1) how culturally responsive literacy instruction is defined; (2) research that has been conducted in CRLI; (3) challenges in implementing CRLI; and (4) preparing teachers to be culturally responsive literacy educators.

Presenters:

Ellen McIntyre, *North Carolina State University*
Doris Walker-Dalhouse, *Marquette University*
Susan Chambers Cantrell, *University of Kentucky*

Session Organizer:

Rebecca Powell, *Georgetown College*

History of Literacy Study Group

Capri 4 & 5, Lower Level

The focus of this set of study group sessions will be to examine alternative options for historical research on the literacy field. Across the three days that the study group will meet we will examine the practice of 1. Oral history, 2. Organizational history, and 3. Nearby history.

Presenters:

James R. King, *University of South Florida*
Dixie D. Massey, *University of Washington*

Session Organizer:

Norman A. Stahl, *Northern Illinois University*

FRIDAY

Literacy Lab/Reading Clinic Study Group

Capri 6, Lower Level

The 2014 Literacy Lab/Reading Clinic Study Group sessions bring together individuals interested in researching, directing, and teaching in reading clinics and literacy labs in school settings, on campus, and online. The Study Group offers opportunities to share lab/clinic experiences and resources with those involved in labs/clinics around the country, as well as opportunities to join research teams investigating current and pertinent issues in reading clinics/literacy labs.

Presenters:

Theresa A. Deeney, *University of Rhode Island*
Barbara Laster, *Towson University*
Joan A. Rhodes, *Virginia Commonwealth University*
Erica Bowers, *California State University, Fullerton*
Marcie Ellerbe, *Coastal Carolina University*
Julie Janson Gray, *University of Virginia*
Tammy Marsh Milby, *University of Richmond*
Evan Ortlieb, *Monash University*
Judith Wilson, *University of Nebraska-Lincoln*
JoAnne Vazzano, *Northeastern Illinois University*
Nancy Stevens, *University of Wisconsin-Whitewater*
Debra Gurvitz, *National Louis University*

Session Organizer:

Cheryl Dozier, *University at Albany*

Conceptualizing and Exploring Space and Place in Digital Literacies Research Study Group

Capri 7 & 8, Lower Level

The purpose of this study group is to consider collectively how we conceptualize and operationalize space and place in the study of digital literacy practices and the people who enact them.

Session Organizers:

Julie Warner, *Teachers College, Columbia University*
Heather Pleasants, *University of Alabama*
Ryan M. Rish, *Kennesaw State University*
Damiana Gibbons, *Appalachian State University*
Lindy L. Johnson, *University of Georgia*

Public Engagement and Literacy Research Study Group

Capri 9 & 10, Lower Level

The Study Group will become familiar with guiding principles of public scholarship defined as “publicly engaged academic work that is scholarly or creative work integral to a faculty member’s academic area and encompasses different forms of making knowledge about, for, and with diverse publics and communities through dialogue. It contributes to the public good and yields artifacts of public and intellectual value.” We link literacy research and public scholarship by exploring its opportunities and challenges.

Presenters:

Carolyn Colvin, *University of Iowa*
Rossina Zamora Liu, *The University of Iowa*
Kate Elizabeth Kedley, *University of Iowa*
Amie Ohlmann, *The University of Iowa*
Mark Sulzer, *University of Iowa*

Session Organizer:

Carolyn Colvin, *University of Iowa*

Approaches to Discourse Analysis Study Group

Captiva Room, Lobby Level

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 2014, 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.

Session Organizers:

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



8

Adult Literacy Study Group

Caxambas 2, Lobby Level

This study group focuses on adult literacy, both in terms of adult literacy instruction in formal programs and adult literacy practices more generally. Members conduct research on a variety of topics, including health literacy, re-entry education, technology and new literacies, the needs of migrant and refugee populations and cross-cultural studies of adult literacy practice. Members also utilize different research methodologies, including both quantitative and qualitative analysis.

Session Organizer:

Erik Jacobson, *Montclair State University*

Approaches to Studying Graphic Novels Study Group

Everglades, Lobby Level

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.

Session Organizers:

Stergios Botzakis, *University of Tennessee, Knoxville*
 Laura M. Jimenez, *Boston University*

Early Authoring as Multimodal Embodied Practice:

Opening a Dialogue Study Group

Islands Ballroom, Salon A, Lobby Level

The 2014 Early Multimodal Authoring Study Group series is designed to open a dialogue about expanding our notions of what counts as "literacy" by considering young children's multimodal embodied authoring. Using a single data set, participants will hear a short presentation from a visiting scholar and engage in small group and whole group discussions centered around a particular theoretical lens. Lenses that will be explored include social semiotics, play, and affective development.

Presenters:

M. Susan Burns, *George Mason University*
 George Kamberelis, *University of Wyoming*
 Julie K. Kidd, *George Mason University*
 Judith T. Lysaker, *Purdue University*
 Deborah Wells Rowe, *Vanderbilt University*

Session Organizer:

Melanie Reaves, *Northern Michigan University*

Doctoral Students' Innovative Community Group Study Group

Islands Ballroom, Salon B, Lobby Level

The Doctoral Student Innovative Community Group (DSICG) Study Groups have historically hosted a discussion of topics that are of particular interest to doctoral students, supporting their continued growth as researchers and scholars. The 2014 DSICG Study Group series will focus on methodologies and data analysis for literacy researchers. Our 2014 Study Group topics include: Methodologies for Literacy Researchers, Video Data Analysis, and Formative Experiments.

Session Organizers:

Jennifer Smith, *Texas Woman's University*
 Katherine Brodeur, *University of Minnesota*
 Colleen Whittingham, *UIC*

Feeling Side by Side: Methodological Challenges in Investigating and (Not)Representing Affect and Emotion in Literacy Studies Study Group

Islands Ballroom, Salon C, Lobby Level

This study group confronts the methodological challenges of knowing and sharing affective and emotionally laden "data." We will think-feel with articles and found objects, working to address the following question, essential to literacy studies: How can the flow of literacy learning, affect, and emotion be understood in richly textured lives, where attachments to place, person and word are ever-emergent, and where research practices that record and "capture" these forms of emergence are currently under-developed?

Session Organizers:

Christian Ehret, *Vanderbilt University*
 Ty Hollett, *Vanderbilt University*
 Kevin Leander, *Vanderbilt University*

Approaches to Video Data Analysis in Literacy Research Study Group

Islands Ballroom, Salon F, Lobby Level

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

Session Organizer:

Julie Coiro, *University of Rhode Island*

Chairs:

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

Common Core Standards and Reading to Writing Connections Study Group With Special Guests Jill Fitzgerald, William Lewis and Douglas Kaufman

Islands Ballroom, Salon H, Lobby Level

The purpose of the study group is to engage participants in a critical discussion of the Common Core Standards and their instructional and research implications on reading and writing connections. We address the following: How can writing instruction address the standards focused on reading and writing connections? What are the instructional implications for writing for the elementary through secondary levels? What further research must be conducted?

Session Organizers:

Zoi Apostolia - Philippakos, *Towson University*
Noreen S. Moore, *Independent Consultant/ William Paterson University (start date Sept. 2014)*
Vicki McQuitty, *Towson University*

Word Study Study Group 2014

Islands Ballroom, Salon J, Lobby Level

Facilitators will share research and guide the discussion among attendees. The topics over the days include: 1) Multilingual Vocabulary Development, and Contrastive Linguistics and Orthographies, 2) Effective Practices, and Cognitive Flexibility in Word Study and Vocabulary Development, 3) Word Study Research Designs. Come make a word study PechaKucha-style presentation; a maximum of 20 images x 20 seconds each are presented; see <http://www.pechakucha.org/>.

Presenters:

Kelly Branam Cartwright, *Christopher Newport University*
Kevin Flanigan, *West Chester University of Pennsylvania*
Kristin M. Gehsmann, *Saint Michael's College*
LaTisha Hayes, *University of Virginia*
Marcia Invernizzi, *University of Virginia*
Dianna Townsend, *University of Nevada, Reno*
Sam Von Gillern, *Iowa State University*

Session Organizer:

Donald Bear, *Iowa State University*



Incoming: Navigating Language, Policy, and Practice With Rural English Language Learners Study Group

Islands Ballroom, Salon G, Lobby Level

Nearly 31% of public school teachers choose to teach in rural areas. This coupled with the rate of poverty found in rural schools (Salant, 2008) and the changing demographics of rural agrarian communities that depend upon migrant/undocumented labor (Kandel & Parrado, 2005) necessitates a closer examination of what is needed to prepare all teachers to address the needs of the communities in which they find themselves working. This study session begins this process.

Presenters:

Faith Beyer Hansen, *Boise State University*
Joanne Sellen, *Western Illinois University*
Mary Ann Cahill, *Boise State University*

Session Organizer:

Anne Gregory, *Western Illinois University*



Critical Race Theory Study Group

Key West Room, Lobby Level

The CRT Study Group is a place where researchers come to wrestle with issues and find support for pursuing literacies research that asks difficult questions. Focusing on dialogue in the construction of literacies, the CRT Study Group is even more important. It is through dialogue that issues of race and racism are unmasked, explored, and unmade as we all work toward social justice.

Presenters:

Patricia Ann Edwards, *Michigan State University*
Gwendolyn Thompson McMillon, *Oakland University*
Robert J. LeBlanc, *University of Pennsylvania*
Ann M. Bennett, *University of Tennessee*

Session Organizers:

Judson Laughter, *University of Tennessee*
Keonghee Tao Han, *University of Wyoming*



Theoretical Perspectives Study Group

Sanibel Room, Lobby Level

Whether we realize it or not, theories shape every aspect of inquiry, influencing research topics, questions, conjectures, data collection, and interpretations. Although “there is nothing more practical than a good theory,” its use in educational research is highly variable. With guest speakers on each day, this study group will engage LRA’s membership in conversations about the intersection between theory, research, and practice.

Presenters:

Annemarie Palincsar, *University of Michigan*
Wanda Brooks, *Temple University*
Mark Allen Dressman, *University of Illinois at Urbana-Champaign*

Session Organizers:

Kelly Puzio, *Washington State University*
Lara J. Handsfield, *Illinois State University*
Gay Ivey, *University of Wisconsin-Madison*

1:15 pm - 2:45 pm – PAPER SESSION
Capri 1 - Lower Level

Issues in Bilingual Education: Policy, Assessment, and Instructional Practice

Chair:

Leslie Maureen Cavendish, *High Point University*

Discussant:

Flora Rodriguez Brown, *University of Illinois at Chicago*

- Framing Bilingual Education Policy: Articulation in Texas**
Kathryn Dixon, *University of North Texas*
- Bilingual Teachers’ (K-2) Use of Formative Assessments to Improve Their Literacy Instruction**
Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*
Maria Lang, *University of Illinois at Urbana-Champaign*
- Collaborative Translations: Designing Bilingual Instructional Tools**
Christopher Keyes, *Shippensburg University*
Kelly Puzio, *Washington State University*
Robert T. Jimenez, *Vanderbilt University*

Chair:

Leslie Maureen Cavendish, *High Point University*

Discussant:

Flora Rodriguez Brown, *University of Illinois at Chicago*

1:15 pm - 2:45 pm - SYMPOSIUM
Capri 2 & 3 - Lower Level

Implementing the Common Core State Standards: Stories from Multiple Contexts

Chair:

Zhihui Fang, *University of Florida*

Discussant:

Zhihui Fang, *University of Florida*

Teacher education programs and school districts around the country are exploring effective ways of implementing the common core state standards (CCSS). This symposium shares strategies that we used, as well as issues that we encountered, as we worked with stakeholders to implement the CCSS in the contexts of teacher education, professional development, and K-12 classrooms. Symposium participants are provided with

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an opportunity to ask questions, generate comments, and make connections to their practice.

1. Implementing the Common Core in an Elementary Reading Methods Course

Caitlin Gallingane, *University of Florida*
Lauren Eutsler, *University of Florida*
Maureen Fennessy, *University of Florida*
Kristan Kolb, *University of Florida*

2. Teaching Writing in the Common Core Era

Danling Fu, *University of Florida*
Maureen Fennessy, *University of Florida*

3. Using Children's Literature to Enhance Students' Access to Complex Texts

Ruth Lowery, *University of Florida*
Soowon Jo, *University of Florida*

4. Teaching Close Reading With Complex Texts

Zhihui Fang, *University of Florida*
Suzanne Coatoam, *University of Florida*

1:15 pm - 2:45 pm – PAPER SESSION
Capri 4 & 5 - Lower Level

Dialogic Approaches to Multicultural Analysis: Studies Across Children, Pre-Service Teachers, and Certified Teachers

Chair:

Donna Sayers Adomat, *Indiana University*

Discussant:

Katherine Crawford-Garrett, *University of New Mexico*

1. Moving Beyond the "Four Corners of the Text": Humanizing Analysis and Reflective Action in Response to Global Literature

Kelly Wissman, *The University at Albany-SUNY*

2. Dominant Views of Youth as Deterrents to Dialogic Literature Instruction: An Analysis of Pre-Service ELA Teachers' Strategies for Evaluating Complex Young Adult Literature

Mark Sulzer, *University of Iowa*
Amanda Haertling Thein, *University of Iowa*

3. Issues of Cultural Identity and Immigration in Young Adult Fiction

Donna Sayers Adomat, *Indiana University*

1:15 pm - 2:45 pm – PAPER SESSION
Capri 6 - Lower Level

Disciplinary Literacy Practices in the English Language Arts

Chair:

Michelle Fowler-Amato, *The University of Texas at Austin*

Discussant:

Diane Lapp, *San Diego State University*

1. Experts and Novices Reading Literature: An Analysis of Disciplinary Literacy in English/Language Arts

Todd Reynolds, *University of Wyoming*
Leslie S. Rush, *University of Wyoming*

2. Literacy as a Multidimensional Construct in the English Discipline

Eric Rackley, *Brigham Young University-Hawaii*
Taylor Moyes, *Brigham Young University-Hawaii*

3. "Don't Do as I Say. Do as I Do": Disciplinary Literacies in English Language Arts

Charlotte Frambaugh-Kritzer, *University of Hawaii at Manoa*

1:15 pm - 2:45 pm - SYMPOSIUM
Capri 7 & 8 - Lower Level

Disability Studies in Education (DSE) as Lens for Understanding the Dialogic Construction of Literate Ability

Chair:

Kathleen Mary Collins, *Pennsylvania State University*

Discussant:

Kelly Chandler-Olcott, *Syracuse University*

Informed by Disability Studies in Education (DSE), the set of papers in this symposium investigate the relationship between students' deficit positionings and the dialogic construction(s) of literacy, dis/ability and inclusion in three different contexts.

1. "Leftover Children": Stories of the Impacts of the Privatization of New Orleans Public Schools on Children With Complex Support Needs

Kathleen Mary Collins, *Pennsylvania State University*

2. Disability Studies in Education, Young Children, and Literacy

Christopher Kliewer, *University of Northern Iowa*

3. **How the Word Dis/Ability Silences and Binds in the Multilingual Classroom**

Alaska Black Hults, *The Pennsylvania State University*

**1:15 pm - 2:45 pm – PAPER SESSION
Capri 9 & 10 – Lower Level**

Designing Measures of Reading Achievement, Attitude, and Second Language Learning

Chair:

Andrew P. Huddleston, *Abilene Christian University*

Discussant:

Thomas Crumpler, *Illinois State university*

1. **Screening Assessment Practices for Elementary Literacy in an Urban District**

Sky Harmony Marietta, *Harvard Graduate School of Education*

Emily Phillips Galloway, *Harvard University*

Nonie Lesaux, *Harvard Graduate School of Education*

2. **Looking Deeper at Relationships Among Broad and Narrow Measures of Second Language Skill, Reading Fluency, and Reading Comprehension in First Grade Dual Language Learners**

Theresa Roberts, *California State University, Sacramento*

3. **Developing an Instrument to Measure Reading Attitudes of Chinese Middle School Students**

Bong Gee Jang, *Oakland University*

Li Pei, *Oakland University*

Huijing Wen, *University of Delaware*

**1:15 pm - 2:45 pm – PAPER SESSION
Captiva Room - Lobby Level**

Pre-Service Teachers' Work With Multicultural Texts and Culturally Relevant Pedagogy

Chair:

Melody Zoch, *University of North Carolina at Greensboro*

Discussant:

Jaime Madison Vasquez, *University of Illinois at Chicago*

1. **A Pre-Service Teacher's Negotiation of Culturally Relevant Texts With Interracial Themes**

Kirsten Dara Hill, *University of Michigan-Dearborn*

2. **Developing Responsiveness and a Perceptive Position for Various Cultures Through Multicultural Literature for Pre-Service Teacher Candidates**

Melody Ann Brennan, *University of Minnesota*

Emily Hines, *University of Wisconsin-Stout*

3. **Enacting Culturally Responsive Literacy Practices: Disentangling Urban Teacher Candidates' Opportunities and Constraints During Student Teaching**

Kirsten Letofsky, *University of Illinois Urbana-Champaign*

**1:15 pm - 2:45 pm – SYMPOSIUM
Caxambas 1 - Lobby Level**

Toward a More Nuanced Description of Effective ELA Instruction: Substantive and Methodological Insights From the Measures of Effective Teaching Longitudinal Database

Session Organizer:

Dennis S. Davis, *The University of Texas at San Antonio*

Chair:

Sarah Woulfin, *University of Connecticut*

Discussant:

Annemarie Palincsar, *University of Michigan*

The purpose of this symposium is to discuss findings from three distinct studies investigating elements of effective English-Language Arts teaching using data from the Measures of Effective Teaching Longitudinal Database (METLDB).

1. **The Impact of Observational Focus on Ratings of Instructional Quality**

Rachael Gabriel, *University of Connecticut*

Kimberly LeChasseur, *University of Connecticut*

Sarah Woulfin, *University of Connecticut*

2. **Characterizing Reading Comprehension Instruction in a Sample of MET Classrooms**

Dennis S. Davis, *The University of Texas at San Antonio*

Lorena Villarreal, *University of Texas at San Antonio*

Kelly Bippert, *The University of Texas at San Antonio*

3. **Toward a Better Approach to Analyzing and Interpreting Observation Data from ELA Classrooms**

Michael Kieffer, *New York University*

Peter Halpin, *New York University*

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1:15 PM - 2:45 pm – ALTERNATIVE FORMAT SESSION Caxambas 2 - Lobby Level

The #WalkMyWorld Project: Exploring the Use of Digital Texts and Tools as a Means to Connect, Collaborate, and Share

Session Organizer:

Greg McVerry, *Southern Connecticut State University*

Chair:

Julie Wise, *University of Delaware*

Discussant:

Richard Beach, *University of Minnesota*

This Alternative Format Session describes five studies that detail and explore a community of inquiry (Garrison, Kanuka, & Hawes, 2006) that evolved around the hashtag #WalkMyWorld. The project began as an exploration of using digital texts and tools in the act of responding to and authoring poetry. The phenomenon, using the poetry of Robert Hass, burgeoned into an affinity space across multiple portals and pathways to meaning-making.

1. The #WalkMyWorld Project: Exploring the Use of Digital Texts and Tools as a Means to Connect, Collaborate, and Share

Greg McVerry, *Southern Connecticut State University*

Julie Wise, *University of Delaware*

Sue Ringler Pet, *Iona College*

Ryan M. Rish, *Kennesaw State University*

Kristine E. Pytash, *Kent State University*

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

Molly Shields, *Flagler College*

1:15 pm - 2:45 pm – PAPER SESSION Everglades - Lobby Level

Digital Explorations and Transgressive Readings of Children's and Young Adult Literature

Chair:

Thomas Crisp, *Georgia State University*

Discussant:

Deborah Augsburg, *Lewis University*

1. Hacking Narratives and Remixing Rhymes: Critically Analyzing Prospective Teachers "Queering" Children's and Young Adult Literature

Jon M. Wargo, *Michigan State University*

2. Reading the Self Into Existence: Transgressive Textual Readings in a Digital Age

Ebony Elizabeth Thomas, *University of Pennsylvania*

Amy Stornaiuolo, *University of Pennsylvania*

3. Changing the Game: How Digital Explorations Impact Multicultural Children's Literature

Detra Price-Dennis, *Teachers College, Columbia University*

Kathlene Holmes, *University of Texas at Austin*

1:15 pm - 2:45 pm – PAPER SESSION Islands Ballroom Salon A - Lobby Level

Writing Across the Disciplines

Chair:

David B. Wandera, *The Ohio State University*

Discussant:

Sarah W. Beck, *New York University*

1. Writing Instruction in Science Class: A National Survey

Sally Valentino Drew, *Central CT State University*

2. Writing Tasks in Content-Area Instruction: A Systematic Review of the Literature

Diane Morris Miller, *University of Houston-Downtown*

Erin McTigue, *Texas A&M University*

Chyllis E. Scott, *University of Nevada, Las Vegas*

3. Digital Scaffolds for Reading Multiple Online Sources and Writing an Argumentative Text

Julie Coiro, *University of Rhode Island*

Carita Kiili, *University of Jyväskylä, Finland*

Jari Hämäläinen, *University of Jyväskylä, Finland*

1:15 pm - 2:45 pm - SYMPOSIUM Islands Ballroom Salon B - Lobby Level

Cooperating Teachers Coaching Pre-Service Teachers Toward Reflection: The Dialogic Construction of Teaching Literacy With CARE

Session Organizer:

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

Chair:

Laurie A. Henry, *University of Kentucky*

Discussant:

Sheila Valencia, *University of Washington*

Our symposium centers on the coaching and mentoring offered by cooperating teachers working with pre-service teachers in a reading specialization program. We are developing, evaluating and adapting the tools associated with the model in the context of a design/development study of teacher preparation practices. Findings suggest the power of the model in reforming practice but also highlight the many challenges faced in promoting change from the status quo.

1. Cooperating Teachers Coaching Pre-Service Teachers: A Review of the Literature

James V. Hoffman, *The University of Texas at Austin*
 Erin Greeter, *The University of Texas at Austin*
 Saba Vlach, *The University of Texas at Austin*
 Sam DeJulio, *University of Texas - Austin*

2. Appropriating the Coaching With CARE Model Into Practice: A Case of Three Teachers

Beth Maloch, *The University of Texas at Austin*
 Alina Pruitt, *The University of Texas at Austin*

3. The Evolving Role of Video in the CARE Model: From Video Case Analysis to Retrospective Coaching Analysis (RCA)

Melissa Wetzel, *The University of Texas at Austin*
 Laura Taylor, *The University of Texas at Austin*
 Saba Vlach, *The University of Texas at Austin*

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom, Salon C - Lobby Level

Unsanctioned Literacies, Unsanctioned Spaces: Exploring Youth Negotiation of Meaning Making Across Domains

Chair:

Mark A. Lewis, *Loyola University Maryland*

Discussant:

Robert Petrone, *Montana State University*

This session employs multiple theoretical perspectives and methodologies in order to examine the often unsanctioned, or unrecognized, literacy practices of youth. The presentations explore diverse spaces—book clubs, social media, videogames—in which youth engage through various cultural and literacy repertoires. The findings illustrate that youth have profound literacy competencies, yet these competencies are often ignored or set aside in favor of academically “acceptable” forms of literacy participation.

1. Unsanctioned Cultural Repertoires: Bilingual Students in a Book Club Discussion

Mark A. Lewis, *Loyola University Maryland*
 Margarita Zisselsberger, *Loyola University Maryland*

2. Maker Culture in Fanfiction Writing: Repurposing Learning and Literacy

Dodie Niemeyer, *Sam Houston State University*
 Hannah Gerber, *Sam Houston State University*

3. Adolescents’ Layered Literacies: Porous Spaces, Porous Learning

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

1:15 pm - 2:45 pm – PAPER SESSION
Islands Ballroom, Salon D - Lobby Level

Literacy and Integrated Curricula

Chair:

Stephanie L. Strachan, *Michigan State University*

Discussant:

Jacquelynn A. Malloy, *Clemson University*

1. Examining Student Engagement and Reading Instructional Activities: English Learners’ Reading Profiles

Ana Taboada Barber, *George Mason University*
 Melissa Gallagher, *George Mason University*
 Michelle M. Buehl, *George Mason University*
 Peet Smith, *George Mason University*
 Jori Beck, *George Mason University*

2. Integration of Literacy and Social Studies in Second-Grade: An Observational Study

Stephanie L. Strachan, *Michigan State University*

3. Exploring Use of Increasingly Complex Text to Enhance ELLs’ Knowledge and Expository Text Comprehension

Lisa O’Brien, *Boston University*
 Christine Leighton, *Emmanuel College*

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom, Salon F - Lobby Level

Beginning Reader Text Complexity: Which Text Characteristics Matter Most?

Session Organizer:

Jill Fitzgerald, *University of North Carolina at Chapel Hill and MetaMetrics*

Chair:

Elfrieda H. Hiebert, *TextProject*

Discussant:

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

The CCSS set a standard for all students to read increasingly complex texts. Whether early-grades students should be faced with heightened text complexity levels is hotly contested. What constitutes simpler versus more complex text for students in the early phases of learning to read is not clear. Educators need a valid, empirically-based means of evaluating early-grades texts' complexity. The symposium addresses the question of which text characteristics matter most for early-grades text-complexity levels.

1. Phase 1: Framing the Project and Identifying Beginning-Reader Texts

Elfrieda H. Hiebert, *TextProject*

Eleanor E. Sanford-Moore, *MetaMetrics*

2. Phase 2: Multiple-Perspective-Text-Complexity Scale Development (The Outcome Measure)

Heather H. Koons, *MetaMetrics*

Kimberly Bowen, *MetaMetrics*

A. Jackson Stenner, *MetaMetrics*

3. Phase 3: Computer-based Modeling of Text Characteristics (the Predictors)

Jeff Elmore, *MetaMetrics*

Jill Fitzgerald, *University of North Carolina at Chapel Hill and MetaMetrics*

Heather H. Koons, *MetaMetrics*

Elfrieda H. Hiebert, *TextProject*

4. Phase 4: Results

Jill Fitzgerald, *University of North Carolina at Chapel Hill and MetaMetrics*

Jeff Elmore, *MetaMetrics*

1:15 pm - 1:55 pm – ROUNDTABLE SESSION 7a
Islands Ballroom, Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable Session 7a

1. What First Grade Teachers Reveal About Vocabulary Instruction: Aligning Instruction to the Common Core State Standards



Haley Marie Olson, *University of Kansas*

Juanita Santos, *University of Kansas*

2. When Fluency Isn't Enough: The Value of Oral Narrative Retell Assessment for First and Second Grade Spanish-Speaking ELL Children



Audrey Lucero, *University of Oregon*

3. Writing to Learn: Pre-Service Teachers Learning to Teach Writing



Jennifer Knight, *Utah State University*

Meghan K. Block, *Central Michigan University*

4. "Community College Readers in Their Transactional Zones"

Cynthia Kiefer, *Arizona State University*

5. "I Feel Like a Thief!" Taking Ideas and Appropriating Language From Video Observations of Teaching



Anne McGill-Franzen, *University of Tennessee*

Natalia Ward, *The University of Tennessee*

Jennifer K. Lubke, *University of Tennessee*

6. "It was From my Hard Work": Developing Elementary-Student Authors in an After-School Literacy Tutoring Program

Margaret Saucedo Curwen, *Chapman University*

7. "I've Learned to Write Like a Reader": A Connected Learning Case Study

Jayne C. Lammers, *University of Rochester*

8. "You Got Stories": How a Spoken Word Poetry Group in the Urban Southwest is Supporting a "Safe Space" for Youth Voices



Wendy Williams, *Arizona State University*

9. That was Then. This is Now: The Evolution of Teachers' Professional Belief Systems About Reading and Reading Instruction After Their Initial Three Years of Teaching

Deanna Mariea Stoube, *St. Ambrose University*

10. 21st Century Learners, Literacy Skills and Tools: Supporting Critical Literacy Skills IN 1:1 Contexts

Kellie Riley Doubek, *University of Illinois at Chicago*

11. In-Service Teachers' Perceptions of Argument

Manya Lisa Chappell, *Mississippi State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom, Salon H - Lobby Level

Transmediation, Time, and Transactions With Peer Feedback: Studies of Revision With Middle and High School Writers

Session Organizer:

Katherine E. Batchelor, *Miami University*

Chair:

Denise N. Morgan, *Kent State University*

Discussant:

Dixie D. Massey, *University of Washington*

This panel shares three studies where middle and high school students explored ways to authentically revise in a school setting not only to gain individual analysis of themselves as writers, but also to create conversations with others (e.g., teacher, student, and audience perspectives) in order to understand deeper revision. Papers will be presented in 20-minute time slots with the remaining time devoted to discussion.

1. Investigating Multimodal Revision With Transmediation

Katherine E. Batchelor, *Miami University*

2. How Many Times?: Examining Students' Understandings of and Decision-Making During Revision

Denise N. Morgan, *Kent State University*

3. Construction of Academic Writing Through Peer Review in Secondary Classrooms

Amanda Godley, *University of Pittsburgh*

Adam Loretto, *University of Pittsburgh*

Sara DeMartino, *University of Pittsburgh*

1:15 pm - 2:45 pm – PAPER SESSION
Islands Ballroom, Salon J - Lobby Level

Adolescents' Uses of Digital Tools for Social Justice

Chair:

Ty Hollett, *Vanderbilt University*

Discussant:

Kevin Leander, *Vanderbilt University*

1. Adolescents' Dialogic Composing With Mobile Phones

Julie Warner, *Teachers College, Columbia University*

2. DIY Activism: The Dialogical Influence of Bakhtin in Activist Zine Culture

Stephanie P. Jones, *University of Georgia*

3. Mobile Tools for Social Justice: Young Adolescent Learners Creating Digital Texts for Voice and Agency Through Literature Circles

Anne Burke, *Memorial University*

Janette Hughes, *UOIT*

1:15 pm - 2:45 pm – PAPER SESSION
Key West Room - Lobby Level

Digital Composition

Chair:

Robert H. Kelly, *The Ohio State University*

Discussant:

Ronald Dale Kieffer, *Ohio Northern University*

1. Cloud-Based Collaborative Writing and the Common Core Standards

Binbin Zheng, *Michigan State University*

Soobin Yim, *University of California at Irvine*

Mark Warschauer, *University of California, Irvine*

Joshua F. Lawrence, *University of California, Irvine*

2. Digital Composition Profiles of Young Adolescent Writers

Claire Lambert, *University of North Carolina at Greensboro*

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

3. Multimodal Composition With Old and New Media in a Fourth-Grade Classroom

Sohee Park, *University of Delaware*

Rachel Karchmer-Klein, *University of Delaware*

1:15 pm - 2:45 pm – PAPER SESSION
Sanibel Room - Lobby Level

Disciplinary Literacies and Dialogic Practices

Chair:

Christopher Michael Hansen, *Illinois State University*

Discussant:

Mary F. Roe, *Arizona State University*

1. **Pinning Down Disciplinary Literacy in English Language Arts: Learning Lessons From University Faculty and High School Teachers of Literature**

Emily Rainey, *University of Michigan*

2. **Reclaiming Mathematics Identity Through Literacy in the Third Space**

Aria Razfar, *University of Illinois at Chicago*

Zayoni Torres, *University of Illinois at Chicago*

3. **Moving Beyond Completion: Literacy Experiences of Four Reclassified as Fluent English Proficient (RFEP) Middle School Students in Social Studies Classrooms**

Susanna Eng, *University of Washington, Seattle*

5. **Fostering Mathematical and Print Literacies Through Interactive Read Alouds**

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

Allison Hintz, *University of Washington Bothell*

6. **Investigating the Use of a Keyword Sort Interview to Identify Language Resources and Changes in Those Resources Following Instruction**

Miranda Fitzgerald, *University of Michigan*

Annemarie Palincsar, *University of Michigan*

7. **Literacy and Technology Integration in Schools' Computer Labs**

Julia Kara-Soteriou, *Central Connecticut State University*

8. **"Just a Bunch of Friends Goofing Off": Collaborative Meaning Making Across Literacy Contexts in a Single Classroom**

Katie Peterson, *The University of Texas at Austin*

9. **Whom Will I be Teaching? Transforming Teacher Candidates' Preconceived Notions of Future Students Through Multicultural Literature Case Studies**

Rhonda Goolsby Smith, *University of Oklahoma*

Kansas Conrady, *The University of Oklahoma*

Priscilla Griffith, *University of Oklahoma*

Teresa K. DeBacker, *University of Oklahoma*

10. **Reading in Inclusive Classrooms: Instructional Supports for ELL Students With Disabilities**

Marie Tejero Hughes, *University of Illinois at Chicago*

Maria Earman Stetter, *Roosevelt University*

11. **Exploring iPad Technology Integration in Middle Grades Science Classroom: M-TPACK as a Framework to Build Students' Science and Digital Literacy**

Nance Wilson, *SUNY Cortland*

Vicky Zygouris-Coe, *University of Central Florida*

Vicky Cardullo, *Auburn University*

2:05 pm - 2:45 pm – ROUNDTABLE SESSION 7b
Islands Ballroom, Salon G - Lobby Level



NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable Session 7b

1. **Collaborative Reflection as a Carnival Space During the Implementation of a Workshop Approach to Literacy**

Suzanne Porath, *Edgewood College/Concordia University - Madison*

2. **Creating a Teaching Identity in a Dialogic Space**

Laura Pardo, *Hope College*

3. **Constructing New Understandings of Teacher Leadership**

Sharon Daley, *Indiana University*

4. **Critical Digital Literacies and Online Grassroots Activism: A Methodology for Analyzing the Ephemeral**

George Lovell Boggs, *Florida State University*

Trevor Thomas Stewart, *Appalachian State University*

Alison Heron-Hruby, *Morehead State University*

**3:00 pm - 4:30 pm – PAPER SESSION
Capri 1 - Lower Level**

Phonics, Phonological Awareness, and Fluency in School and Out of School

Chair:

Nedra L. Cossa, *Armstrong Atlantic State University*

Discussant:

James F. Baumann, *University of Missouri*

1. **An Examination of the Relationship Between Vocabulary and Phonological Awareness in Early Childhood**
Christina Marie Cassano, *Salem State University*
Judith A Schickedanz, *Boston University*
2. **Situated Phonics: Understanding the Ways in Which Students Use Their Out-Of-School Voices When They are Trying to “Figure Out” a Word**
Carolyn Strom, *NYU*
3. **From Expressive Reading to Rapid Reading: The Rapid Rise of Reading Rate During the Efficiency Movement (1910-1925)**
Laura Taylor, *The University of Texas at Austin*

**3:00 pm - 4:30 pm – PAPER SESSION
Capri 2 & 3 - Lower Level**

Evolving Educators as Future Ready Learners

Chair:

Chrystine Mitchell, *Pennsylvania State University, Berks Campus*

Discussant:

David Reinking, *Clemson University*

1. **Realities of the Classroom: What Influences Novice Teachers’ Technology Integration?**
Julie Wise, *University of Delaware*
Rachel Karchmer-Klein, *University of Delaware*
2. **Teacher Educator Learning and the Making of Digital Documentaries: Taking Advantage of a Heutagogical Approach to Learning**
Erica C. Boling, *Rutgers, The State University of New Jersey*

3. **Using New Literacies to Teach New Literacies: Perspectives From Students and Facilitators in an Online Educational Technology Course**
Cheryl Maykel, *University of Connecticut*
Nicole Timbrell, *University of Connecticut*
Clint Kennedy, *University of Connecticut*

**3:00 pm - 4:30 pm – PAPER SESSION
Capri 4 & 5 - Lower Level**

Examining Literacy Interventions for Young Children

Chair:

Estanislado S. Barrera, IV, *Louisiana State University*

Discussant:

Patricia Louise Scharer, *The Ohio State University*

1. **Early Reading First Intervention: Children’s Outcomes After Preschool, Kindergarten, First, and Second Grades**
Renee M. Casbergue, *Louisiana State University*
Karen Burstein, *Southwest Institute for Families and Children with Special Needs*
April Bedford, *University of New Orleans*
2. **Effects of Reading Recovery on Writing: Comparing Average Writers With Children in Reading Recovery**
Lea M. McGee, *The Ohio State University*
Hwewon Kim, *The Ohio State University*
3. **First Graders’ Strategic Use of Information at Point of Difficulty in Reading: Change Over Time**
Lea M. McGee, *The Ohio State University*
Kathryn S. Nelson, *The Ohio State University*
Hwewon Kim, *The Ohio State University*
Anita C. Gonzalez, *The Ohio State University*

FRIDAY

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION Capri 6 - Lower Level

Reflective Practice as a Window Into Teaching as Inquiry

Session Organizer:

Debra Stevens Peterson, *University of Minnesota*

The purpose of this session is to describe the development of pre-service teachers' reflection during their professional learning and to consider how instruction in a pre-service program might support or constrain the development of reflective practice. Following the presentation of research, participants will engage in small group discussions sharing what is being done across programs to foster beginning teacher reflection, and to consider how to more effectively support the development of this important professional practice.

Presenters:

Kathryn Allen, *University of Minnesota*
Katherine Brodeur, *University of Minnesota*
Madeleine Sarah Israelson, *University of Minnesota*
Keitha-Gail Martin-Kerr, *University of Minnesota*
Lisa L. Ortmann, *University of Minnesota*

3:00 pm - 4:30 pm – PAPER SESSION Capri 7 & 8 - Lower Level

Examining Pre-Service Teachers' Learning about Diversity and Literacy Pedagogy

Chair:

Toni Williams, *University of South Carolina*

Discussant:

Sarah Newcomer, *Washington State University Tri-Cities*

- 1. Developing Deeper Understandings of Diversity: Service Learning and Field Experiences Generative Learning of Bilingual/ESL Pre-Service Teachers**
Lori Czop Assaf, *Texas State University-San Marcos*
Minda Lopez, *Texas State University-San Marcos*
- 2. Effective Instructional Practices in an Era of Education Reform: Lessons From Exemplary Teachers of Bilingual Learners and Implications for Pre-Service Teacher Education Programs**
Leanne M. Evans, *University of Wisconsin Milwaukee*

- 3. "For Me Teaching Bilingual Children is a Journey": Narratives in Pre-Service Bilingual Educators' Exploration of Their Teacher Identity Through Online Classroom Discussion**

Rachel E. Gaines, *University of Texas at Austin*

Eunjeong Choi, *University of Texas at Austin*

Jeongbin (Hannah) Park, *The University of Texas at Austin*

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

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

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

Zachary H. Williamson, *University of Texas at Austin*

Anke J. Z. Sanders, *University of Texas at Austin*

3:00 pm - 4:30 pm – PAPER SESSION Capri 9 & 10 - Lower Level

Responding to Literature Using Online Spaces

Chair:

Keith Lyons, *University of Kentucky*

Discussant:

Lane W. Clarke, *University of New England*

- 1. Literature Response in the Digital Dimension: Collaborative, Multimodal Products and Processes**
Robin Jocius, *Vanderbilt University*
- 2. Middle School Students' Participation and Interaction Within Summer Online Literature Discussions**
Jennifer Smith, *Texas Woman's University*
- 3. Uncertainty Experienced and Uncertainty Expressed in Computer-Mediated Discourse**
An Chih Cheng, *DePaul University*
Michelle E. Jordan, *Arizona State University*
The D-Team, *The University of Texas at Austin*

3:00 pm - 4:30 pm – PAPER SESSION
Captiva Room - Lobby Level

Play as a Way to Demonstrate and Develop Literacy Learning

Chair:

Cassie J. Brownell, *Michigan State University*

Discussant:

Judith T. Lysaker, *Purdue University*

1. **Play as Reader Response in an Informal Learning Environment**
 Tori K. Flint, *University of Arizona*
2. **Preschool Teachers' Questioning in Sociodramatic Play**
 Sohyun Meacham, *University of Northern Iowa*
 Carol Vukelich, *University of Delaware*
 Myae Han, *University of Delaware*
 Martha J. Buell, *University of Delaware*
3. **The Boys' House is Trashy: The Construction of Gender in Children's Play and Literacy**
 Haeny Yoon, *University of Arizona*

3:00 pm - 4:30 pm – PAPER SESSION
Caxambas 1 - Lobby Level

Reimagining Theoretical Approaches to Teaching Literature: Destabilizing Traditional Practices in a Move Toward Equality

Chair:

Marla King Robertson, *Texas Woman's University*

Discussant:

Sandra Quiñones, *Duquesne University*

1. **Critical Literature Pedagogy: Teaching Canonical Literature for Critical Literacy**
 Michael Macaluso, *Michigan State University*
 Carlin Borsheim-Black, *Central Michigan University*
 Robert Petrone, *Montana State University*
2. **Rethinking What Counts as "Critical": The Role of Emotion and Imagination in Literary Transactions**
 William McGinley, *University of Colorado*
 George Kamberelis, *University of Wyoming*
3. **The Reader as Poetic Translator: Imagining a Rancièrian Emancipatory Framework for Literary Interpretation**
 Kati Macaluso, *Michigan State University*

3:00 pm - 4:30 pm - SYMPOSIUM
Caxambas 2 - Lobby Level

Literary Reasoning as Multi-Dimensional Dialogic Processes

This symposium addresses literary reasoning as dialogic processes along multiple dimensions. Papers address a theoretical framework for literary reasoning, empirical studies of high school interventions embodying the framework in high poverty settings, and the development of a measure of literary epistemological orientations as one dimension of the framework.

Session Organizer:

Carol D. Lee, *Northwestern University*

Chair:

Pam Grossman, *Stanford University*

Discussant:

Pam Grossman, *Stanford University*

1. **Multi-Dimensional Framework for Literary Reasoning and Text Complexity as Dialogic Processes**
 Carol D. Lee, *Northwestern University*
2. **Engaging Adolescents in Literary Inquiry Through Dialogic Classroom Discussions**
 Susan Goldman, *University of Illinois at Chicago*
 Teresa Sosa, *University of Illinois at Chicago*
 Allison H. Hall, *University of Illinois at Chicago*
3. **Affective Appraisal in Teaching Literary Reasoning**
 Sarah Levine, *Northwestern University*
4. **Toward a Multidimensional Conceptualization of Epistemological Literary Beliefs**
 Mariya A. Yukhymenko, *University of Illinois at Chicago*
 Stephen Briner, *University of Illinois at Chicago*
 Sarah Levine, *Northwestern University*
 Joseph Magliano, *Northern Illinois University*
 Carol D. Lee, *Northwestern University*
 Susan Goldman, *University of Illinois at Chicago*

3:00 pm - 4:30 pm - SYMPOSIUM
Everglades Room - Lobby Level

Empowering and Emancipatory Acts: Embracing Adolescent Urban Youth With Out-of-School Writing Events and Conferences

Chair:

Bryan Ripley Crandall, *Fairfield University*

Discussant:

Alfred Tatum, *University of Illinois at Chicago*

Papers in this symposium counter a dominant framework of urban youth as non-writers. Presenters use qualitative methodologies and sociocultural theories to highlight findings from research with young writers beyond school: a social justice group for middle school girls becoming leaders, a mentoring group for Black and Latino males poetically working through trauma, and Writing Our Lives conferences hosted for heterogeneous populations to compose in a variety of genres with professional writers.

1. "Excuse me, but We Have Something to Say": Girls' Out-of-School Writing Literacies for Social Justice

Tonya Perry, *University of Alabama*

2. "We Could Write About Us": Radical Literacies In Community-Engaged Writing Conferences for Urban Youth

Marcelle Haddix, *Syracuse University*

Bryan Ripley Crandall, *Fairfield University*

3:00 pm - 4:30 pm - SYMPOSIUM
Islands Ballroom, Salon A - Lobby Level

New Literacies Across the Globe

Session Organizer:

Cathy Burnett, *Sheffield Hallam University, UK*

Chair:

Guy Merchant, *Sheffield Hallam University, UK*

Discussant:

Joanne Larson, *University of Rochester*

Literacy practices are changing rapidly in the context of new sociotechnical arrangements, and these changes impact on students and schools in surprising and unpredictable ways, imbricated with wider social, cultural and economic currents. Education systems are in flux too, with curriculum and policy reforms propelling 21st Century skills to centre stage. This symposium reports on

a transnational conversation between literacy educators that identifies how the work of researchers might inform the development of educational practice.

Presenters:

Cathy Burnett, *Sheffield Hallam University, UK*

Beth Anne Buchholz, *Indiana University*

Karen Wohlwend, *Indiana University*

Jennifer Rowsell, *Brock University*

Cheryl Maclean, *Brock University*

3:00 pm - 4:30 pm - SYMPOSIUM
Islands Ballroom, Salon B - Lobby Level

Individual Differences in Reading: Reader, Text, and Context

Chair:

Peter Afflerbach, *University of Maryland*

Discussant:

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

The papers in this symposium propose a reconceptualization of individual differences in reading. To this end, the papers describe within-reader individual differences related to both cognition and affect, and the contexts that influence the development of readers' individual differences.

1. A History of How Individual Differences in Reading Have Been Conceptualized

Peter Afflerbach, *University of Maryland*

2. Classroom Influences on Readers' Individual Differences

Rachael Gabriel, *University of Connecticut*

Richard Lloyd Allington, *University of Tennessee*

3. School Context and the Production of Individual Differences

Julie E. Learned, *University of Michigan*

Elizabeth Moje, *University of Michigan*

4. Individual Differences in Vocabulary Knowledge

Michael Kieffer, *New York University*

Katherine A.D. Stahl, *New York University*

5. Discursive Contexts, Reading and Individual Differences

Peter Johnston, *The University at Albany-SUNY*

Gay Ivey, *University of Wisconsin-Madison*

6. **Individual Differences in The New Literacies of Online Research and Comprehension**
Donald Leu, *University of Connecticut*
Kiili Carita, *University of Jyväskylä*
Elena Forzani, *University of Connecticut*
7. **Home Influences and Individual Differences in Children's Reading Development**
Jennifer Turner, *University of Maryland*
Pamela H. Segal, *Towson University*
Maria Crassas, *University of Maryland*

3:00 pm - 4:30 pm – ALTERNATIVE FORMAT SESSION
Islands Ballroom, Salon C - Lobby Level

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

Chair:

Sherry Dismuke, *Boise State University*

Discussants:

Deborah Litt, *Trinity (Washington) University*

Susan Martin, *Boise State University*

Nancy Alison Place, *University of Washington, Bothell*

During small group sessions literacy teacher educators will describe course assignments and activities that have been particularly effective in developing strong literacy teachers. Research findings on these promising practices will be shared. Fifteen (15) presentations will be shared in three 18-minute sessions.

1. **Vocabulary Self-Collection Strategy Plus for Teachers and Teacher Candidates**
Dana L. Grisham, *National University*
Thomas DeVere Wolsey, *Walden University*
Linda Smetana, *California State University, East Bay*
2. **Literacy Study Buddies: Exploring Exemplary Literacy Practices With Student Teachers**
Kenneth Kunz, *Rutgers University and Bloomfield College*
3. **From Theory to Practice: Preparing Pre-Service Teachers for New Literacies and Technologies**
Lynda Dianne Fernholz, *Cardinal Stritch University*
4. **Using CCSS Text Complexity Guidelines to Build a Rationale for Teaching the Books You Love**
Susan Lenski, *Portland State University*

5. **Children's Literature Workshops: Books a la Carte**
Sherry Sanden, *Illinois State University*
Julie Derden, *Illinois State University*
Sarah French, *Illinois State University*
6. **Word Sorts for Teachers**
Deborah Litt, *Trinity (Washington) University*
7. **Literacy Assessment Field Friday**
Janet Young, *Brigham Young University*
8. **Case Study Assessment and Instruction Report**
Catherine Kelly, *St. Catherine University*
9. **The Affective Archive**
Ashley Cartun, *University of Colorado Boulder*
10. **Using Technology to Respond to Children's Literature**
Maggie Chase, *Boise State University*
11. **Composing the Multimedia Memoir**
Donna Werderich, *Northern Illinois University*
Michael Manderino, *Northern Illinois University*
12. **Passing on Traditions: Oral History Blog**
Karen Kreider Yoder, *Touro University California*
13. **eBook Authoring and Teacher Learning: Engaging Novice Teachers in Authentic Digital Composition**
Chinwe Ikpeze, *St. John Fisher College*
14. **More Promising Online Dictionaries: Better Than Dictionary.com**
Lee Ann Tysseling, *Boise State University*
15. **Teacher Conversations About Writing**
Cynthia Vetter, *Texas State University-San Marcos*
16. **POGIL: Process Oriented Guided Inquiry Lesson**
Mary Ann Cahill, *Boise State University*

3:00 pm - 4:30 pm – PAPER SESSION
Islands Ballroom, Salon D - Lobby Level

Talk and Technology in Early Literacy Instruction:

Chair:

Emily Rodgers, *The Ohio State University*

Discussant:

Jackie A. Marsh, *Sheffield University*

1. **Early Literacy and Language Coaching in Head Start: Associations Between Content, Intensity, and Teacher Behavior**
Gary Bingham, *Georgia State University*
Margaret Quinn, *Georgia State University*
Zehra Ozturk, *Georgia State University*
Stacey French-Lee, *Georgia State University*

FRIDAY

2. Integrating an iPad App Into Literacy Instruction for Struggling Readers: Teacher Perceptions and Student Outcomes

Emily Rodgers, *The Ohio State University*
Jerome D'Agostino, *The Ohio State University*
Sinead J. Harmey, *The Ohio State University*
Katherine Brownfield, *The Ohio State University*

3. Dialogic Patterns in Kindergarten ELA, A Case Study

Patricia Kawi, *University at Buffalo*
Emily Hayden, *University at Buffalo*

3:00 pm - 4:30 pm – ALTERNATIVE FORMAT SESSION Islands Ballroom, Salon F - Lobby Level

Multimodality and Literacy Education: Perspectives and Dialogic Across Research, Theory, and Practice

Chair:

Mary McVee, *University at Buffalo*

Discussants:

Caroline M. Flury-Kashmanian, *University at Buffalo*
Tyler W. Rinker, *University at Buffalo*
Andrea Tochelli, *University at Buffalo*

Recent LRA programs and literacy journals reveal a burgeoning interest in multimodality across grade levels, content, and contexts and in digital and embodied forms. This alternative format pecha kucha session seeks to take stock of where the field is at present and to raise important questions about multimodality. Experienced scholars of multimodality will consider multimodality using their own research as a backdrop to consider affordances and limitations of “multimodality” in theory, practice, and research.

1. First Panel—Reframing Multimodality: Contexts, Spaces, Methods

Richard Beach, *University of Minnesota*
Marjorie Siegel, *Teachers College, Columbia University*
Mikila Meyers, *Teachers College Columbia*
Frank Serafini, *Arizona State University*

2. Second Panel—Embodied Multimodality: Aesthetics, Arts, and Actions

Peggy Albers, *Georgia State University*
Jennifer Rowsell, *Brock University*
Lynn E. Shanahan, *University at Buffalo*
Mary McVee, *University at Buffalo*

3:00 pm - 4:30 pm – ALTERNATIVE FORMAT SESSION Islands Ballroom, Salon G - Lobby Level

International ICG Alternative Poster Session: Language and Literacy in Global Contexts

Session Organizer:

Anita Nigam, *Texas Tech University*

Chair:

Carole Janisch, *Texas Tech University*

Discussant:

Zaline Roy-Campbell, *Syracuse University*

In this alternative format session of 18 poster presentations sponsored by the LRA International Innovative Community Group, researchers share their studies reflecting various categories and in consonance with “The Dialogic Construction of Literacies.” The session lends itself to the “multiplicity of voices and perspectives that are in conversation with one another” to consider findings and their implications for improved literacy practices in global contexts.

Presenters:

Anita Nigam, *Texas Tech University*
Carole Janisch, *Texas Tech University*
April Mattix, *George Mason University*
Sydney Alexia Merz, *George Mason University*
Ji Guo, *University of Nebraska Lincoln*
Guy Trainin, *University of Nebraska-Lincoln*
Jiening Ruan, *University of Oklahoma*
Lijun Jin, *Towson University*
Linda B. Gambrell, *Clemson University*
Anastasia Honer, *Clemson University*
Chris L. Massey, *Clemson University*
Heather McCrea-Andrews, *Clemson University*
Sangho Pang, *Clemson University*
Deanna Ramey, *Clemson University*
Riku Korkeamaki, *University of Oulu*
Carolina Melo, *Universidad de los Andes*
Pelusa Orellana, *Universidad de los Andes*
Eufimia Tafa, *University of Crete, Greece*
Lolowa Al Marzouqi, *Zayed University*
Patience A. Sowa, *Zayed University*
Cynthia Schmidt, *University of Missouri-Kansas City*
Narges Kazemi Zadeh Gol, *Oakland University*
Misty Sailors, *The University of Texas at San Antonio*
James V. Hoffman, *The University of Texas at Austin*
Ran Hu, *East Carolina University*
Shea N. Kerkhoff, *North Carolina State University*
Abbey Christine Krall Graham, *NCSU*

Stephanie P. Jones, *University of Georgia*
 Wendy A. Crocker, *University of Western Ontario*
 Xiaoming Liu, *Towson University*
 Xun Zheng, *Connecticut Chinese Language Academy*
 Guofang Li, *Michigan State University*
 Yanjiang Teng, *Michigan State University*
 Youngeun Jee, *Michigan State University*
 Zaline Roy-Campbell, *Syracuse University*
 Nancy Pine, *Mount Saint Mary College*
 Yu Zhenyu, *China Women's University*

3:00 pm - 4:30 pm - SYMPOSIUM
Islands Ballroom, Salon H - Lobby Level

Understanding Reading Achievement: Perspectives From Three Studies

Session Organizer:

Kristin Conradi, *North Carolina State University*

Chair:

Steven J. Amendum, *University of Delaware*

Discussant:

James Cunningham, *University of North Carolina at Chapel Hill*

This symposium features three studies that focus on understanding reading achievement in an elementary population. We consider issues specific to explaining reading achievement and examine potential problems related to its measurement. The first study addresses how the influences of several factors vary based on two different comprehension measures. The second study addresses how factors predict comprehension of informational texts. The third study demonstrates how school district data can be used to create reader profiles.

- 1. Test Differences in Assessing Comprehension for Readers in a High-Poverty Setting**
 Kristin Conradi, *North Carolina State University*
 Steven J. Amendum, *University of Delaware*
 Meghan D. Liebfreund, *Towson University*
- 2. Success With Informational Text Comprehension: An Examination of Underlying Factors**
 Meghan D. Liebfreund, *Towson University*
- 3. Latent Profiles of Third Grade Readers**
 Steven J. Amendum, *University of Delaware*
 Kristin Conradi, *North Carolina State University*
 Temple Walkowiak, *North Carolina State University*
 Meghan D. Liebfreund, *Towson University*
 Jill S. Jones, *North Carolina State University*

3:00 pm - 4:30 pm – PAPER SESSION
Islands Ballroom, Salon J - Lobby Level

Metacognition and Self-Regulated Strategy Instruction in High School and College Contexts

Chair:

Carmen Gordillo, *Rutgers University*

Discussant:

Kouider Mokhtari, *The University of Texas at Tyler*

- 1. Creating Strategic Learners: Self-Regulated Strategy Instruction in Developmental Writing**
 Charles MacArthur, *University of Delaware*
 Zoi Apostolia-Philippakos, *Towson University*
 Melissa Ianetta, *University of Delaware*
- 2. The Effects of Formative, Computer-Based Assessments (CBAs) to Support High School Seniors' Reading Metacognition of Academic Texts**
 Diana Sharon Hooley, *Idaho State University*
- 3. Undergraduate Student Writing and Metacognition: A Case Study of a Public, RU/VH University**
 Aimee Cheree Mapes, *The University of Arizona*
 Amy Kimme Hea, *The University of Arizona*

3:00 pm - 4:30 pm – PAPER SESSION
Key West Room - Lobby Level

Dialogic Approaches to Writing

Chair:

Lori Norton-Meier, *University of Louisville*

Discussant:

Thomas Crumpler, *Illinois State university*

- 1. The Dialogic Interplay of Writing and Teaching Writing: Tracing Teachers' Trajectories of Participation Beyond School Walls**
 Rebecca Woodard, *University of Illinois at Chicago*
- 2. The Sam Stories: Habitual Intertextuality, Popular Culture, and Social Work**
 Robert Heggstad, *The Ohio State University*
 Min-Young Kim, *The Ohio State University*
- 3. "I'm Just Trying to be Tough, Okay": Masculine Performances of Everyday Practices**
 Diane Renee Collier, *Brock University*

3:00 pm - 4:30 pm – PAPER SESSION
Sanibel Room - Lobby Level

Place, Displaced, and Dialogic Literacies

Chair:

Antonieta Avila, *University of Wisconsin Milwaukee*

Discussant:

Mark D. Vagle, *University of Minnesota*

1. Equity and Access: Homeless Veterans Co-Construct Meaning and Identity Inside a Community Writing Workshop at a Shelter House

Rossina Zamora Liu, *The University of Iowa*

2. Place and Literacy Practice: The Role of Sense of Community in Teachers' Enactment of Critical Literacy

Faith Beyer Hansen, *Boise State University*

Anne Gregory, *Western Illinois University*

3. Mothers' Personal Literacies and Aspirations for Their Children: Voices From a Shelter for Homeless Families

Laurie Macgillivray, *University of Memphis*

Margaret Saucedo Curwen, *Chapman University*

Amy Ardell, *Chapman University*

4:45 pm - 6:00 pm - PLENARY ADDRESS TWO
Islands Ballroom A - E - Lobby Level

Chair:

Janice F. Almasi, *University of Kentucky*

Edward B. Fry Book Award Presentation

Barbara Bradley, *University of Kansas*

Introduction of Speaker

James F. Baumann, *University of Missouri*

Plenary Address: Why the Brain Changes
Everything: What Embodied Cognition Tells Us
About Literacy

George Lakoff, *University of California at Berkeley*

Professor George Lakoff has been at the center of research on how thought and language arise in the brain for over two decades. He is one of the founders of the field of embodied cognition, which studies how the brain's connections to the body and bodily experience structure both ideas - even abstract ideas - and language. Professor Lakoff observes that much of what is taught in universities is based on an outmoded theory of human reason dating back centuries. New research on the brain and mind radically changes our understanding of what human reason is, bringing in emotion, metaphor, empathy, and much more. This is not a just simple addition to our knowledge. Understanding the brain fundamentally changes our understanding of our world and ourselves - everything from politics to mathematics, from language to religion, from philosophy to human relationships. Thought is physical - in two ways. Every thought and feeling is carried out by neural circuitry in the brain that naturally gives rise to mental structures called frames and to metaphorical thought. Language is physical as well. This talk is an introduction to the new world of the brain. If you think you know how you think, think again!

6:00 pm - 6:20 pm - ANNUAL BUSINESS MEETING
Islands Ballroom A - E - Lobby Level

Silent Auction (Purchase Books)

6:30 pm - 7:30 pm

Collier Hall - Lower Level

Journal of Literacy Research Editorial Review Board

Dessert Reception (Invitation Only)

6:30 pm - 8:00 pm

Islands Ballroom Salon F - Lobby Level

Vital Issues

9:00 pm - 12:00 am

Korals - Lobby Level

Saturday • December 6, 2014

The Dialogic Construction of Literacies
64th Annual Conference of the Literacy Research Association
December 3-6, 2014 | Marco Island, FL

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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 paper presentation 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. NOTE: Roundtables marked with a chickee hut picture will present on the beach, weather permitting.

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 12:00 pm to 1:00 pm) of the Annual Conference. NOTE: Study Groups marked with a chickee hut picture will present on the beach, weather permitting.



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.

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.

2015 Area Chairs' Breakfast
7:00 am - 8:00 am
Islands Ballroom Salon F - Lobby Level

Attendee Registration Open
7:30 am - 1:00 pm
Islands A Desk - Lobby Level

Silent Auction (Purchase Books)
8:00 am - 1:00 pm
Islands A Desk - Lobby Level

8:45 am - 10:15 am - SYMPOSIUM
Captiva Room - Lobby Level

Preparing and Submitting a Paper for the Student Outstanding Research Award

Chair:

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

Discussant:

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

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

Presenters:

Cathy Compton-Lilly, *University of Wisconsin-Madison*
Nancy A. Edwards, *Berry College*

8:45 am - 10:15 am – PAPER SESSION
Caxambas 1 - Lobby Level

Educators' Perceptions of State Policy Initiatives

Chair:

Gwendolyn Thompson McMillon, *Oakland University*

Discussant:

Samantha B. Caughlan, *Michigan State University*

1. Teachers' Perceptions of CCSS, RTI, and Teacher Evaluation

David Clickner, *University at Albany*

2. Teachers' Perceptions of the Phenomenon of Value-Added Modeling in the Context of Teacher Evaluation

Tim Pressley, *Florida State University*

Alysia D. Roehrig, *Florida State University*

3. Assessment Policies Influence on Teacher Decisions About Writing

Marla King Robertson, *Texas Woman's University*

8:45 am - 10:15 am - SYMPOSIUM
Caxambas 2 - Lobby Level

Narratives as/of Marginalized Bodies: Testimonio and Reciprocal Witnessing in Literacy Inquiry

Chair:

Elizabeth Dutro, *University of Colorado Boulder*

Discussants:

Subini Annamma, *Indiana University-Indianapolis*

Kathleen Mary Collins, *Pennsylvania State University*

Drawing on critical, feminist and poststructural theories, this session explores ideas of reciprocal witnessing as theory and method in literacy research, particularly research involving bodies--researchers and/or their collaborators--that have been marginalized within systems of education. The studies shared include testimonio/ testimony generated with adult collaborators, elementary students, and preservice teachers and attend to how marginalized bodies are narrated in the content, process, and product of qualitative inquiry.

1. Storytelling From the Margins: Engaging in a Process of Testimonio With Second Grade Students

Monica Gonzalez, *University of Colorado Boulder*

2. Third Space Storytelling: Toward Problematizing an Experience as Evidence Pedagogy

Ellie Haberl, *University of Colorado Boulder*

3. Subaltern Mujerista Literacies in Educational Engineering Research

Cecilia Valenzuela, *University of Colorado Boulder*

SATURDAY

8:45 am - 10:15 am – PAPER SESSION
Everglades Room - Lobby Level

Rethinking Reading as Sociocultural Practice

Chair:

Keith Lyons, *University of Kentucky*

Discussant:

Les Burns, *University of Kentucky*

- 1. An Examination of Metacognition's "Place" in State Education Departments' Documents and Websites**
Peter Afflerbach, *University of Maryland*
Loretta Holmberg, *University of Maryland*
Brecca Faust, *University of Maryland*
Nesrin Ozturk, *University of Maryland*
- 2. Socially Constituting Middle-Grades Students as "Struggling Readers": Four Cases**
Margaret Grigorenko, *Cedarville University*
- 3. What Makes a Reader?: Understanding the Role of Identity in Readership**
Megan Munson-Warnken, *University of Vermont*

8:45 am - 10:15 am – PAPER SESSION
Islands Ballroom, Salon A - Lobby Level

Pre-Service Teachers' Work With Struggling and Marginalized Youth

Chair:

Kristen H. Perry, *University of Kentucky*

Discussant:

Kate Brayko, *University of Montana*

- 1. Dialogic Identity Formation: How Beliefs About Struggling Readers Inform Development of Teaching Identity**
Katherine Brodeur, *University of Minnesota*
Lisa L Ortmann, *University of Minnesota*
- 2. Perspectives of Pre-Service Teachers: Examining Reflections on an Intensive Diagnosis, Remediation, and Practicum Course**
Vivian Gonsalves, *University of Florida*
Julie Bader, *University of Florida*
Shaunte Duggins, *University of Florida*
Keri Madsen, *University of Florida*
Holly Lane, *University of Florida*

- 3. These Kids Can't Understand a Book Like This: The Iterative Development of a Literacy Methods Course Inside an "At Risk" School**

Shannon Henderson, *University of Alabama*

8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom, Salon F - Lobby Level

The Dialogic Construction of Argumentative Writing

Session Organizer:

David Bloome, *The Ohio State University*

Chair:

George Newell, *The Ohio State University*

Discussant:

David Bloome, *The Ohio State University*

Argumentative writing is often taught as a formal structure based on a monologic stance in which the goal is to establish a single voice and authority. However, argumentative writing can also be taught as a dialogic process in which diverse voices are juxtaposed with the potential for hybridity and synthesis. In this symposium we explore the teaching of argumentative writing as a dialogic practice focusing on the language of teachers and students.

- 1. Co-Constructions and Intertextual Links in a 9th Grade ELA Classroom**
Allison Wynhoff Olsen, *Montana State University*
- 2. Creating Tensions in the Dialogic Teaching and Learning of Argumentative Writing**
Brenton Goff, *The Ohio State University*
SangHee Ryu, *The Ohio State University*
- 3. Crafting Argument Through the Narration of Local Experience**
Min-Young Kim, *The Ohio State University*
Eileen Buescher, *The Ohio State University*
David Bloome, *The Ohio State University*

8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom, Salon G - Lobby Level

Spaces Within and Beyond: Culturally and Linguistically Diverse Youth Explore Writing in Transnational Multimodal/Multimedia Contexts

Chair:

Elizabeth C. Lewis, *Dickinson College*

Discussant:

M. Kristiina Montero, *Wilfrid Laurier University*

This symposium highlights research on culturally and linguistically diverse (CLD) youths' literacies. Study participants come from various countries including Somalia, Morocco, México, and U.S. The studies are unified by design/purpose; each examines students' myriad literacy practices, strengths and needs in hybrid spaces (e.g., community-based and summer programs, online cross-cultural collaborations). Findings suggest knowledge of history, cultural customs, previous education, out-of-school literacies, and home responsibilities can assist educators in designing transformative literacy pedagogy for CLD youth.

Presenters:

Bryan Ripley Crandall, *Fairfield University*

Janine Nieroda, *Syracuse University*

Elizabeth C. Lewis, *Dickinson College*

8:45 am - 10:15 am - ALTERNATIVE FORMAT SESSION
Islands Ballroom, Salon H - Lobby Level

Dialogically Constructing Literacies and Literacy Research: Networked Perspectives on Multimodality, Multilingualism and Digital Literacies

Session Organizer:

Lorraine Theresa Falchi, *La Escuelita*

Discussant:

Marjorie Siegel, *Teachers College, Columbia University*

This session will explore dialogism in the construction of literacies and literacy research. We will engage participants in dialogues about the inquiries we undertook and consider how these inquiries bear temporal traces of dialogues among this network of researchers. In approaching the practice of literacy learning/teaching and literacy research as dialogically constructed, we will take up questions of multimodality, multilingualism, and

digital literacies related to the dialogical spaces supporting literacy research.

1. **Dialogism in Literacy Classrooms**
Ted Kesler, *Queens College, CUNY*
2. **(Re)authoring the Dialogic Self: Digital Storytelling in an Early Elementary Classroom**
Ting Yuan, *Teachers College, Columbia University*
3. **Dialogic Construction of Literacy Across Spaces**
Julie Warner, *Teachers College, Columbia University*
4. **Tracing Echoes as Dialogic Meaning Making Across Secondary English Classrooms**
Vaughn W. M. Watson, *Teachers College, Columbia University*
5. **Heteroglossic Identity Performances of Emergent Bilinguals**
Lorraine Theresa Falchi, *La Escuelita*

8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom, Salon J - Lobby Level

Disrupting the "Grammar" of High School Content Classrooms: The Role of Learning From Text

Session Organizer:

Sheila Valencia, *University of Washington*

Chair:

Cynthia Greenleaf, *WestEd*

Discussant:

Cynthia Greenleaf, *WestEd*

This symposium includes three studies of disciplinary literacy strategies aimed at supporting project-based learning for underperforming students in high-poverty high schools. Working with the limited resources, texts, and professional development typically found in urban schools, we investigate how we iteratively, over four years, learned about the types of supports that were desirable and feasible for content teachers and their students.

1. **The Evolution of Learning From Disciplinary Text**
Sheila Valencia, *University of Washington*
2. **Curriculum Redesign to Promote Teacher Learning: Making an Educative Curriculum More Educative**
Sara Nachtigal, *University of Washington, Seattle*
3. **Student Learning From Text: The Great White Whale?**
Carol Adams, *University of Washington*

SATURDAY

8:45 am - 10:15 am – PAPER SESSION
Key West Room - Lobby Level

Transnational Lives and Literacies

Chair:

Sonia M. Kline, *Illinois State University*

Discussant:

Antonieta Avila, *University of Wisconsin Milwaukee*

1. Caribbean-US Youths' Voices on Transnationalism and Literacy Education

Allison Skerrett, *The University of Texas at Austin*

Saba Vlach, *The University of Texas at Austin*

2. Agency, Beliefs, and Practices in Constructing Literacies: Understandings From Interviews of Immigrant Families

Carrie Rogers, *Western Carolina University*

Maggie Ann Struck, *University of Minnesota*

Lori Helman, *University of Minnesota*

Amy Frederick, *University of Wisconsin-River Falls*

3. The Dialogic Construction of Border Colonia Literacies

Patrick Henry Smith, *The University of Texas at El Paso*

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

Albertina Valdez, *University of Texas at El Paso*

Integrative Research Review
10:45 AM - 12:00 PM
Islands Ballroom, Salons A-D

Chair:

Rebecca Rogers, *University of Missouri-St. Louis*

Albert J. Kingston Award Presentation

Jill Castek, *Portland State University*

Introduction of Albert J. Kingston Award Recipient

Norm Stahl, *Northern Illinois University*

Introduction of Panel

Annemarie S. Palincsar, *University of Michigan*

**2014 Integrative Research Review: A
Conversation about the Contributions of Content
Knowledge and Strategic Processing to Reading
Comprehension**

Chair and Moderator:

Annemarie S. Palincsar, *University of Michigan*

Panel:

Maren Aukerman, *Stanford University*

Rachel Brown, *Syracuse University*

Kouider Mokhtari, *University of Texas at Tyler*

Sheila Valencia, *University of Washington*

This session will be a dialogic conversation about the contributions of content knowledge and strategic processing to reading comprehension. Each panelist will provide a 5-minute research-based overview of his/her perspective on the issue. The overviews will include: (1) the participant's stance on the issue, and (2) an overview of the research literature that supports that perspective.

Following the overview, audience members will have the opportunity to discuss the issue at their tables with one another and generate questions for the panel electronically. The remaining portion of the plenary will become a dialogic conversation, guided by the moderator, in which panelists will respond to each other, questions from the moderator, and questions from audience members.

At the culmination of the session, the moderator will provide a 5-minute summation of the discussion and raise additional questions, concerns, or issues for future research to move the field forward.

STAR Post-Conference Mentoring Session
12:00 pm - 5:00 pm
Captiva Room - Lobby Level

LRA Executive Committee Meeting

12:15 pm - 2:00 pm

Everglades - Lobby Level

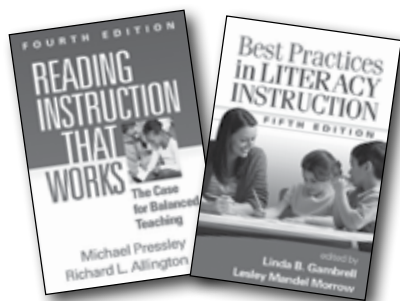
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2:30 pm - 5:00 pm

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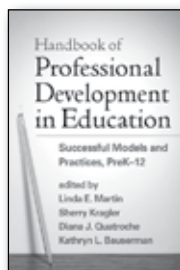
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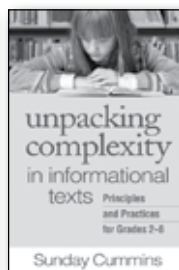
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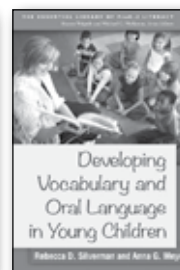
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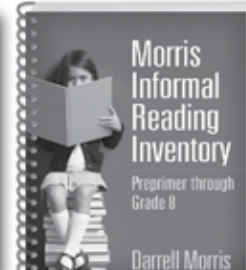
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Lee, Bridget Kiger	Midgette, Ekaterina	Pendergrass, Emily	Saal, Leah Katherine
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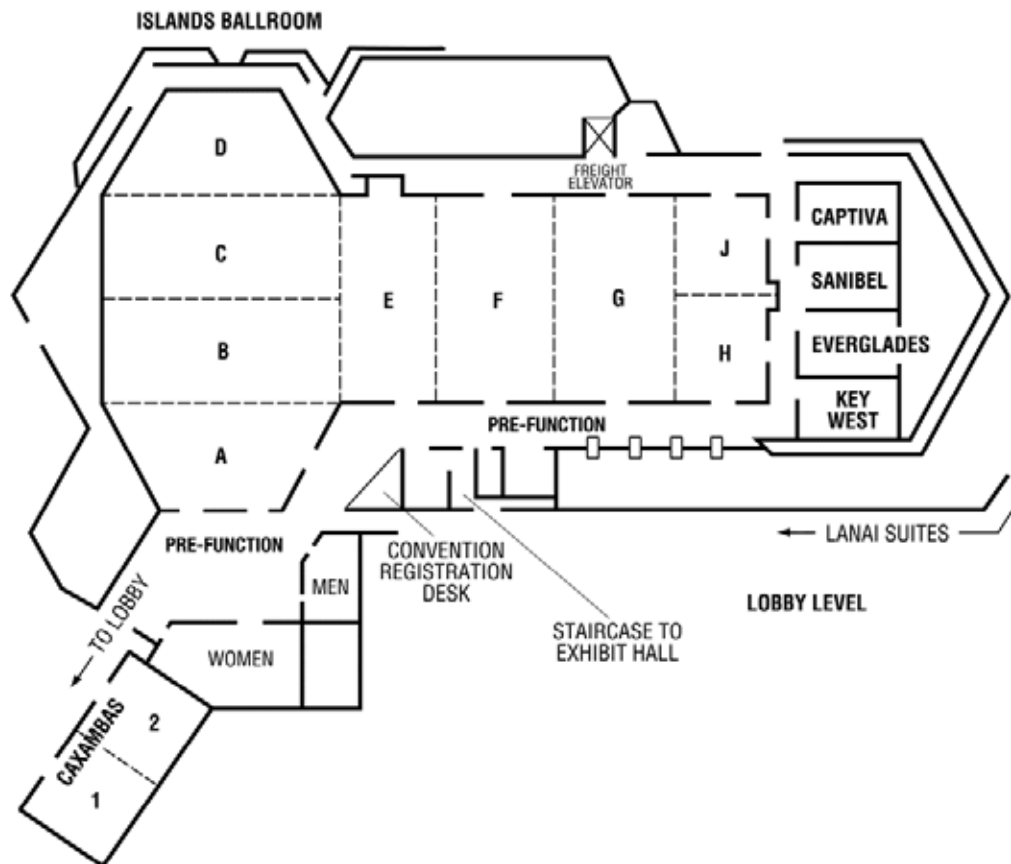
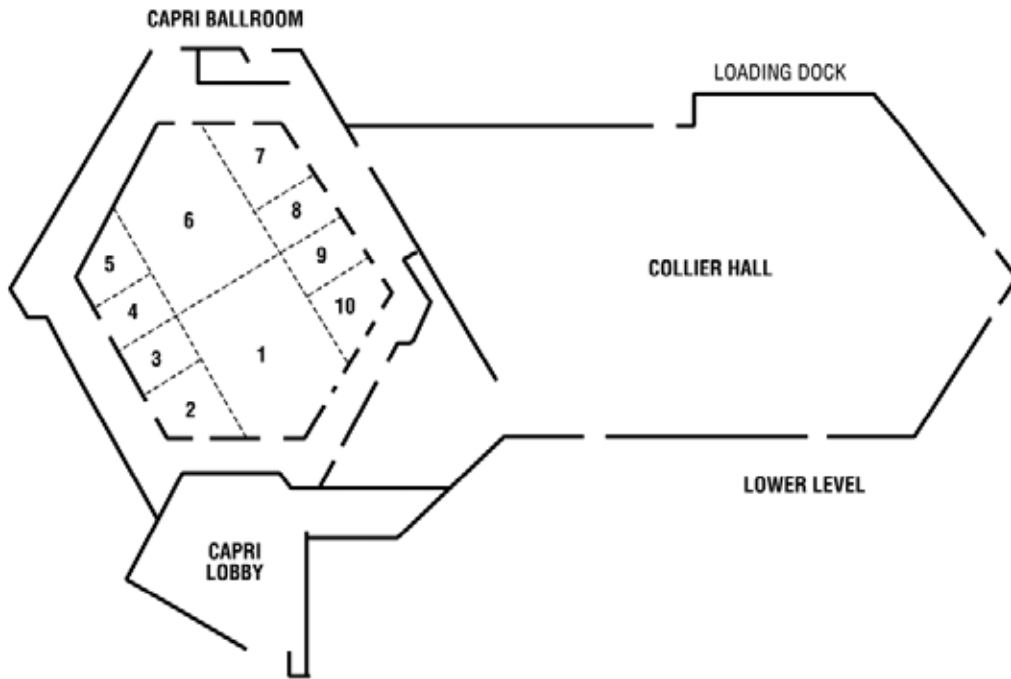
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Schallert, Diane L.
Scharer, Patricia Louise
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Sosa, Teresa
St. Onge, Caron M.
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Stoube, Deanna Mariea
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Tham, Sarah
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Thoma, Jennifer M.
Thornton, Meghan B.
Ticknor, Anne Swenson
Tochelli, Andrea

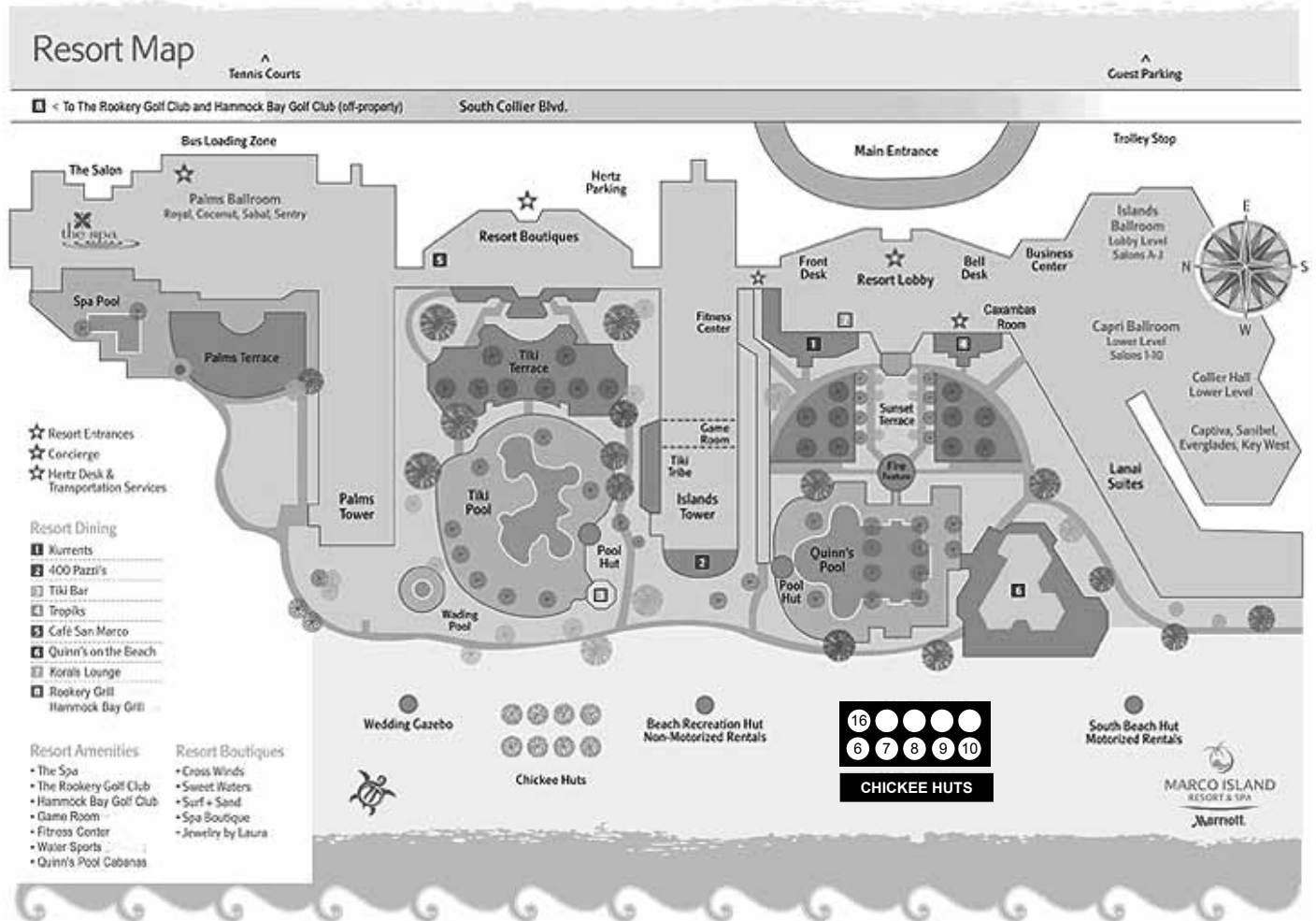
Tortorelli, Laura
Trigos-Carrillo, Lina M.
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◆ **MARCIA L. WEISS** ◆

Marcia is an internationally exhibited artist, with works held in private collections in Europe and the United States. Her fiber-based work has been exhibited in solo shows in the U. S. and France, as well as in juried shows and invitationals. Marcia's current body of work involves the creation of multilayered woven ikat textiles. In addition to spending time in her studio creating artwork, Marcia is the Coordinator of the Textile Design Bachelor of Science program at Philadelphia University. An Associate Professor, she is honored to be the Harold Neuman Textile Design Chair. Since joining Philadelphia University in 2006, Marcia has taught a variety of advanced textile design courses at both the graduate and undergraduate levels. Prior to joining Philadelphia University, she was a Professor at Savannah College of Art and Design. Marcia brings to the classroom a wide range of experience in the home furnishings and automotive upholstery segments of the textile industry, including the role of Vice President of Styling for the Burlington House division of Burlington Industries. Marcia has a Master of Fine Arts degree in Fibers from Savannah College of Art and Design and a Bachelor of Science degree in Textile Design from Philadelphia College of Textiles and Science (now Philadelphia University).