

LITERACY, EQUITY, IMAGINATION

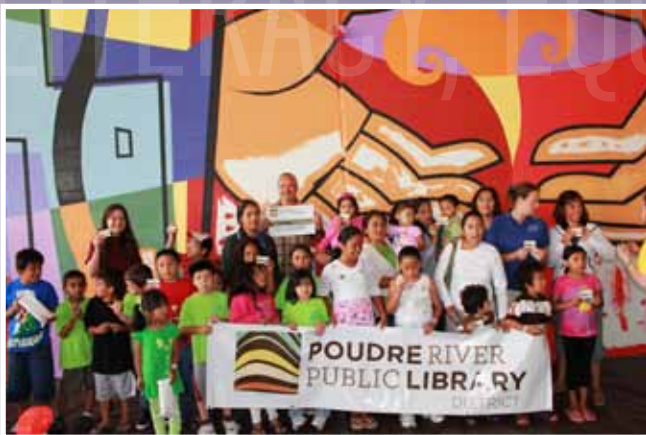
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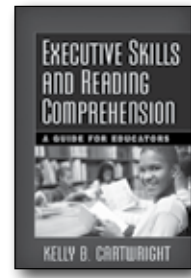
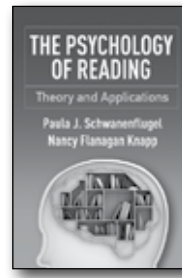
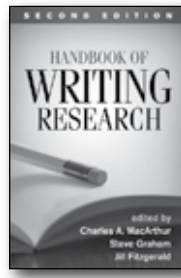
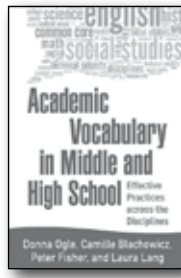
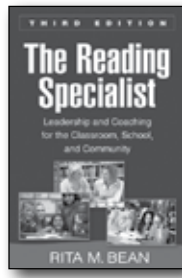
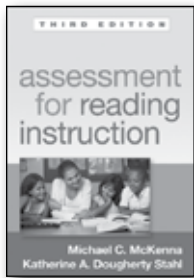
65th ANNUAL CONFERENCE

December 2-5, 2015
Omni La Costa Resort
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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 *Literacy Research: Theory, Method, and Practice*, 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 at the Registration Desk 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/Bienvenidos to the 65th Annual LRA Conference at the Omni La Costa in Carlsbad, California!

From the moment the 2015 Call for Proposals/Convocatoria de Propuestas was published, I imagined our community of scholars creating a fabulous multifaceted ‘installation’ and performance of ideas. Through the conference theme, “Literacy, Equity, and Imagination/ Literacid, Equidad, y Imaginación” I asked how we work *with* youth, adults, and educators to “create new conditions for inclusion and equity across multiple communities, languages, forums, and expressive modes.” Across the 2015 program, questions of inclusion and equity are evident, tied to questions of how and why youth and adults engage with and make sense of words and images, power and agency, in and out of school settings. Our research is located in multilingual, multiracial, and multiethnic communities, with people who are sheltered and homeless, queer and straight, with abilities realized and unrealized. We address both longstanding questions about literacy development and persistent questions about the intersections of literacy, racism, discrimination, and social change. As Gloria Anzaldúa writes, we do work that matters; *vale la pena*. The difficulties and challenges of our research are worth the effort, especially as we address increasing inequities and violence against youth and their families. We ask so much of ourselves everyday, and now we take these four days to create and reflect, as we enjoy the privilege of the Omni La Costa’s beautiful retreat center.

One of the hallmarks of the LRA conference program is its variety of formats. Co-Chair Rebecca Rogers and I invite longtime attendees to try out a new format-- paired roundtable sessions, a bilingual session, or a PecháKucha! We encourage newcomers to find their academic buddies in a lunchtime Study Group, then meet up at the Plenary Address and share your experiences and questions the next day with members of an ICG (Innovative Community Group; p. 121) or Standing Committee (see p. 122). Six Areas have Invited Sessions related to the conference theme. And everyone is encouraged to participate in the Town Hall Meeting on Thursday at 6:15 (immediately following Dr. González’s Plenary Address), to find out what matters and what we might do shape our collective future.

This year, you’ll also find a Briefing Room, (Azalea Room, Coastal Events Center), where you can gather with colleagues to reflect on the key points of your research and concerns and draft a brief statement in the form of an executive summary or policy direction. During the conference you can work with P&L committee members (Anne McGill-Franzen, Chair) and other colleagues to prepare a focused document, grounded in your

research expertise. If you want to publish this document with LRA, the P&L Chair will work with you to submit a final draft for review and approval by the Executive Board. Please join us in this initiative. What do you want to say—to your school district, state legislators, DoE, Congress—about research findings and equity, literacy research and access to resources, research methods and community engagement? LRA is ready to speak up! *!Presente!*

As you consider the focus of *your* research, I hope you will be inspired by the research and longstanding commitments to equity expressed by the Presidential, Invited, and Award-winning Plenary speakers. Plenary Addresses provide the touchstone for shared conversation and innovation in our work. All addresses will be held in the Poinsettia Ballroom at the Coastal Events Center. Please plan to attend. I have been looking forward to these addresses all year!

Janice Almasi (Presidential Address)

Presidential Address, Wednesday, Dec. 2, 4:45 -6:00.

Crossing Boundaries in Literacy Research: Challenges and Opportunities

The LRA President’s Reception will follow immediately after the Presidential Address on the Vista Terrace. All attendees are invited.

Susan Neuman (Oscar S. Causey Award)

Thursday, Dec. 3, 10:45-12:00

Opportunities to Learn: Give Kids a Fighting Chance

Norma E. González

Thursday, Dec 3, 4:45 - 6:00

Imagining Literacy Equity: Theorizing Flows of Community Practices

Michelle Fine, Friday, Dec 4, 4:45 - 6:00

Prec(ar)ious Knowledge and Neoliberal Blues: Participatory Analysis of Education Reform with Youth Engaged in Survivance

Valerie Kinloch, Joanne Larson, and Marjorie Orellana- Faulstich,

Cynthia Lewis (Moderator) Saturday, Dec 5 10:30-12:00

Literacy, Equity, and Imagination: Research with/in Communities

Saturday sessions will focus on literacy research with community partners. Community members from San Diego and Carlsbad have been invited to join the conference on Saturday morning. During the Integrated Research Review we will also celebrate the Albert J. Kingston 2015 Awardee whose distinguished

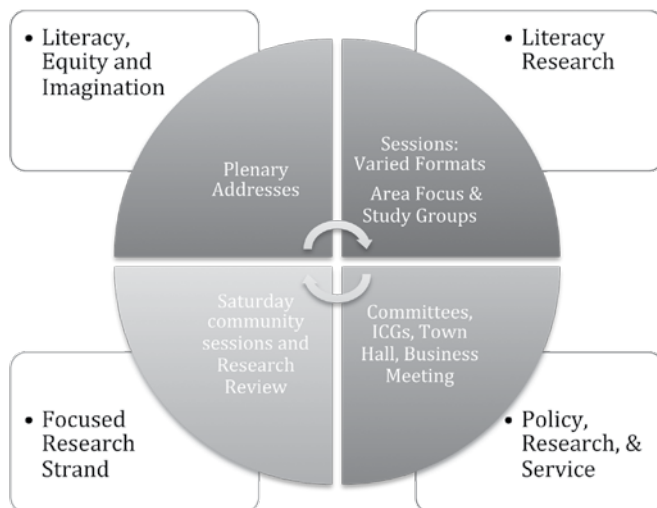
WELCOME

service to LRA exemplifies a deep commitment to community building.

We are also honored to welcome Dr. Gloria Ladson-Billings to LRA. Dr. Ladson-Billings will present *#LiterateLivesMatter: Black Reading, Writing, Speaking, and Listening in the 21st Century* during the 2015 Distinguished Scholar Lifetime Achievement Award Session on Thursday, Dec. 4, 3:00-4:30 in the Poinsettia Ballroom. Dr. González's Plenary Address will follow immediately after Dr. Ladson-Billings' presentation.

As you will see in the list of names in this program, a conference, like any sustainable community project, requires the time and skills of many knowledgeable people. I am very grateful for everyone's commitment, insights, *time*, and positive engagement on behalf of the 2015 Conference organization—Members of the Board of Directors, Area Chairs, Awards Committee Chairs and Members, ICG Representatives, Committee Chairs, all of the Executive Members, and our KWMG staff. I am especially grateful to Janice Almasi, President, and Rebecca Rogers Vice President and Conference Co-Chair. I also want to thank Gwen McMillon (Treasurer), Allison Volz, Carmen Medina, Cathy Compton-Lilly, and Karen Wohlwend for their advice and support as members of the Conference Committee. Please thank them as you meet or pass by on your way to a session.

Conference spaces for research and engagement...



I hope this overview will give you a sense of the 'flow' of events and experiences LRA offers. You may want to use the SCHED app to help plan your conference schedule.

Special Events and Opportunities:

- Presidential Reception (Wed)
- Newcomers' and Graduate Students' Breakfast (Thurs am)
- Distinguished Scholar Lifetime Achievement Award Session
- PechaKucha (Vital Issues) in the Executive Learning Center (Fri)
- Thursday Town Hall Meeting (post-Plenary)
- Friday Annual Business Meeting (post-Plenary)
- Briefing Room (Wed-Sat)
- Silent Auction (Wed-Fri)

After the 2015 Conference:

Submit your Paper /s to *Literacy Research: Theory, Method, and Practice* (Formerly LRA Yearbook)

- Sign up on AllAcademic to be a reviewer, discussant, or chair in 2 or 3 Areas
- Submit Proposals for the LRA 2016 Conference:
Submit your proposal by March 1, 2016 for the LRA 2016 Conference, which will be held at the Omni/Nashville in Nashville, TN. The 66th LRA Conference will be co-chaired by Rebecca Rogers and Gay Ivey. Please direct your questions about proposals to Rebecca Rogers.

I hope you find inspiration and rejuvenation throughout your conference experience!

Patricia Enciso
2015 Program Chair and President-Elect

IN MEMORIAM



Arthur N. Applebee

His brilliance, smile, gentleness, intellect, humor, kindness, and collegiality are just some of the qualities we will miss most. The quiet, mighty presence of Arthur Applebee is painfully absent from the University at Albany and worldwide communities of literacy and language learning scholarship. Internationally renowned for his seminal scholarship in those fields, Arthur died suddenly on September 20, following a brief illness. At his retirement in August 2015, Arthur was a SUNY Distinguished Professor in the School of Education, Chair of the Department of Educational Theory & Practice, and Co-Director of the National Research Center on English Learning & Achievement.

With degrees from Yale, Harvard, and the University of London, his work focused on how children and adults learn the specialized forms of language required for success in school, life, and work. His research reframed the ways in which both scholars and practitioners think about critical issues in language learning by interconnecting reading, writing, speaking, thinking, and learning across disciplines.

Arthur was a prolific writer, publishing 25 books and monographs, over 100 journal articles and other publications over his remarkable career, many of which became classics in his field. This includes his first book *Tradition and Reform in the Teaching of English* (1974). Other especially influential books include *The Child's Concept of Story* (1978), *Writing in the Secondary School* (1981), *How Writing Shapes Thinking* (with J. Langer, 1987), *Literature in the Secondary School* (1993), and *Curriculum as Conversation* (1996). His most recent book (2013 with J. Langer) is *Writing Instruction That Works: Proven Methods for Middle and High School Classrooms*.

International, national, state, and local policymakers and educators sought Arthur out for advice on effective approaches to language and literacy education. For example, beginning in the early '70s, he advised the National Assessment of Educational Progress, helping to design, implement, interpret, and report a continuing series of evaluations of the educational attainment of U.S. students. Colleagues and graduate students, too, sought him out for advice about their dissertations and/or career options. Many report that he was "the most important influence on my career."

He spent eight years as editor of *Research in the Teaching of English*, was a past president of the National Conference on Research in Language and Literacy, and in 2004 was inducted into the Reading Hall of Fame. Other awards include the National Council of Teachers of English Russell Award for Distinguished Research in the Teaching of English, appointment as a Fellow of the American Educational Research Association, and the SUNY Chancellor's Award for Research Excellence.

Arthur shared his life's work with his wife and research partner, Judith Langer; the pair were the first husband and wife to each hold the positions of Distinguished Professor, the highest rank in the State University of New York system. He was much respected and beloved as professor, colleague, collaborator, advisor, mentor, and friend for scholars and educators on the University at Albany campus and across the nation. He is missed by all.

Colleagues from the University at Albany School of Education

IN MEMORIAM



Alan E. Farstrup

Most LRA members probably associate Alan Farstrup's participation in LRA/NRC with his more official role (Executive Director of IRA from 1992-2009 and before that Director of Research from 1984-1992) as a liaison to another professional literacy organization. And he dispatched that role with remarkable diplomacy and a generous disposition—going out of his way to welcome a newcomer, greet an old friend, or compliment the quality of a presentation by a nervous graduate student making his or her first presentation at a national conference.

But my recollections of Alan at NRC go back much farther—to the 1970s, when he was a newcomer—a graduate student (and my teaching assistant!!) from the University of Minnesota, then a brand new professor at the brand new University of Texas at San Antonio, or to the early 1980s when he was a mid-career scholar from the University of Rhode Island. Granted, Alan was always the soft-spoken respectful soul who was sensitive to the needs of the newcomer, but he was enough of a jokester to win one of those infamous awards given for outrageous behavior in that era of NRC. When it came to a professional ribbing, he could give as good as he could get. And that deep-seated collegiality was an important part of what made him so special, so vulnerable, so warm, and so supportive as a colleague.

It is often said of Alan that more than any other leader of IRA (now ILA), he was the one who was most responsible for putting the I in IRA. Alan not only supported the international thrust of IRA, he embodied it—being bilingual in Danish and English and tolerably competent in Swedish and German. Our friends from such far flung locales as Europe, Asia, the South Pacific and Africa have, in reflecting on Alan's contributions, uniformly praised his sensitivity to the international responsibility of IRA.

Less obvious but equally important are his contributions to research. It was not so much that Alan did original research (although a perusal of his vita in the 1970s and early 1980s documents those contributions) as it was that he supported and nurtured the research of the profession. Both during his tenure as IRA's director of research for 7 years from 1985 to 1992 and in the following 17 years as Executive Director of IRA, he was a champion of research-based practice as a basic and consistent policy position of IRA and the literacy research community writ broad, including LRA. He walked the talk of research-based practice in the three volumes of "What Research Says about Reading Instruction" that he co-edited with Jay Samuels for IRA. They remain seminal contributions to this day.

Those of us who knew him well will also cherish his legacy as a father, husband, and friend. He was loyal to a fault (he forgave me all too many professional sins), he and Susan shared a special and unique commitment to one another for almost 50 years, and no one loved his child more nor was prouder to be a parent of their son Adam than Alan. A proud memory for me is the annual sharing of pictures and stories of the numerous exploits of offspring.

We have lost but will long remember Alan as a committed colleague and valiant friend. That we knew him and learned from him makes us better members of our profession.

P. David Pearson, University of California, Berkeley

MAJOR ADDRESSES

Presidential Address - Wednesday, December 2, 2015
4:45 pm - 6:00 pm, Poinsettia I-III

Crossing Boundaries in Literacy Research: Challenges and Opportunities
Janice Almasi, *University of Kentucky*



Janice Almasi

Oscar S. Causey Address – Thursday, December 3, 2015
10:45 am - 12:00 pm, Poinsettia I-III

Opportunities to Learn: Give Kids a Fighting Chance
Susan Neuman, *New York University*



Susan Neuman

Distinguished Scholar Lifetime Achievement Presentation –
Thursday, December 3, 2015
3:00 pm - 4:30 pm, Poinsettia I

“#LiterateLivesMatter”: Black Reading, Writing, Speaking, & Listening in the 21st Century
Gloria Ladson-Billings, *University of Wisconsin-Madison*



Gloria
Ladson-Billings

Invited Plenary Address – Thursday, December 3, 2015
4:45 pm - 6:00 pm, Poinsettia I-III

Imagining Literacy Equity: Theorizing Flows of Community Practices
Norma González, *University of Arizona*



Norma Gonzalez

Invited Plenary Address – Friday, December 4, 2015
4:45 pm - 6:00 pm, Poinsettia I-III

Prec(ar)ious Knowledge and Neoliberal Blues: Participatory Analysis of Education Reform
with Youth Engaged in Survivance
Michelle Fine, *Graduate Center, CUNY*



Michelle Fine

Integrative Research Review – Saturday, December 5, 2015
10:45 am - 12:00 pm, Poinsettia I-III

Literacy, Equity, and Imagination:
Research with/ in Communities

Cynthia Lewis, *University of Minnesota, Moderator*
Marjorie Orellana-Faulstich, *UCLA*
Valerie Kinloch, *The Ohio State University*
Joanne Larson, *University of Rochester*



Cynthia Lewis



Marjorie
Orellana-Faulstich



Valerie Kinloch



Joanne Larson

2015 AREA CO-CHAIRS

Program Chair: Patricia Enciso, *The Ohio State University* • Associate Chair: Rebecca Rogers, *University of Missouri-St. Louis*

AREA 1. PRE-SERVICE TEACHER EDUCATION IN LITERACY

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AREA 4. LITERACY ASSESSMENT, EVALUATION, AND PUBLIC POLICY

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AREA 6. ADOLESCENT, COLLEGE, AND ADULT LITERACY PROCESSES

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AREA 7. SOCIAL, CULTURAL, AND POLITICAL ISSUES OF LITERACY PRACTICES IN AND OUT OF SCHOOL

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AREA 8. LITERACY LEARNING AND PRACTICE IN MULTILINGUAL AND MULTICULTURAL SETTINGS

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AREA 9. TEXT ANALYSIS/CHILDREN'S, YOUNG ADULT, AND ADULT LITERATURE

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AREA 11. RESEARCH THEORY, METHODS, AND PRACTICES

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Adult Literacy Study Group

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Alternate Publications: Exploring literacy in the open Study Group

Greg McVerry, *Southern Connecticut State University*

Approaches to Discourse Analysis

Amy Vetter, *University of North Carolina at Greensboro*

Julie Ellison Justice, *Elon University*

Christine Mallozzi, *University of Kentucky*

Laura Taylor, *University of Texas at Austin*

Approaches to Studying Graphic Novels

Stergios Botzakis, *University of Tennessee, Knoxville*

Approaches to Video Data Analysis in Literacy Research

Julie Coiro, *University of Rhode Island*

Critical Literacy and Social Justice Study Group

Carol Jeanne Delaney, *Texas State University*

Culturally Responsive Literacy Instruction

Susan Chambers Cantrell, *University of Kentucky*

Doctoral Students Innovative Community Study Group

Katherine Brodeur, *University of Minnesota*

Colleen Whittingham, *University of Illinois*

Drama and Literacy Study Group

Bridget Kiger Lee, *The Ohio State University*

Brian Edmiston, *The Ohio State University*

Early Authoring as Multimodal Embodied Practice: Opening a Dialogue

Melanie Reaves, *Northern Michigan University*

History of Literacy Study Group

Norman A. Stahl, *Northern Illinois University*

If I Knew Then...LRA Research Study Group

Kelly Puzio, *Washington State University*

David O'Brien, *University of Minnesota*

International Research on Literacy Teaching and Teacher Education Study Group

Lori Dzop Assa, *Texas State University*

Xiaoming Lui, *Towson University*

Zaline Roy-Campbell, *Syracuse University*

Jiening Ruan, *University of Oklahoma*

Katina Zammit, *University of Western Sydney*

Literacy Lab/Reading Clinic Study Group

Cheryl Dozier, *University at Albany*

Critical Race Theory Study Group

Judson Laughter, *University of Tennessee*

Keonghee Tao Han, *University of Wyoming*

Living the Writerly Life in Academia

Johna L. Faulconer, *East Carolina University*

New Movements of Affect and Emotion in Literacy Studies Study Group

Christian Ehret, *McGill University*

Newcomers: Navigating Language, Policy, and Practice with Rural English Language Learners

Anne Gregory, *Western Illinois University*

Public Engagement and Literacy Research

Carolyn Colvin, *University of Iowa*

Response to Intervention: Implementation of Literacy instruction with Equity and Imagination at the Core.

Valerie Robnolt, *Virginia Commonwealth University*

Joyce Warner, *Barry University*

Teacher Education Research Study Group (TERSG)

Joy Myers, *James Madison University*

Transitional literacies and Multilingual Imagination

Aria Razfar, *University of Illinois at Chicago*

Iliana Reyes, *University of Arizona*

Word Study Study Group: Vocabulary and Spelling

Donald Bear, *Iowa State University*

Kevin Flanigan, *West Chester University of Pennsylvania*

Writing Research Study Group: Writing Assessment with Special Guests

Zoi A. Philippakos, *University of North Carolina at Charlotte*

Noreen Susan Moore, *William Paterson University*

Vicki McQuitty, *Towson University*

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

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

**Public Engagement and Literacy Research
Clubhouse, Parlor, Lobby Level**

Presenters:

Rossina Liu, *The University of Iowa*
Kate Kedley, *The University of Iowa*

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 explore literacy research and public scholarship by discussing its opportunities and challenges.

**Adult Literacy Study Group: Literacy for Equity and Imagination in Education, Workplaces, Families, and Communities
Clubhouse, Veranda, Lobby Level**

Presenters:

Daphne Greenburg, *Georgia State University*
Norma González, *The University of Arizona*
Tisha Lewis Ellison, *Georgia State University*
P. Zitlali Morales, *University of Illinois, Chicago*
Bill Muth, *Virginia Commonwealth University*
Silvia Nogueron-Liu, *University of Georgia*
Kristen Perry, *University of Kentucky*
Leah Katherine Saal, *Loyola University, Maryland*
Donita Shaw, *University of Kansas*

The Adult Literacy Study Group develops and supports collaborations among junior and senior scholars and also raises awareness of the acute need for adult literacy research. Each day of the study group will focus on a broad framework of adult literacy. Researcher-leaders in the field will guide the day’s conversation circle and collaboration around the adult literacy contexts below. Wednesday: Adult English Learners & Sociopolitical Contexts Thursday: Family Literacy Friday: Instruction, Assessment, & Policy

**Alt. Pub Study Group: Exploring
Literacy Research in the Open
Coastal Events Center, Carnation, Upper Level**

Presenters:

Elfrieda H. Hiebert, *TextProject*
William Ian O’Byrne, *University of New Haven*
Elizabeth Baker, *University of Missouri*
Peggy Semingson, *University of Texas, Arlington*

Alt. Pub, or alternative publications, recognizes all academic discourse, as a literacy practice, is situated in power relationships and cultural meaning (Street, 2008). We seek outlets that are openly-networked, open-licensed, while contributing to both knowledge and community development. This study group seeks to explore the impact alternative routes to publishing play in literacy research. We will discuss recommendations for open publications, debate the role of rigor, and try out new tools.

**Approaches to Video Data Analysis in Literacy
Research
Coastal Events Center, Executive Learning Center,
Lower Level**

Frank Serafini, *Arizona State University*
Roberto de Roock, *Arizona State University*
Ibrar Bhatt, *Lancaster University*
Lizabeth Ann Guzniczak, *Oakland University*

Our study group is designed to 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.

**Approaches to Discourse Analysis Study Group
Coastal Events Center, Gardenia I, Upper Level**

We have two purposes: To support researchers of all experience levels with discourse analysis research in literacy, and to develop publications (e.g., articles). This year we will look at the centrality of imagination and improvisation in our work as literacy researchers and teacher educators, as we collaborate with children and teachers in creation of new conditions for inclusion and equity across communities, languages, and expressive modes.

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

Approaches to Studying Graphic Novels Coastal Events Center, Gardenia II, Upper 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 offers 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.

Critical Literacy and Social Justice Coastal Events Center, Iris I, Lower Level

This study group will focus on critical literacy, mainly based on the Freirean approach, which puts social justice at the forefront. We will facilitate discussions of the various models of critical literacy, including past and future research. This strongly relates to the conference theme of literacy, equity, and imagination.

Culturally Responsive Literacy Instruction Study Group Coastal Events Center, Iris II, Lower Level

Presenters:

Wednesday

AnnMarie Gunn, *University of South Florida, St. Petersburg*
Sue Larson, *Judson University*
Shaile Rao, *Western Michigan University*

Thursday

Carol Lee, *Northwestern University*
Alfred Tatum, *University of Illinois, Chicago*
Arlette Willis, *University of Illinois*

Friday

Catherine Compton-Lilly, *University of Wisconsin, Madison*
Pamela Mason, *Harvard University*
Susan Neuman, *New York University*

The Culturally Responsive Literacy Instruction (CRLI) Study Group will discuss key issues facing researchers and educators who are interested in CRLI, including major models for CRLI, research tools, practices and recent developments, and necessary directions for moving the agenda for CRLI forward. The study group will be a space for educators and researchers to consider CRLI as a vehicle

for inclusion and equity across multiple communities, languages, forums, and expressive modes.

Literacy Lab/Reading Clinic Study Group Coastal Events Center, Marigold, Lower Level

Presenters:

Theresa A. Deeney, *University of Rhode Island*
Barbara Laster, *Towson University*

The 2015 Literacy Lab/Reading Clinic Study Group sessions offer directors of literacy labs and reading clinics opportunities to share successes, concerns, and research interests. This study group is of utmost importance given the national agenda to provide more clinically rich experiences in teacher preparation. Each year, topics generated during study group sessions have focused on current issues in school settings and how to effectively prepare future literacy educators. Discussions have led to collaborative research projects.

Doctoral Students' ICG Series: Navigating Research for Novice Scholars Coastal Events Center, Orchid I, Lower Level

Presenters:

Kelly Chandler-Olcott, *Syracuse University*
D. Ray Reutzell, *Utah State University*
Richard L. Allington, *University of Tennessee*
Kelly B. Cartwright, *Christopher Newport University*
Judith Franzak, *Salisbury University*
Janet Richards, *University of South Florida*
Diane H. Tracey, *Kean University*
Elizabeth Baker, *University of Missouri*
Jennifer Clifton, *University of Texas at El Paso*

The 2015 DSICG Study Group series will focus on navigating the research process, including the topics: Presenting and Navigating Presentations at a Research Conference with Drs. Kelly Chandler-Olcott and D. Ray Reutzell (Wednesday); Navigating the IRB Process with Drs. Richard Allington, Kelly Cartwright, Judith Franzak, Janet Richards, and Diane Tracey (Thursday); and Navigating From Presentation to Publication with Drs. Elizabeth A. Baker and Jennifer Clifton, editors of *Literacy Research: Theory, Method, and Practice* (Friday).

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

Newcomers: Navigating Language, Policy, and Practice with Rural English Language Learners Coastal Events Center, Orchid II, Lower Level

Presenters:

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

As a continuation of last year's discussion, this session examines poverty found in rural schools (Salant, 2008) and the changing demographics of rural agrarian communities that depend upon migrant/undocumented labor (Kandel & Parrado, 2005). It provides a forum for examining what is needed to prepare all teachers to address the needs of the communities in which they find themselves working.

Transnational Literacies and the Multilingual Imagination Study Group Coastal Events Center, Poinsettia I, Upper Level

Our purpose is to create a space to discuss emergent issues for researchers and teachers of all culturally and linguistically diverse students and families. We aim to support the development of broad understandings of transnational and multilingual literacies to extend current research, which has focused predominantly on Mexican and Latin American transnationals, by considering the literacies of transnational students from Africa, Asia, the Middle East, and other regions.

Response to Intervention: Implementation of Literacy Instruction with Equity and Imagination at the Core Coastal Events Center, Poinsettia II, Upper Level

Presenters:

Lois Kowalczyk Haid, *The PepperHill Group*
Jennifer Jones, *Radford University*
Jodi G. Welsch, *Frostburg State University*
Barbara Marinak, *Mount St. Mary's University*

Among issues that will be considered and discussed are how literacy researchers are examining and critiquing the ways in which policy and the roles of various stakeholders affect the implementation of RTI's impact on literacy access, equity, and social justice in an age of reform.

Word Study: Phonics, Vocabulary and Spelling Coastal Events Center, Poinsettia III, Lower Level

Chair:

Donald R. Bear, *Iowa State University*

Presenters:

Stephanie Davis, *University of North Carolina, Greensboro*
Jeff Elmore, *MetaMetrics*
Dianna Townsend, *University of Nevada, Reno*

Facilitators will share research and guide discussions. Topics include: 1) Auto-morpho-hybrid-ization: A hybrid approach to computational modeling of word morphology; Adolescent Readers at the Emergent Level: Academic Word Knowledge in Academic Achievement; 2) Morphological Awareness Instruction in the Content Areas; Key Ingredients of Word Study; and 3) Word Study PD: How Do We Orchestrate the How and Why to Maximize Follow-Up Implementation?; Providing Ongoing Professional Development in Word Study. A few additional Pecha Kucha-styles presentations will be accepted.

Drama and Literacy Costa Del Sol Ballroom, Las Palmas I

In the U.S., as curricula are more scripted and as preparation for high-stakes reading tests dominates instruction, the arts, including dramatic approaches to teaching and learning, are being removed from classrooms. The need for understanding more about using drama in literacy has never been more urgent. In the study group, researchers will use dramatic approaches to engage participants with research-in-progress. Participants are invited to bring data and/or questions about research.

Early Authoring as Multimodal Practice Costa Del Sol Ballroom, Las Palmas II

The 2015 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. Visiting scholars will help us engage in analyzing data through small group and whole group discussions centered around three theoretical lenses—*intra-active literacies*, *play literacies*, and *genre knowledge/development*.

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

History of Literacy Study Group Costa Del Sol Ballroom, Salon A

Presenters:

Dixie D. Massey, *University of Washington*
James R. King, *University of South Florida*
Kathleen Hinchman, *Syracuse University*
Kelly Chandler-Olcott, *Syracuse University*
Sonya L. Armstrong, *Northern Illinois University*
Samuel DeJulio, *University of Texas*
T. Philip Nichols, *University of Pennsylvania*
Doris Ann Villarreal, *University of Texas, Austin*

Across the duration of the History of Literacy Study Group sessions the topics will focus on oral/life histories, historical document analysis, biography, and historical analysis of terms and trends in the field across time and space. The program will provide opportunities for individuals interested in conducting historical research to be partnered with established mentors in the field. The History of Literacy ICG serves as the sponsor of this study group.

If I Knew Then...: LRA Research Committee Study Group Costa Del Sol Ballroom, Salon B

Presenters:

Maisha Winn, *University of Wisconsin, Madison*
Valerie Kinloch, *The Ohio State University*
Cynthia Lewis, *University of Minnesota*
Peter Afflerbach, *University of Maryland*

Sponsored by LRA's Research Committee, this study group is designed to support emerging scholars—doctoral students and early career professors—into literacy research through the personal narratives of experienced researchers. Our invited speakers include: Day 1: Maisha Winn, *University of Wisconsin, Madison* and Valerie Kinloch, *The Ohio State University*; Day 2: Debbie Rowe, *Vanderbilt University*; and Cynthia Lewis, *University of Minnesota*; Day 3: Peter Afflerbach, *University of Maryland, College Park*

International Research on Literacy Teaching and Teacher Education Study Group Costa Del Sol Ballroom, Salon C

The purpose of this study group is to provide a formal space for LRA members who are engaging in international literacy research or who are interested in international literacy research to come together as a community of learners (Wenger, 1998). We will explore how ideological

models of literacy in global contexts shape our research and literacy learning and share insights, issues, and questions about international collaboration.

Teacher Education Research Study Group (TERSG) Costa Del Sol Ballroom, Salon D

Presenters:

Kenneth Kunz, *Bloomfield College and Rutgers University*
Karen Kreider Yoder, *Touro University*

Many LRA members play a role in the preparation of literacy teachers, whether through conducting literacy research or instructing and mentoring or in-service teachers. Our professional learning community, the Teacher Education Research Study Group (TERSG), considers the preparation of excellent literacy teachers to be both a professional and a personal priority. In addition, this study group provides an opportunity for educators to come together for further study of effective practices in literacy teacher education.

Literacy, Equity, and Imagination: Critical Race Theory Study Group Costa Del Sol Ballroom, Salon E

We will examine Whiteness and its dominating effects on literacy research and teaching. Whiteness is avoided as a topic in many institutional spaces, including the LRA. Ignoring the impact of Whiteness condones dominant forms of literacy to be the natural default position of literacy, while colonizing other literacies. To imagine equitable literacy education across multiple communities, the CRT Group focuses on the construction of Whiteness and its impact on research and teacher education.

Living the Writerly Life in Academia Costa Del Sol Ballroom, Salon F

Presenters:

Johna Lee Faulconer, *East Carolina University*
Robin Griffith, *Texas Christian University*
Elizabeth Swaggerty, *East Carolina University*
Terry Atkinson, *East Carolina University*

In an evolving world of what defines a successful academic, living the writerly life is more complex than ever. The issues to be considered during this study group are: (a) What defines the writerly life, the constructs, the

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

communities? (b) How do writers imagine the possibilities of their scholarly contributions when there are so many barriers? and (c) What mechanisms promote and sustain writing in academia?

New Movements of Affect and Emotion in Literacy Studies Study Group Costa Del Sol Ballroom, Salon G

Presenters:

Kevin Leander, *Vanderbilt University*

Gail Boldt, *Penn State University*

Ty Hollett, *Penn State University*

This study group confronts the methodological challenges of knowing and sharing affective and emotionally laden “data”. In the spirit of movement, we ask: 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 move alongside forms of emergence—pushing beyond “record and capture” modalities—are currently under-developed?

Writing Research Study Group: Writing Assessment Costa Del Sol Ballroom, Salon H

Presenters:

Paul Deane, *ETS*

Sarah Beck, *New York University*

Douglas Kaufman, *University of Connecticut*

The Common Core State Standards is an educational reform that brought an emphasis to writing instruction. Increased attention to writing, though, points to the need for reliable writing assessments that are sensitive and able to reliably assess students’ product and process. The purpose of the study group is to examine specific writing assessments, their benefits and constraints for classroom instruction. These critical examinations can also establish the grounds for additional research and development.

EVENTS AT A GLANCE

Time	Event	Room
TUESDAY, DECEMBER 1, 2015		
8:00 am - 9:00 am	Executive Committee Breakfast.....	Iris Foyer
9:00 am - 12:00 pm	Executive Committee Meeting.....	Azalea
12:00 pm - 12:45 pm	Board of Directors Luncheon.....	Iris Foyer
12:45 pm - 1:00 pm	Board of Directors Orientation.....	Iris I/II
1:00 pm - 5:00 pm	Board of Directors Meeting.....	Iris I/II
3:00 pm - 8:00 pm	Attendee Registration Open.....	Coastal Events Center Foyer
WEDNESDAY, DECEMBER 2, 2015		
7:00 am - 5:00 pm	Attendee Registration Open.....	Coastal Events Center Foyer
7:30 am - 8:30 am	Doctoral Student Innovative Community Group - Annual Sara Bruce McCraw Doctoral Student Networking Session.....	Las Palmas I
7:30 am - 8:30 am	Field Council Meeting.....	Las Palmas II
7:30 am - 8:30 am	Financial Advisory Committee Meeting.....	Gardenia I
7:30 am - 8:30 am	Policy and Legislative Committee Meeting.....	Gardenia II
7:30 am - 8:30 am	Student Outstanding Research Award Committee Meeting.....	Orchid II
8:00 am - 5:00 pm	Exhibits Open.....	Poinsettia Foyer
8:00 am - 5:00 pm	Book Display/Silent Auction Open.....	Poinsettia Foyer
8:45 am - 10:15 am	Roundtable Session 1.....	Salon D
8:45 am - 10:15 am	Concurrent Sessions.....	Pages 21 - 28
10:30 am - 12:00 pm	Roundtable Session 2.....	Salon D
10:30 am - 12:00 pm	Concurrent Sessions.....	Pages 28 - 36
12:00 pm - 1:00 pm	Study Groups.....	Pages 11 - 15
1:15 pm - 2:45 pm	Concurrent Sessions.....	Pages 36 - 43
3:00 pm - 4:30 pm	Roundtable Session 3.....	Salon D
3:00 pm - 4:30 pm	Concurrent Sessions.....	Pages 43 - 50
4:45 pm - 5:00 pm	J. Michael Parker Award Presentation.....	Poinsettia I-III
4:45 pm - 5:00 pm	Student Outstanding Research Award Presentation.....	Poinsettia I-III
5:00 pm - 6:00 pm	2015 Presidential Address: Janice Almasi.....	Poinsettia I-III
6:00 pm - 7:30 pm	President's Reception.....	Vista Terrace
9:00 pm - 12:00 pm	Vital Issues.....	Diversions
THURSDAY, DECEMBER 3, 2015		
7:00 am - 6:30 pm	Attendee Registration Open.....	Coastal Events Center Foyer
7:00 am - 8:30 am	Newcomers' & Graduate Students' Breakfast.....	Terrace Lawn
7:00 am - 8:30 am	NCRLL Open Member Meeting.....	Salon A
7:30 am - 8:30 am	Distinguished Scholar Lifetime Achievement Award Committee Meeting.....	Carnation
7:30 am - 8:30 am	Early Career Achievement Award Committee Meeting.....	Gardenia I
7:30 am - 8:30 am	Ethnicity, Race, and Multilingualism Committee Meeting.....	Gardenia II
7:30 am - 8:30 am	History Innovative Community Group (ICG) Meeting.....	Marigold
7:30 am - 8:30 am	International Innovative Community Group (ICG) Meeting.....	Iris I
7:30 am - 8:30 am	Oscar S. Causey Award Committee Meeting.....	Orchid I
7:30 am - 8:30 am	P. David Pearson Scholarly Impact Award Committee Meeting.....	Iris II
7:30 am - 8:30 am	Publications Committee Meeting.....	Orchid II

EVENTS AT A GLANCE

Time	Event	Room
THURSDAY, DECEMBER 3, 2015 (continued)		
7:30 am - 8:30 am	Research Committee Meeting	Poinsettia I
8:00 am - 5:00 pm	Book Display/Silent Auction Open	Poinsettia Foyer
8:00 am - 5:00 pm	Exhibits Open	Poinsettia Foyer
8:45 am - 10:15 am	Concurrent Sessions	Pages 53 - 60
10:30 am - 10:45 am	P. David Pearson Scholarly Impact Award Presentation	Poinsettia I-III
10:45 am - 11:00 am	Oscar S. Causey Award Presentation	Poinsettia I-III
11:00 am - 12:00 pm	2015 Oscar S. Causey Address: Susan Neuman	Poinsettia I-III
12:00 pm - 1:00 pm	Study Groups	Pages 11 - 15
1:15 pm - 2:45 pm	Roundtable Session 4	Salon D
1:15 pm - 2:45 pm	Concurrent Sessions	Pages 61 - 68
3:00 pm - 4:30 pm	Roundtable Session 5	Salon D
3:00 pm - 4:30 pm	Concurrent Sessions	Pages 68 - 75
3:00 pm - 4:30 pm	Distinguished Scholar Lifetime Achievement Session: Gloria Ladson-Billings	Poinsettia I
4:45 pm - 5:00 pm	Distinguished Scholar Lifetime Achievement Award Presentation	Poinsettia I-III
4:45 pm - 5:00 pm	Early Career Achievement Award Presentation	Poinsettia I-III
5:00 pm - 6:00 pm	Invited Plenary Address: Norma González	Poinsettia I-III
6:15 pm - 7:15 pm	Town Hall Meeting.....	Salons D-E
9:00 pm - 12:00 am	Vital Issues.....	Diversions
FRIDAY, DECEMBER 4, 2015		
7:00 am - 8:30 am	<i>Literacy Research: Theory, Method, and Practice</i> Breakfast (Invitation Only).....	Salon D
7:00 am - 7:30 pm	Attendee Registration Open.....	Coastal Events Center Foyer
7:30 am - 8:30 am	Albert J. Kingston Award Committee Meeting	Carnation
7:30 am - 8:30 am	Barr/Mosenthal <i>Handbook of Reading Research</i> Fund Committee Meeting	Gardenia I
7:30 am - 8:30 am	Doctoral Student ICG Meeting and Proposal Mentoring Project	Gardenia II
7:30 am - 8:30 am	Edward B. Fry Book Award Committee Meeting	Iris I
7:30 am - 8:30 am	Ethics Committee Meeting	Iris II
7:30 am - 8:30 am	Gender/Sexualities Innovative Community Group.....	Orchid I
7:30 am - 8:30 am	J. Michael Parker Award Committee Meeting.....	Orchid II
7:30 am - 8:30 am	Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting.....	Poinsettia I
7:30 am - 8:30 am	Technology Committee Meeting.....	Executive Learning Center
8:00 am - 3:30 pm	Book Display/Silent Auction Open	Poinsettia Foyer
8:00 am - 5:00 pm	Exhibits Open	Poinsettia Foyer
8:45 am - 10:15 am	Concurrent Sessions	Pages 79 - 87
8:45 am - 10:15 am	Roundtable Session 6.....	Salon D
10:30 am - 12:00 pm	Concurrent Sessions	Pages 87 - 94

EVENTS AT A GLANCE

Time	Event	Room
FRIDAY, DECEMBER 4, 2015 (continued)		
10:30 am - 12:00 pm	Roundtable Session 7	Salon D
10:30 am - 12:00 pm	International ICG Alternative Poster Session	Parlor (Clubhouse)
12:00 pm - 1:00 pm	Past Presidents' Luncheon (Invitation Only)	Bistro 65
12:00 pm - 1:00 pm	Study Groups	Pages 11 - 15
1:15 pm - 2:45 pm	Roundtable Session 8	Salon D
1:15 pm - 2:45 pm	Concurrent Sessions	Pages 94 - 101
3:00 pm - 4:30 pm	Roundtable Session 9	Salon D
3:00 pm - 4:30 pm	Concurrent Sessions	Pages 101 - 109
4:45 pm - 5:00 pm	Edward B. Fry Book Award Presentation	Poinsettia I-III
5:00 pm - 6:00 pm	Invited Plenary Address: Michelle Fine	Poinsettia I-III
6:00 pm - 6:20 pm	Annual Business Meeting	Poinsettia I-III
6:30 pm - 7:30 pm	Purchase Silent Auction Books	Coastal Events Center Foyer
6:30 pm - 8:00 pm	<i>Journal of Literacy Research</i> Editorial Board Dessert Reception	Marigold (Invitation Only)
8:00 pm - 9:00 pm	In Memoriam Gathering	Orchid I & II
9:00 pm - 11:00 pm	Vital Issues: PechaKucha	Executive Learning Center
9:00 pm - 12:00 am	Vital Issues	Divisions

SATURDAY, DECEMBER 5, 2015

7:00 am - 8:30 am	2015 Conference Area Chairs' Breakfast	Marigold
7:30 am - 1:00 pm	Attendee Registration Open	Coastal Events Center Foyer
8:00 am - 11:00 am	Purchase Silent Auction Books	Coastal Events Center Foyer
8:30 am - 10:00 am	Concurrent Sessions	Pages 113 - 118
10:15 am - 10:30 am	Albert J. Kingston Award Presentation	Poinsettia I-III
10:30 am - 12:00 pm	2015 Integrative Research Review	Poinsettia I-III
12:00 pm - 8:00 pm	STAR Post-Conference Mentoring Session	Marigold
12:00 pm - 2:00 pm	Executive Committee Meeting	Daisy
2:00 pm - 5:00 pm	Board of Directors Meeting	Iris I/II

SAVE THE DATES

2016 LRA ANNUAL CONFERENCE

OMNI NASHVILLE HOTEL

NOVEMBER 30 - DECEMBER 3, 2016

Wednesday • December 2, 2015

Wednesday

Literacy, Equity, Imagination
65th Annual Conference of the Literacy Research Association
December 2-5, 2015 | Carlsbad, CA

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 90 minutes.

PAIRED ROUNDTABLES

Certain papers have been paired as roundtables so that scholars might experience a more dialogic conversation with other scholars and attendees about the direction of their methods and findings.

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.

BILINGUAL SESSIONS

In these sessions, presenters will use Spanish and English as needed to express their ideas and represent their participants' voices and perspectives as fully as possible. Translations (bi-directional) may be offered within the presentation, through slides, or on handouts.

Attendee Registration Open

7:00 am - 5:00 pm

Coastal Events Center, Foyer

Field Council Meeting

8:30 am - 5:00 pm

Costa Del Sol Ballroom, Las Palmas II

Financial Advisory Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Gardenia I, Upper Level

Policy and Legislative Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Gardenia II, Upper Level

Student Outstanding Research

Award Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Orchid II, Lower Level

Doctoral Student Innovative Community Group

- Annual Sara Bruce McCraw Doctoral Student

Networking Session

7:30 am - 8:30 am

Costa Del Sol Ballroom, Las Palmas I

LRA Briefing Room: Supported by LRA Policy & Legislative Committee

7:30 am - 5:00 pm

Coastal Events Center, Azalea Board Room, Lower Level

Book Display/Silent Auction

8:00 am - 5:00 pm

Coastal Events Center, Foyer

Exhibits

8:00 am - 5:00 pm

Coastal Events Center, Foyer

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Clubhouse, Parlor - Lobby Level

Area 11

Wide-Angle Research: Expanding the Possibilities for Imagination and Improvisation in Literacy Research

Discussant:

Colleen Fairbanks, *University of North Carolina, Greensboro*

"Wide-angle" literacy research looks beyond one classroom or teacher, either by design or by necessity, and examines the influence of context. Three scholars from three different universities reframe their dissertation research by asking "What did we see with wide-angle research that we might not have seen with a narrower focus?" The session will include an overview of wide-angle research, overviews of individual projects, small group discussions with scholars, and a moderated closing discussion.

1. **Ethnography as Wide-Angle Research: Studying Literacy Teaching Practices in One Elementary School**
Melody Zoch, *University of North Carolina, Greensboro*
2. **Narrow Focus, Wide-Angle: The Literacy Ecology of one Middle School English Language Arts Classroom**
Ann D. David, *University of the Incarnate Word*
3. **Remaking the Figured World of Research: Imagination & Improvisation**
Julie Pennington, *University of Nevada, Reno*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Clubhouse, Veranda - Lobby Level

Area 11

The Imaginative Potential of Theory

Chair:

Dennis Davis, *University of Texas, San Antonio*

Panel Moderator:

Lara J. Handsfield, *Illinois State University*

Theory is a creative and imaginative endeavor that undergirds the transformational potential of literacy research, linking the pragmatic commitments of research to what might be. Yet much of this creative process remains behind the scenes in literacy research. This alternative format session will engage the audience in conversations regarding how theories and the practice of research inform one another throughout the research and dissemination process.

WEDNESDAY

1. **Engaging with Theory in a Research Project from Start to Finish**
Marcelle Haddix, *Syracuse University*
2. **Wrestling with Theory in Ongoing Collaborative Research**
Gay Ivey, *University of Wisconsin, Madison*
Peter Johnston, *University at Albany, SUNY*
3. **Theoretical Shifts Over Time in Literacy Research**
Kris Gutiérrez, *University of California, Berkeley*

8:45 am - 10:15 am – PAIRED ROUNDTABLE
Coastal Events Center, Carnation, Upper Level

Reading and Writing Engagement: Perspectives and Practices

1. **Knowledgeable Teachers and Their Perspectives on Student Engagement**
Sara Ann Beach, *University of Oklahoma*
Angela Ward, *University of Saskatchewan*
Jon Callow, *University of Sydney, Australia*
Jennifer Dorsey, *University of Oklahoma*
Klaudia Lorinczova, *Keuka College*
Maria Kovacs, *Reading and Writing for Critical Thinking International Consortium*
Rhonda Goolsby Smith, *University of Oklahoma*
Anne Michelle Burke, *Memorial University*
2. **Literacy in the Making: Imagination and Innovation**
Christiane L. Wood, *University of Wisconsin, Madison*
3. **In Search of Engaged Writing in Adolescence: A Review of the Research**
Melanie Obitz Bukartek, *University of Wisconsin, Madison*
Gay Ivey, *University of Wisconsin, Madison*
4. **“What’s Literacy Got to Do With It?”: Imagining How One Urban High School Can Be Transformed**
Joanne Larson, *University of Rochester*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Daisy, Lobby Level

Area 8

B Multilingual Practices in Immigrant and Refugee Families

1. **How Immigrant and Refugee Families in a Bilingual Family Literacy Program View First Language Maintenance**
Jim Anderson, *University of British Columbia*
Ann Anderson, *University of British Columbia*
Assadullah Sadiq, *University of British Columbia*

2. **Writing Our Future: Creating Biliterate After-School Writing Spaces for Multilingual Families**
Tracey Terece Flores, *Arizona State University*
Jessica S. Early, *Arizona State University*
3. **Mothers’ Intimate, Imaginative Literacy Practices as Pushback**
María E. Díaz, *University of Texas, Brownsville*
Kathy Marie Bussert-Webb, *University of Texas, Brownsville*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Coastal Events Center, Executive Learning Center, Lower Level

Area 10

Massive Open Online Classes (MOOCs) and Their MOOC-like Relatives: Future Possibilities for Literacy Instruction in Open, Online Spaces

Chair:

Neil Hasser, *University of California, Berkeley*

Discussant:

Michael Manderino, *Northern Illinois University*

Presenters:

Hiller Spires, *North Carolina State University*
Shea N. Kerkhoff, *North Carolina State University*
Sue Ringler-Pet, *Central Connecticut State University*
Neil Hasser, *University of California, Berkeley*
Katarina N. Silvestri, *State University of New York, Buffalo*
William Ian O’Byrne, *University of New Haven*

This alternative Pecha Kucha session uses multiple methods united by similar perspectives to investigate shifts in the space and stuff of learning through studies of MOOCs. The nature of literacy is rapidly evolving, and demands an expanded view of “text.” It also requires a broader, more inclusive definition of “communication,” to encompass various forms of online expression for academic and social purposes that exist in new, hybrid-learning spaces.

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 6

Discursive, Dramatic, and Everyday Embodied Engagements with Texts

1. **From Page to Stage: Design and Embodiment of Characterizations in Youth Drama**
Treavor Bogard, *University of Dayton*

2. **Picturing Textual Bodies and Textual Objects: Teens' Photoethnographic Self-Studies of Their Everyday Engagement with Texts**
Amanda Smith, *Michigan State University*
3. **Power Dynamics in Pair Share: A Multimodal Analysis**
Rick Coppola, *University of Illinois, Chicago*
4. **"The Soul of the Music." Attending to Purpose, Imagination, and Embodied Experience in New Literacies Research**
Allison Skerrett, *The University of Texas, Austin*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Gardenia II, Upper Level

Area 11
Disrupting Normative Practices in Literacy Research

Chair:

Keitha-Gail Martin-Kerr, *University of Minnesota*

Discussant:

Candace Kuby, *University of Missouri, Columbia*

1. **Queering Conversation Analysis: Examining Teacher Talk on LGBTQ Topics to Encourage Queer Literacies**
Stephanie Anne Shelton, *The University of Georgia*
2. **Stubbornly Faithful: Queer Memoir as a Critical Site for Survival and Social Change**
Sara Staley, *University of Colorado, Boulder*
Bethy Leonardi, *University of Colorado, Boulder*
3. **The Teacher's Chair: Vibrant Materialism in the Literacy Workshop**
Kortney Sherbine, *Framingham State University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Iris I, Lower Level

Area 3
Seeing through Multimodal Texts and Enactments in Classrooms

1. **Using Drama to Critically Read and Re-imagine Texts in the Early Childhood Classroom**
Meredith Labadie, *University of Missouri, St. Louis*
2. **Visual Language, Visual Literacy: Education à la Modes**
Dawnene D. Hassett, *University of Wisconsin, Madison*
3. **Visual Thinking as a Tool to Access Literacy Across the Disciplines: Perspectives from Classroom Teachers**
Nancy T. Walker, *University of La Verne*
Marva Cappello, *San Diego State University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Iris II, Lower Level

Area 3
Critically Engaging Scripts and Contexts of Teaching

1. **Critical Classroom Conversations: Creating Contexts That Support Teachers**
Anne Swenson Ticknor, *East Carolina University*
Leslie M. Cavendish, *High Point University*
2. **Motivated to Engage: Learning from the Literacy Stories of Teachers**
Sherry Sanden, *Illinois State University*
Deborah MacPhee, *Illinois State University*
3. **The Nature of Instruction of General-Education Teachers Who Have Positive Beliefs About Including Language Minority Learners**
Brie Doyle, *University of Maryland, College Park*
Jennifer Gray, *Marymount University*
Rebecca D. Silverman, *University of Maryland, College Park*
Patrick Proctor, *Boston College*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Marigold, Lower Level

Area 2
Writing Possible Worlds: Research, Theory, and Practice

1. **An Investigation of the A+ Model of Arts Integration: Case Study of the Impact of Arts Integration on Writing Instruction**
Margaret-Mary Sulentic Dowell, *Louisiana State University*
2. **Argumentative Writing in High-Needs Rural Schools: A Multiple Case Study**
Emily Smothers Howell, *Clemson University*
Sarah Hunt-Barron, *University of South Carolina Upstate*
Rebecca Kaminski, *Clemson University*
Rachel Sanders, *Teacher Consultant*
3. **"It's the End of the World as We Know It": How English Teachers Conceptualize Writing with Digital Technologies**
Lindy L. Johnson, *The College of William and Mary*

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8:45 am - 10:15 am - SYMPOSIUM
Coastal Events Center, Orchid I, Lower Level

Area 9

Analyzing Narrative Variants through Multidisciplinary Perspectives

Chair:

Frank Serafini, *Arizona State University*

Discussant:

James Gee, *Arizona State University*

Developing analytical frameworks for understanding narrative variants and the experiences of readers, viewers, and users requires researchers to draw on theories and methodological tools outside traditional literacy research boundaries. This symposium brings together scholars who are investigating the changing nature of the picturebook and associated narrative variants from several different disciplinary perspectives, including multimodality and social semiotics, film theory and analysis, and video game studies.

1. Analyzing Augmented Reality Applications and Picturebooks

Frank Serafini, *Arizona State University*

2. Film Analysis as a Tool for Multimodal Understanding

Dani Kachorsky, *Arizona State University*

3. A Game-Inspired Framework for Understanding Book Apps as Narrative and Play

Earl Aguilera, *Arizona State University*

Elisabeth R. Gee, *Arizona State University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Orchid II, Lower Level

Area 1

Exploring Preservice Teachers' Reflective Practices: Design-Based and Action Research Methods

Discussants:

Cynthia I. Vetter, *Texas A&M University*

Elizabeth Swaggerty, *East Carolina University*

1. Examining Knowledge: Transformational Learning through Teachers' Action Research Projects

Margaret Vaughn, *University of Idaho*

2. Teachers' Use of Educational Media and Technology in Teaching Reading: A Design-Based Study

Jeanne Paratore, *Boston University*

Lisa M. O'Brien, *Boston University*

Laura Jimenez, *Boston University*

Alejandra Salinas, *Boston University*

3. 'All Things in the Heaven and in the Earth': Understanding the Impact of iPads on Teachers' Reading Instruction and Strategies

James Lorne Nahachewsky, *University of Victoria*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Poinsettia I - Upper Level

Area 1

Struggling Readers and Reading Difficulties: Exploring Different Contexts Related to Teacher Education

Chair:

Cheryl Kreutter, *SUNY, Geneseo*

Discussant:

Mary F. Roe, *Utah State University*

1. "Don't be Disappointed with Learning Struggles"

Karen Kleppe Graham, *The University of Georgia*

2. Learning to Cope: Teachers with Reading Aversions Navigate Education

Karen Kleppe Graham, *The University of Georgia*

Chelsey May Bahlmann Bollinger, *The University of Georgia*

3. Digital Collaboration of Literacy Instruction Among Teachers

Angela J. Stefanski, *Ball State University*

Amy Leitze, *Ball State University*

Veronica M. Fife-Demski, *Ball State University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Poinsettia II, Upper Level

Area 1

Exploring Issues That Impact Quality Preparation for Literacy Educators

Chair:

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

Discussant:

Susan Lorraine Massey, *Western Illinois University*

1. Teaching Reading Lesson Planning through a Gradual Release of Responsibility

Brecca Faust, *University of Maryland*

2. Using Think-Alouds as a Pedagogical Tool to Support Teachers' Classroom Reading Instruction

Steven Kushner, *University of Illinois, Chicago*

3. The Socialization of Becoming an English Language Arts Teacher: An Interactional Analysis

Eileen Buescher, *The Ohio State University*

Brenton Goff, *The Ohio State University*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Coastal Events Center, Poinsettia III, Upper Level

Area 10

Encouraging Digital Writing Equity in Pre-K-12 Classrooms: Current Practices and Future Directions

Discussant:

Clif Mims, *University of Memphis*

In this presentation five researchers extend their published studies from the *Handbook of Research on Digital Tools for Writing Instruction in K-12 Settings*, highlighting equity issues regarding: 1) Writing With WEB 2.0 and Social Media, 2) Writing With Photography and Multimodal Technologies, 3) Integrating Technology With Writing Instruction, 4) Writing Digitally with Preschoolers, and 5) Preparing Educators to Teach Digital Literacies. Following these presentations, participants will break into groups to discuss their own and future research.

- 1. Writing with WEB 2.0 and Social Media**
Christopher Keyes, *Shippensburg University*
Lynn Baynum, *Shippensburg University*
- 2. Writing with Photography and Multimodal Technologies**
Patricia Martínez-Alvarez, *Teachers College, Columbia University*
María Paula Ghiso, *Teachers College, Columbia University*
- 3. Integrating Technology with Writing Instruction**
Jill Castek, *Portland State University*
Richard Beach, *University of Minnesota*
John Scott, *University of California, Berkeley*
- 4. Writing Digitally with Preschoolers**
Mary Ellen Miller, *Vanderbilt University*
- 5. Preparing Educators to Teach Digital Literacies**
Rachel Karchmer-Klein, *University of Delaware*
Valerie Harlow Shinas, *Lesley University*
Sohee Park, *University of Delaware*

8:45 am - 10:15 am - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas I

Re-Imagining Teacher Beliefs, Reflexivity, and Action Research

- 1. Re-Imagining "At-Risk" in Teacher Education: English Learning through STEM Literacy**
Aria Razfar, *University of Illinois, Chicago*
- 2. Organic Inquiry Cycles: Teacher-Researchers Honing Literacy Pedagogy through Action Research**
Jodene Morrell, *Teachers College, Columbia University*

3. Evolving Beliefs about Effective Literacy Methods Instruction

Sophie Degener, *National Louis University*
Ruth Freedman, *National Louis University*
Diane Salmon, *National Louis University*

4. Reflections of Choice: Turning to the Arts to Foster Teachers' Reflexive Dispositions about Teaching Emergent Literacy

Janet Richards, *University of South Florida*

8:45 am - 10:15 am - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas II

Contesting the Script: Race, Class, Gender, and Linguistic Diversity in Teaching and Learning

- 1. Imagining Beyond the Limits of Sex, Gender, and Sexuality in the Literacy Classroom**
Kate Kedley, *The University of Iowa*
- 2. Contesting Pedagogy: Urban Teachers (Re) Negotiate a Scripted Curriculum**
Chinwe Ikpeze, *St. John Fisher College*
- 3. Understanding, Rethinking, and (Re)Imagining Linguistic Diversity in the Classroom and Beyond**
Amanda Godley, *University of Pittsburgh*
Bonnie Jean Williams, *California State University, Fullerton*
April Baker-Bell, *Michigan State University*
- 4. Writing about Race, Social Justice and Life: Letters from a Young White Female Teacher in a "Freedperson's School" in Virginia During the Civil War**
Elizabeth Sturtevant, *George Mason University*
Sydney A. Merz, *George Mason University*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon A

Area 1

Discourse Analysis in Teacher Education and Professional Development

Chair:

Amy Vetter, *University of North Carolina, Greensboro*

Discussant:

Kevin Leander, *Vanderbilt University*

Four research papers explore using discourse analysis as a pedagogical tool in literacy teacher education. We framed this session conceptually with Rex and Schiller's (2009) concept of the "interactionally-aware" teacher. Each paper--research on using video analysis, research on coaching and teaching, using discourse analysis to

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unpack digital exchanges about literature, and research on classroom talk - demonstrates the benefits and challenges of using DA as an instructional tool in teacher education.

1. Using Video Analysis to Explore the Identity Positions of Teachers

Amy Vetter, *University of North Carolina, Greensboro*
Melissa Schieble, *Hunters College, CUNY*
Mark Meacham, *University of North Carolina, Greensboro*

2. Teachers' Uses of Discourse Analysis in Coaching and Teaching

Melissa Wetzell, *The University of Texas, Austin*
Beth Maloch, *University of Texas, Austin*
James V. Hoffman, *The University of Texas, Austin*
Laura Taylor, *University of Texas, Austin*
Saba Vlach, *University of Texas, Austin*
Erin Greeter, *University of Texas, Austin*
Samuel DeJulio, *University of Texas*

3. Teacher Candidates' Discourse Analyses of Interactions with Middle School Readers and Writers

Blake Tenore, *Hartwick College*

4. The Influence of Shifts in Teacher Language Use on Students' Construction of Meaning in an English Classroom

Sarah M. Lupo, *University of Virginia*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon B

Area 8

Toward a Critical-Ecological Approach in Early Childhood Teacher Education

Chair:

Haeny S. Yoon, *Teachers College, Columbia University*

Discussant:

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

This symposium reports on a set of research projects developed as part of an early childhood teacher education program reform designed to advance a critical-ecological perspective toward equitable education for culturally and linguistically diverse children and to promote bi-literacy learning. These projects involve families, community members, researchers, and teachers working together to design activity and contexts to achieve these stated goals.

1. Community Literacy Canastas

Iliana Reyes, *University of Arizona*
Rebecca Zapien, *University of Arizona*

2. Children's Photobooks

Elizabeth Butler, *University of Arizona*
Nayalin Pinho Feller, *University of Arizona*

3. Community Literacy Walks

Jesus Acosta, *University of Arizona*
Ana Fierro, *University of Arizona*

4. Spaces for Family, Community, and School Connections

Anna Iddings, *University of Arizona*
Alzira Duncan, *University of Arizona*

8:45 am - 10:15 am - PAPER SESSION
Costa Del Sol Ballroom, Salon C

Area 10

Perspectives on Online Teaching and Learning

1. A National Survey of Literacy Faculty's Beliefs and Attitudes Toward Online Courses

Sangho Pang, *Clemson University*
David Reinking, *Clemson University*

2. Literacy Practice in Online Learning Discussions

Lesley Wilton, *OISE, University of Toronto*
Clare Brett, *OISE, University of Toronto*

3. Online Doctoral Mentoring Matters

Tuba Angay-Crowder, *Georgia State University*
Jennifer Nigh, *Kent State University*
Kelli Michelle Bippert, *The University of Texas, San Antonio*
Peggy Albers, *Georgia State University*

8:45 am - 10:15 am - ROUNDTABLE
Costa Del Sol Ballroom, Salon D

Roundtable #1

1. A Duck, is a Duck, is a Duck?: Roles of Reading Specialists Today

Gilda Martinez-Alba, *Towson University*

2. Concrete Learning: Re-imagining, Re-constructing, and Re-telling Stories Through Concrete/Visual Poetry

Csaba Osvath, *University of South Florida*

3. Inquiry Into the Role of Siblings on the Independent Reading Development and Early Practices of First-Generation College Graduates

Matthew Knoester, *University of Evansville*

4. Reading the River: Traditional and Non-Traditional Literacies in Adventure Sports Education

Stephen Mogge, *Towson University*

5. **What Experiences Do Expository Books on Recommended Book Lists Offer to K-2 Students?**
Sharon Kletzien, *West Chester University of Pennsylvania*
Mariam Jean Dreher, *University of Maryland, College Park*

6. **The Effectiveness of Professional Development Designs Beliefs and Practice: Can Short-term Professional Development Affect the Relationship Between Both?**

Jacqueline Lynch, *York University*
Ron Owston, *York University*

7. **Paired Session:**

Content Area Literacy and Teacher Education

- A. **Perceptions and Practice: What Works for Teachers in Content Area Literacy Courses**
Christy Howard, *East Carolina University*
Johna Lee Faulconer, *East Carolina University*

- B. **Re-engagement for Learning: A Study of eTutoring in Content Area Literacy Instruction**
Francine Falk-Ross, *Pace University*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon E

Area 5

Vocabulary Instruction During Pre-K Book Reading

Chair:

Erica Barnes, *University at Albany, SUNY*

Discussant:

Margaret McKeown, *University of Pittsburgh*

This symposium addresses instructional methods for vocabulary terms during shared book reading sessions in preschool classrooms. Paper one describes the level and degree of support associated with sophisticated vocabulary instruction, revealing patterns of strategy use across teachers. The second paper investigates relationships between teachers' support for vocabulary terms and children's story retell and comprehension. Paper three evaluates a scalable intervention that introduces vocabulary terms through book reading, and provides additional support through teacher-guided play.

- Support for Sophisticated Vocabulary in Head Start Pre-K Classrooms**
Erica Barnes, *University at Albany, SUNY*
Thea Yurkewecz, *University at Albany, SUNY*
- Relationships Between Teachers' Vocabulary Support Behavior and Children's (Tier 2) Vocabulary Use, Story Retell, and Comprehension**
Molly Collins, *Vanderbilt University*

3. **Effects of a Scalable Teacher-Delivered Preschool Book Reading Intervention**

David Dickinson, *Vanderbilt University*
Molly Collins, *Vanderbilt University*
Elizabeth Hadley, *Vanderbilt University*
Bretta Rivera, *Vanderbilt University*
Katherine Newman, *Vanderbilt University*
Tamra Stambaugh, *Vanderbilt University*
Brenna Hassinger-Das, *Temple University*
Kathy Hirsh-Pasek, *Temple University*
Roberta Golinkoff, *University of Delaware*
Kimberly Nesbitt, *Vanderbilt University*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon F

Area 8

Implementing the ABCs of Cultural Understanding and Communication in Global Contexts

Chair:

Claudia Hilde Finkbeiner, *University of Kassel, Germany*

Discussant:

Shelley Hong Xu, *California State University, Long Beach*

This symposium includes four research studies related to the two-year long TRANSABCs that investigated the implementation of the *ABCs of Cultural Understanding and Communication* (Schmidt, 1998; Schmidt & Finkbeiner, 2006, Finkbeiner & Lazar, 2015) with pre-service and in-service teachers as well as business majors in various contexts around the globe. The TRANSABCs was a study funded by the U.S. Department of Education and the European Union (DGEAC, EACEA) in the framework of a FIPSE / Atlantis grant.

- Promoting Cultural Awareness through the ABCs: Insights from an International Research Study**
Claudia Hilde Finkbeiner, *University of Kassel, Germany*
- Learning about Power and Inequality through the ABCs Project**
Althier M. Lazar, *Saint Joseph's University, Philadelphia*

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- 3. The ABCs and Impact on Literacy Coache**
Patricia Edwards, *Michigan State University*
Susan V. Piazza, *Michigan State University*
- 4. Increasing Teacher Understanding of Different Cultures through the ABCs**
Jiening Ruan, *The University of Oklahoma*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon G

Area 3

Critical Literacy: The Safe and the Risky in Teachers' Undergraduate and Postgraduate Assignments

Chair:

Vivian Vasquez, *American University*

Discussant:

Vivian Vasquez, *American University*

Four studies investigate how pre- and in-service teachers work with critical literacy to understand the extent to which teachers are willing to take risks. The difference between 'the safe' and 'the risky' will be theorized and opened up for discussion. We support teachers to develop the imagination they need to work at the risky edge of possibility and the courage to do so, to tackle many of the sensitive social issues of our times.

- 1. Using Critical Literacy to Examine Educational Spaces**
Kerryn Dixon, *University of the Witwatersrand*
- 2. Risk Taking in In-Service and Teachers' Critical Literacy Investigations**
Hilary Janks, *University of the Witwatersrand*
- 3. Critical Literacy as a Tool for Negotiating Controversial Topics, Texts, and Identities**
Navan Govender, *University of the Witwatersrand*
- 4. Reading YAL Queerly: A Queer Literacy Framework for Inviting (A)Gender and (A) Sexuality Self-Determination and Justice**
SJ Miller, *University of Colorado, Boulder*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon H

Area 11

The Longitudinal Experience: A Hands-On Look at a Ten-Year Qualitative Study of Immigrant Children's Literacy and Identity Practices

Chair:

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

Discussant:

Marjorie Orellana-Faulstich, *University of California, Los Angeles*

Presenters:

Erin Quast, *University of Wisconsin, Madison*
Laura Hamman, *University of Wisconsin, Madison*
Stephanie J. Shedrow, *University of Wisconsin, Madison*
Brooke Ward, *University of Wisconsin, Madison*
Kristin Papoi, *University of Wisconsin, Madison*

This alternative format session will engage participants in dialogic activities to provide insight into our experience of a ten-year longitudinal qualitative research study on the literacy and identity practices of children from immigrant families. Case study researchers will provide participants with interactive opportunities to explore: logistics of conducting and managing a large study with multiple lead researchers; approaches to building lasting rapport with participants; and the role of researcher reflexivity as cases transition over time.

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Clubhouse, Parlor, Lobby Level

Area 6

Exploring Argumentation in Three Disciplines: History, Science, and Literary Reasoning

Presenters:

Cindy Litman, *Strategic Literacy Initiative, WestEd*
Stacy Marple, *Strategic Literacy Initiative, WestEd*
Cynthia Greenleaf, *Strategic Literacy Initiative, WestEd*
Willard Brown, *Strategic Literacy Initiative, WestEd*
Gayle Cribb, *Strategic Literacy Initiative, WestEd*

In this alternative session, we draw on data from multi-year collaborative teacher-research efforts to design, implement, and refine approaches to text-based argumentation in science, history, and literature classrooms. We will engage participants themselves in interactive argumentation (Chinn & Anderson, 1998) with data drawn from student work and classroom interactions, focused on inquiry questions in response to the data presented.

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Clubhouse, Veranda, Lobby Level

Area 13

Academia 101: Navigating the Journey from Graduate Student to Professional

Presenters:

Marla King Robertson, *University of Texas, Arlington*
Lorien Chambers Schuldt, *Fort Lewis College*
Gholnecsar Muhammad, *Georgia State University*
Jennifer M. Smith, *Texas Woman's University*
Mary Amanda Stewart, *Texas Woman's University*
Joseph C. Rumenapp, *Judson University*

Academia 101 is sponsored by the Doctoral Student Innovative Community Group. This session provides graduate students with information regarding the transition from student to professional. Early career professors from a diverse range of universities, including individuals who have completed post-doctoral positions, will share insights regarding the demands of their jobs, the job search, interviewing, finding and working with mentors, and vita building for all levels of doctoral students.

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Carnation, Upper Level

Area 10

Culturally & Linguistically Diverse Students and Online Resources

- Building Emergent Academic Language with English-Language Learner Preschool Children: Multi-Touch Tables and Teacher Prompts**
Catherine Anne Miller, *UC Berkeley*
- Digital Literacies as Interactional Achievements**
Roberto de Roock, *Arizona State University*
- Note-Taking Practices of English Learners in Digital Writing Composition and Online Content Acquisition**
Kristin Gorski, *Teachers College, Columbia University*
- Speaking through Digital Storytelling: A Case Study of Agency and the Politics of Identity Formation in School**
Rebecca Beucher, *Arizona State University*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Daisy, Lobby Level

Area 8

Perspectives on International Teachers' Identities and Literacies

- The Post-Colonial Language Identity Narratives of Transnational Kenyan Teachers in U.S. Universities**
Nyaboke Nduati, *Syracuse University*
- Transforming Pre-Service Teachers' Imagination and Reflection in Literacy Instruction**
Apasara Chinwonno, *Chulalongkorn University Thailand*
- Multiple Cultural Worlds in an Elementary Classroom: Revisiting Culturally Responsive Teaching**
Leslie M. Cavendish, *High Point University*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Executive Learning Center, Lower Level

Area 7

Literate Identities and Imagined Futures

- Dangling Literate Identities in Imagined Futures: Reading, Time, and Development in a K-6 Classroom**
Beth Anne Buchholz, *Indiana University*
- Latina Students Imagine Their Literate Identities**
Eva Lucia Solano, *University of Florida*
Xiaodi Zhou, *University of Georgia*
- New Literacy Practices: Imaginative Implications for 21st Century Literate Identities**
Lisa Christina Delgado Brown, *Oklahoma City University*
Sara Ann Beach, *University of Oklahoma*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 2

Early Reading and Language Learning: Programs and Teacher Expertise

- Supporting Language Development in Preschool Settings: Investigating the Knowledge, Reported Practices, and Perceived Challenges of Home- and Center-Based Preschool Educators**
Julie Dwyer, *Boston University*

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- 2. Phonological Awareness Instruction: A Program Training Design for Low-Income Children**
Pelusa Orellana, *Universidad de los Andes*
Maria Francisca Valenzuela, *Universidad de los Andes*
Kattia Muñoz, *Universidad de los Andes*
- 3. Short-term Professional Development in Language and Literacy: What Factors Can Support its Effectiveness?**
Jacqueline Lynch, *York University*
Ron Owston, *York University*
- 4. An Investigation of the Development of Pre-Literacy Skills for Preschoolers in Head Start**
Constance Beecher, *Iowa State University*
Paul Strand, *Washington State University*
Brian French, *Washington State University*

10:30 am - 12:00 pm - SYMPOSIUM
Coastal Events Center, Gardenia II, Upper Level

Area 1 Children's Literature: Windows, Mirrors, and Sliding Glass Doors for Pre-Service Teachers

Chair:

Nora A. Vines, *Appalachian State University*

Discussant:

Gwynne Ellen Ash, *Texas State University*

This symposium highlights research in teacher education that focuses on the use of authentic children's and young adult literature to prepare teachers for delivering effective, sensitive instruction. Three research studies will be presented that involve teachers as they participate in literacy and language arts methods courses, and children's literature courses. Each of the courses used an assignment to develop a deeper understanding of students' own identities and experiences.

- 1. Windows as Mirrors and Sliding Glass Doors: Using Children's Literature to Guide Pre-Service Teachers Toward a Better Understanding of Self**
Nora A. Vines, *Appalachian State University*
Ali Mitnick Wilson, *Appalachian State University*
Jewel Davis, *Appalachian State University*
- 2. Moving Beyond the Boat: Using Young Adult Literature to Scaffold Teacher Candidate's Understanding of the Immigration Experience**
Carla Meyer, *Duquesne University*
Benjamin Mast, *Duquesne University*
- 3. Changing Pre-Service Teachers' Personal and Professional Attitudes Toward Diversity through Multicultural Children's Literature**
Craig A. Young, *Bloomsburg University of Pennsylvania*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Iris I, Lower Level

Area 10

Online Interaction and Feedback

- 1. Refining a Flipped Classroom Model in a Content Area Literacy Course to Promote Teacher Reflection**
Jamie Colwell, *Old Dominion University*
Amy Hutchison, *Iowa State University*
- 2. "I wonder if...": The Process of Inquiry in Support of Students' Co-Learning From Online Discussion**
Kyle Williams, *University of Texas, Austin*
Jeongbin Hannah Park, *University of Texas, Austin*
Rachel Gaines, *University of Texas, Austin*
Eunjeong Choi, *University of Texas, Austin*
Jeonghyun Jonna Lee, *The University of Texas, Austin*
Lina Matar, *University of Texas, Austin*
Diane L. Schallert, *University of Texas, Austin*
- 3. Readers and Audience Members: An Analysis of Formative Feedback in Online Affinity Spaces**
Alecia Marie Magnifico, *University of New Hampshire*
Jen Scott Curwood, *University of Sydney*
Jayne Lammers, *University of Rochester*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Iris II, Lower Level

New Questions for English Teaching: Readers, Texts, and Contexts

- 1. Graphic Novels in a Non-Traditional AP Classroom**
Sergios Botzakis, *The University of Tennessee, Knoxville*
Rachelle Savitz, *University of Tennessee*
- 2. Negotiating Liberal Humanities Education in an Age of Common Core Standards: A Study of Language Arts Teaching in Middle School Classrooms**
Will McGinley, *University of Colorado*
George Kamberelis, *Colorado State University*
- 3. Reader Response Notebooks with Graduate Students: A Tool for Leading Literate Lives**
Ted Kesler, *Queens College, CUNY*
- 4. Bringing Mormon Discourse Out of the Twilight: Exploring How Fans Recognize, Reflect, Reinterpret, and Resist Multiple Discourses Within the Seductive Saga**
Lettice Elizabeth Pelotte, *Arizona State University*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Marigold, Lower Level

Area 2

Writing in Professional Development: New Research and Innovation Across Disciplines

- Teaching Secondary Writing to Diverse Learners in an Age of Accountability: Challenges and Implications for Professional Development**
Mary A. Avalos, *University of Miami*
Xuchys Perez, *University of Miami*
Vanessa Thorington, *University of Miami*
- Tracing Disciplinary Writing Instruction from Professional Development to Enactment**
Michelle Kwok, *University of Michigan*
- Bringing Disciplinary Literacy into STEM Classrooms: Findings from a Collaborative Inquiry-Focused Professional Development Initiative**
Christina Dobbs, *Boston University*
Jacy Ippolito, *Salem State University*
Megin Charner-Laird, *Salem State University*
- Flipped or Flopped: Evaluating Teacher Response to Flipped Literacy Professional Development**
Brooke Hardin, *Appalachian State University*
David A. Koppenhaver, *Appalachian State University*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Orchid I, Lower Level

Area 6

Young Adolescents' Reading and Writing

- Differential Vocabulary Growth Trajectories Among Adolescent Language Minority Students: A Two-Year Longitudinal Study**
Jin Kyoung Hwang, *University of California, Irvine*
Joshua Fahey Lawrence, *University of California, Irvine*
- The Opportunities to Develop Literacy Scale: An Approach to the Informed Selection and Modification of Reading Programs in Middle and High School**
Rachael Gabriel, *University of Connecticut*
Christopher Wenz, *University of Connecticut*
- Young Adolescents' Imagined Writing Futures**
Claire Lambert, *University of North Carolina, Greensboro*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Orchid II, Lower Level

Area 11

What Are We Publishing? And Why?

Chair:

Kate T. Anderson, *Arizona State University*

Discussant:

George G. Hruby, *University of Kentucky*

- "Taking Them at Their Word": A Content Analysis Examining How Literacy Research Positions the Common Core State Standards Within and Across Publications**
Aubrey N. Comperatore, *University of North Carolina*
- A Content Analysis of Ten Literacy Journals, 2009-2013**
Seth A. Parsons, *George Mason University*
Melissa Gallagher, *George Mason University*
Erin Ramirez, *George Mason University*
Karen Sutter Doheney, *George Mason University*
Susan V. Groundwater, *George Mason University*
Ainger Jan, *George Mason University*
Lesley A. King, *George Mason University*
Peet Smith, *University of Maryland, College Park*
- Does Paradigm Matter?: An Analysis of Manuscript Submissions, Acceptances, and Paradigm Trends in the LRA Yearbook**
Pamela J. Dunston, *Clemson University*
Susan King Fullerton, *Clemson University*
Mikel Walker Cole, *Clemson University*
Jacquelynn Malloy, *Clemson University*
Tracy Butler, *Clemson University*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Poinsettia I, Upper Level

Area 5

Reading Comprehension: Strategies and Assessment for English-Dominant & Spanish-Dominant Children

Discussant:

Nell K. Duke, *University of Michigan*

- Comprehension Strategy Instruction: Increasing Head Start Children's Chances for Reading Success**
Andrea DeBruin-Parecki, *Educational Testing Service*
- Impact of Diagram Design on Fourth Grade Students' Comprehension of Science Texts**
Julianne Coleman, *University of Alabama*
Erin M. McTigue, *Texas A&M University*
John Dantzler, *University of Alabama*

WEDNESDAY

3. The Relation Between Early Word Reading and Reading Comprehension Development for Language-Minority Learners and Native-English-Speaking Students

Jackie Eunjung Relyea, *University of North Carolina, Chapel Hill*

Jill Fitzgerald, *The University of North Carolina, Chapel Hill; MetaMetrics*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Poinsettia II, Upper Level

Area 1

Pre-Service Teachers' Beliefs and Experiences Teaching Writing Across Contexts

Chair:

Stacey J. Fisher, *East Tennessee State University*

Discussant:

Dana L. Grisham, *National University*

1. Multiple Voices from the Field: Pre-Service Teachers' Experiences Teaching Writing to Youth in a Juvenile Detention Center

Kristine Pytash, *Kent State University*

2. Pre-Service Teachers Envision Instructional Writing Practices for Young Authors

Leslie La Croix, *George Mason University*

Julie K. Kidd, *George Mason University*

M. Susan Burns, *George Mason University*

3. What About Writing?: A National Study of Writing Teacher Preparation

Joy Myers, *James Madison University*

Dana L. Grisham, *National University*

Roya Q. Scales, *Western Carolina University*

Thomas DeVere Wolsey, *University of Central Florida*

Sherry Dismuke, *Boise State University*

Linda D. Smetana, *California State University, East Bay*

Karen Kreider Yoder, *Touro University*

Chinwe Ikpeze, *St. John Fisher College*

Kathy Ganske, *Vanderbilt University*

10:30 am - 12:00 pm - INVITED SESSION - AREA 9
Coastal Events Center, Poinsettia III, Upper Level



Black Stories Matter: Reading African American Children's & YA Literature in the Era of the New Jim Crow

Chair:

Denise Davila, *University of Nevada, Las Vegas*

Discussant:

Karla J. Möller, *University of Illinois, Urbana-Champaign*

From Ferguson, Missouri to Sanford, Florida, and from New York to Baltimore, the question of race continues to be one of the most pressing of our times. At a time when African Americans count among their numbers some of the most admired people in our nation and world, as well as some of the most maligned, this panel seeks talk about the ways that Black stories matter. Within the quilt of American literature, language, and life, there have always been many stories about "Black folks" that vary according to any number of factors: historical period, region of the United States, religion, national origin, socioeconomic class, and citizenship status. Today, spaces are opening (albeit slowly) for authors to explore a greater diversity of possibilities for Black children and youth. Whether these new spaces will expand into a renaissance or disappear altogether is a critical question the field currently faces. This panel examines how African American children's and young adult literature might be read, taught, and enjoyed as an essential cipher for decoding the meaning of the collective American story.

1. 'Black Lives Matter': Reading a Novel to Corroborate Contemporary Racism

Wanda Brooks, *Temple University*

Susan Browne, *Rowan University*

2. Healing Fictions?: The Challenges (and Possibilities) of Restorying African American History through Youth Literature

Ebony Elizabeth Thomas, *University of Pennsylvania*

Sherea Mosley, *University of Pennsylvania*

3. "Girl, How is You Living Up in Here?": Exploring Tash's Intersectional Queerness in Jacqueline Woodson's *After Tupac and D. Foster*

Caitlin Law Ryan, *East Carolina University*

Jill M. Hermann-Wilmarth, *Western Michigan University*

10:30 am - 12:00 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas I

Area 5

Drama, Play, and Literacy with Young Children

Discussant:

Deborah Wells Rowe, *Vanderbilt University*

1. Teachers' Responsiveness to Preschoolers' Utterances in Sociodramatic Play

Sohyun Meacham, *University of Northern Iowa*

Carol Vukelich, *University of Delaware*

2. **“I’m Playing Muggle Quidditch!”: Young Children’s Multimodal Meaning Making at Play**
Kwangok Song, *Arkansas State University*
3. **Trying on Voices: Constructing Meaning through Imaginary Play**
Tori K. Flint, *University of Arizona*

10:30 am - 12:00 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas II

Area 13
Digital Frontiers: Research on Literacy and Technology

Chair:
William Ian O’Byrne, *University of New Haven*
Discussant:
William Ian O’Byrne, *University of New Haven*

1. **Building on the Funds of Knowledge of Urban Kindergarten Students to Develop Information and Digital Literacies through I-LEARN**
Vera J. Lee, *Drexel University*
Allen Grant, *Drexel University*
Mary Jean Tecce DeCarlo, *Drexel University*
Delia Neuman, *Drexel University*
2. **Exploring Digital Literacy Acquisition in a Re-entry Program**
Jill Castek, *Portland State University*
Elizabeth Withers, *Portland State University*
Gloria Jacobs, *Portland State University*
3. **Collaborative Video Reflection: Informing the Practice of Teacher Educators**
Kathryn Allen, *University of Minnesota*
Annie Ittner, *University of Minnesota*

10:30 am - 12:00 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon A

Area 4
Text Challenge in an Era of High Standards and Rigorous Assessments: Examining Complexity, Difficulty, and Access through Theory, Research, and Practice

Discussant:
Karen K. Wixson, *University of North Carolina, Greensboro*

In the presence of standards and assessments creating demands for better understanding of what it means to read increasingly complex texts, panelists turn the lenses of theory, research and practice toward text complexity, examining qualitative and quantitative considerations, as well as instructional support in classrooms. Demands

for students to read “harder” texts across grades link with issues of equity, access, and acceleration, and raise cautions against return to the numerical indexing of an earlier time.

1. **The Case of Complex Text: Rigor Meets Imagination**
Elfrieda H. Hiebert, *TextProject*
2. **The Problems and Promise of Quantitative Measures of Text Difficulty**
James W. Cunningham, *University of North Carolina, Chapel Hill*
3. **The Instructional Supportiveness of Text for Elementary Reading Instruction**
Patricia M. Cunningham, *Wake Forest University*
4. **Pulling it Together**
Karen K. Wixson, *University of North Carolina, Greensboro*

10:30 am - 12:00 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon B

Area 5
Obstacles That Compromise Comprehension and Vocabulary Acceleration During Preschool Shared Book Reading

Chair:
Sharolyn Pollard-Durodola, *University of Nevada*

Discussants:
Lea McGee, *The Ohio State University*
Richard Lomax, *The Ohio State University*

The efficacy of shared book reading is influenced by the adult–child interactions and instructional support that occur around and beyond the actual book-reading event. Closing the gap for children from high poverty settings may depend on teachers’ abilities to provide effective instructional practices. This symposium explores three obstacles that may compromise comprehension and vocabulary acceleration during interactive shared book reading discussions: teacher feedback quality, challenging book concepts, and teachers’ ability to implement research-based practices.

1. **Examining the Sources of Support for Teachers’ Feedback to Children’s Story Misunderstandings and Their Relationship to Feedback Quality**
Judith Schickedanz, *Boston University*
2. **Examining the Difficulty of Concepts Present in Children’s Story Misunderstandings**
Molly Collins, *Vanderbilt University*

WEDNESDAY

3. Examining the Generalizability of Shared Book Reading Vocabulary Practices Beyond a Multi-Dimensional Intervention

Sharolyn Pollard-Durodola, *University of Nevada*
Jorge Gonzalez, *Texas A&M University*
Laura Saenz, *University of Texas, Pan American*
Heather Davis, *Texas A&M University*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon C

Area 7

Producing a Literacy Voice-Body Without Organs: Continuing to (Un)frame Data

Chair:

Mark Vagle, *University of Minnesota*

Presenters:

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

Discussants:

Angela Coffee, *University of Minnesota*
Ellie Haberl, *University of Colorado, Boulder*
D. Alexandra Thomas, *Teachers College, Columbia*
Alicia C. Pantoja, *University of Pennsylvania*
Grace D. Player, *University of Pennsylvania*
Kajal Sinha, *The University of Georgia*

Our goal in this alternative session is to turn research conference tradition on its head by explicitly foregrounding issues of race, class, gender, and language and researchers' and participants' positionings—which are often left unacknowledged or are raised with no significant time for the explorations they deserve. As scholars long-invested in LRA, we feel these missed opportunities and wonder how important discussions might be (re)imagined when we come together at LRA.

10:30 am - 12:00 pm - ROUNDTABLE
Costa Del Sol Ballroom, Salon D

Roundtable 2

B 1. Bilingual Teachers' Responses to Border Crossing Literature

Deborah A. Horan, *Metropolitan State University of Denver*
Afra Ahmed Hersi, *Loyola University Maryland*

2. Collaborative Coaching Around Literacy Practices: University Supervisors and Cooperating Teachers Working Together

James V. Hoffman, *The University of Texas, Austin*
Melissa Wetzel, *The University of Texas, Austin*
Beth Maloch, *The University of Texas, Austin*
Saba Vlach, *University of Texas, Austin*
Laura Taylor, *The University of Texas, Austin*
Samuel DeJulio, *University of Texas, Austin*
Natalie Svrcek, *The University of Texas, Austin*
Ashley Martinez, *KIPP, Austin*
Haylee Lavender, *Austin Independent School District*

3. Estamos Aprendiendo Juntos (We are Learning Together): A Journey in Language Acquisition

Marga Madhuri, *University of La Verne*
Valerie Beltran, *University of La Verne*

4. Putting Some Drama in Discussion: Enhancing Teacher Read Alouds for Engagement and Comprehension

James V. Hoffman, *The University of Texas, Austin*
Samuel DeJulio, *University of Texas, Austin*
Doris Ann Villarreal, *The University of Texas, Austin*
Laura Taylor, *The University of Texas, Austin*
Jaran Shin, *The University of California, Berkeley*

5. Struggling Middle School Students' Perceptions of Executive Function-Based Reading Comprehension Instruction

Kathryn Solic, *West Chester University*
Mary Meermans, *West Chester University*

6. The Gamer's Edge: Using Minecraft to Enhance 21st Century Skills, Reading Comprehension, Literary Analysis, and Engagement in Secondary English

Rick Marlatt, *University of Nebraska, Lincoln*

7. Paired Roundtable:

Literacy Beliefs and Practices Among Pre-Service Physical Education Teachers

A. Literacy in PE Class: A Study of Future Physical Education Teachers' Beliefs and Practices

Ann D. David, *University of the Incarnate Word*

B. Rounding the Bases: Physical Education Pre-Service Teachers' Beliefs about Literacy

Sydney A. Merz, *George Mason University*

Joanna Newton, *George Mason University*

Allison Ward Parsons, *George Mason University*

8. Paired Roundtable:

Close Reading: Core Questions

A. Classroom Discourse During Close Reading: A Mixed Methods Study

Colleen Pennell, *Marian University*

B. Getting to the Core of Close Reading: What Do We Really Know and What Remains To Be Seen?

Jodi G. Welsch, *Frostburg State University*

Jennifer Jones, *Radford University*

Valerie Robnolt, *Virginia Commonwealth University*

9. Paired Roundtable:

Comprehending Complex Texts

A. Bilingual Students' Reader Identities and Perceptions of Textual Structures That Influence Comprehension of Complex Texts

Aline Andre, *Illinois State University*

Lara J. Handsfield, *Illinois State University*

Patricia Valente, *McLean County Unit 5 Schools*

B. Literacy Growth Related to Scaffolded Small Group Reading Instruction Using Complex Texts

Kimberly Crowley, *University of Nevada, Reno*

Hannah Michelle Carter, *University of Nevada, Reno*

10:30 am - 12:00 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon E

Area 3

Unpacking Reading Interactions

1. It's All Beneath the Surface: Unpacking the Iceberg of SSR in Secondary Classrooms

Josephine Peyton Marsh, *Arizona State University*

Maria Goff, *Arizona State University*

Julia Houston, *Arizona State University*

2. Passing Lanes and Speed Bumps: What Makes a Text a Quick (or Slow) Read?

Laura Suzanne Tortorelli, *University of Virginia*

3. Studying Teachers' Specialized Knowledge of Teaching Reader-Text Interactions

Blake Tenore, *Hartwick College*

Dennis Davis, *University of Texas, San Antonio*

Dot McElhone, *Portland State University*

Deepti Kharod, *University of Texas, San Antonio*

10:30 am - 12:00 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon F

Area 8

Whiteness and its Impact on Literacy Teaching and Research

Chair:

Keonghee Tao Han, *University of Wyoming*

Discussant:

Judson Laughter, *University of Tennessee, Knoxville*

To imagine equitable literacy and teacher education in the 21st century, we present a symposium bringing together

five researchers and one discussant examining Whiteness and its dominating effects on literacy teaching and research. Critical literacy researchers need to ask serious questions about Whiteness and its dominating effects on all students. In this symposium we present literacy researchers asking just such questions.

1. White Teachers' Use of Multicultural Literature

Cuthbert Rowland-Storm, *The Pennsylvania State University*

2. Reading Whiteness in Popular Texts: Becoming Racially Literate in "Post Racial" America

Florence Kabba, *LaGuardia Community College*

3. Literacy as a Humanizing Process: 'The False Consciousness of Whiteness' Under a Microscope

Mary Wehunt, *University of Wyoming*

4. "Can I Get a Witness?": Teaching Teachers about Race and Racism through Young Adult Literature

Chonika Coleman-King, *University of Tennessee, Knoxville*

Susan Lee Groenke, *University of Tennessee*

5. Challenging Whiteness in Teacher Preparation Courses: Counterstories of Learning to Teach for Social Justice in Red and Blue Communities

Keonghee Tao Han, *University of Wyoming*

Jacqueline Leonard, *University of Wyoming*

Kara Mitchell Viesca, *University of Colorado, Denver*

10:30 am - 12:00 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon G

Area 5

Participatory Practices in Vocabulary Instruction: Comparative Insights Into How Young Readers Learn, Use, and Conceptualize New Words

Chair:

Susan Neuman, *New York University*

Discussant:

Bethany Blankenbeckler, *Hunter College, New York City*

This symposium will showcase the findings of three different but related papers. Each paper explores nuances of vocabulary instruction and development in grades K-2. Each study re-conceptualizes what it means for young students to "know" words. Specifically, all three papers examine what "knowing a word" means for students; each study looks at how students learn, use, and reflect on new words in embodied, creative, and participatory ways.

WEDNESDAY

1. **“Turn and Talk” as a Teaching Tool During Vocabulary Instruction**
Brianna Avenia-Tapper, *New York University*
2. **Seize the Meaning, Seize the Sound: Integrating Vocabulary Instruction with Phonological Development in Young Children**
Carolyn Strom, *New York University*
3. **Multisensory Word Learning: Innovative Pedagogical Strategies That Assist Students in Learning Words**
Amy Mullins, *Bluffton University*

10:30 am - 12:00 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon H

Area 10
Students Constructing Meaning from Multiple Internet Texts: Processes, Pedagogies and Potential

Chair:

Brooke Simon, *Northern Illinois University*

Discussant:

Amy Stornaiuolo, *University of Pennsylvania*

This session brings together three research studies that investigate synthesis of multiple Internet texts. The analytical focus is on text synthesis and its implications or teaching and learning across classroom contexts. We argue that to truly thrive in the complex digital literacy landscape, every child must develop the skills that enable them to question, locate, evaluate and especially synthesize and communicate an integrated understanding of multiple Internet texts.

1. **“If You Have Other Videos It’s Gonna Be Different Opinions”: Source Evaluation and Multimodal Text Synthesis**
Michael Manderino, *Northern Illinois University*
2. **The Pedagogical Promise (and Pitfalls) of Learning to Integrate Internet Knowledge Strategically (LINKS)**
Michelle Schira-Hagerman, *University of Ottawa*
3. **The Digital Divide is Increasingly about Usage: Creative Synthesis as an Essential Literacy to Bridge Gaps in Sophisticated Internet Skill Development**
Michael DeSchryver, *Central Michigan University*

1:15 pm - 2:45 pm - PAPER SESSION
Clubhouse, Parlor, Lobby Level

Area 2
Critical Dialogues and Critical Analyses in Professional Development

1. **A Critical Inquiry of the Socio-Cultural and Socio-Political Dynamics of International PD**
Jennifer Sanders, *Oklahoma State University*
Sharlene Kenyon, *Oklahoma State University*
Abby Weyen, *Oklahoma State University*
2. **Aspiring Literacy Specialists’ (Un)certainity: A Critical Discourse Analysis**
Elizabeth Y. Stevens, *SUNY Oswego*
3. **Developing a Shared Understanding of Accessible and Equitable Multi-Modal Literacy Practices by Cultivating a Professional Learning Community and Engaging in Critical Dialogue Across Disciplines**
Shadrack G. Msengi, *Southern Illinois University, Edwardsville*
Stephanie L. McAndrews, *Southern Illinois University, Edwardsville*
4. **How Does Professional Development Affect Teachers’ Instruction? An Exploratory Analysis**
Patrick Proctor, *Boston College*
Marcela Ossa Parra, *Boston College*
Christopher Wagner, *Boston College*
Dana A. Robertson, *University of Wyoming*
Christine Leighton, *Emmanuel College*
Jeanne Paratore, *Boston University*
Evelyn Ford-Connors, *Boston University*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Clubhouse, Veranda, Lobby Level

Area 1
Ben’s Twice Told Tale: Using Drama to Provoke Pre-Service Teachers’ Interpretive Readings of Student Data

Discussant:

Margaret Branscombe, *University of South Florida*

Presenters:

Carrie Blosser Scheckelhoff, *Otterbein University*
Jenifer Schneider, *University of South Florida*
Susan Constable, *Otterbein University*

This alternative session engages the audience in dramatic “readings” of a teaching case about a struggling reader. The audience will experience two dramatic interventions that the researchers used with pre-service teachers: scripted

readers theatre and tableau. The presenters discuss the impact of each technique on pre-service teachers' analysis and interpretation of the case, and conclude with a discussion of the affordances and limitations of using drama as interpretive provocation.

1:15 pm - 2:45 pm – PAIRED ROUNDTABLES
Coastal Events Center, Carnation, Upper Level

Area 8

B Language Identities and Ideologies

1. **“That’s a Good Observation--Una Buena Observación”**: L1 and L2 Academic Language Development Among Book Discussion Partners
Kate Brayko, *University of Montana*
2. **Bilingual Students’ Language Ideologies in Practice**
Jo Worthy, *University of Texas, Austin*

Area 1

Bilingual Education and Pre-Service Teachers’ Knowledge and Perceptions

3. **Emerging Bilinguals Representation through Pre-Service Teachers’ Written Reflections**
Keitha-Gail Martin-Kerr, *University of Minnesota*
Rebecca Bauer, *University of Minnesota*
4. **Is it “Just Good Teaching”?: Exploring the Knowledge Base for Classroom Teachers to Teach ELLs**
Yue Bian, *Michigan State University*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Daisy, Lobby Level

Area 3

Writing: Knowledge, Growth, and Instruction

1. **The Role of Knowledge in Writing among K-12 Students: A Literature Synthesis**
Huijing Wen, *University of Delaware*
2. **Generating a Grounded Model for Engaging Students in Complex, Multiple Perspective Argumentative Writing: A Formative Design Project**
SangHee Ryu, *The Ohio State University*
3. **Wobbling with Writing: Challenging Existing Paradigms of Secondary Writing Instruction and Finding New Possibilities**
Antero Garcia, *Colorado State University*
Cindy O'Donnell-Allen, *Colorado State University*
4. **When Students Are Listening: Exploring Student Writing Growth in Relation to Teacher Feedback**
Lorien Chambers Schuldt, *Fort Lewis College*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Coastal Events Center, Executive Learning Center,
Lower Level

Area 11

What’s Art Got to Do With It? : Reimagining Literacy

Presenters:

Jerome C. Harste, *Indiana University*
Teri Holbrook, *Georgia State University*
Hilary Janks, *University of the Witwatersrand*
Lorri Neilsen Glenn, *Mount Saint Vincent University*
Peggy Albers, *Georgia State University*

Literacy is reimagined using poetic distillation as a Pecha Kucha, 20 slides x 20 seconds. We use the word “reimage” to disrupt the “normal” and “natural” image of literacy (reading and writing) and literacy research (qualitative/quantitative/mixed methods) through artwork and poetry generated from it. Pecha Kucha affords us a critical space to talk to, with, and against imagined and innovative alternatives to studying and analyzing arts-generated data.

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 5

Biliteracy Learning with Young Children

Discussant:

María Paula Ghiso, *Teachers College, Columbia University*

1. **The Role of Peer Relationships and Translanguaging in the Development of Bilingual and Biliterate Young Indigenous Children in the Tekoá Marangatu, Brazil**
Nayalin Pinho Feller, *University of Arizona*
2. **“It Has to Look a Certain Way”**: Young Emergent Bilinguals’ Perceived Notions of “Good Writing” in a French-English Curriculum
Elizabeth Morphis, *Teachers College, Columbia University*
3. **Using “Guided Drawing” to Support Vocabulary Knowledge in Dual Language Learners in Head Start**
Christina Cassano, *Salem State University*

WEDNESDAY

1:15 pm - 2:45 pm - INVITED SESSION – Area I
Coastal Events Center, Iris I, Lower Level



Drawing Change: Reimagining Teacher Education as a Collaborative Aesthetic Project for Expansive Literacies and Justice

Presenters:

Stephanie Jones, *University of Georgia*
James F. Woglom, *Humboldt State University*

In this interactive gallery and dialogic session, the presenters will suggest that the space of teacher education can be reimagined as an aesthetic project where instructors and students collaboratively expand literacies for being in a just world. They will invite dialogue around key images, spaces, and findings from an eight-year feminist teacher education research inquiry that has included the production of graphic/comics-based publications about pedagogy and research in teacher education. The presenters have a forthcoming graphic book about the project tentatively titled *Drawing Change in Teacher Education*.

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Iris II, Lower Level

Area 9

Expanding Our Understanding of Response: Young Adult and Adult Interpretations of Literature

1. **Including Poetry: Investigating Ninth Graders' Interpretation Building and Poetic Text Comprehension**
Michael Barber, *Spencer Foundation*
2. **Interpreting Multimodal Texts: A Continuum of Interaction Patterns Within a Multimodal Picturebook Analysis**
Suzette Marie Youngs, *University of Northern Colorado*
Christine DeSimone Kyser, *University of Northern Colorado*
3. **Beyond Windows, Mirrors, and Sliding Doors: Towards Delinking Reader Response in Teacher Education**
Jon M. Wargo, *Michigan State University*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Marigold, Lower Level

Area 3

Literacy and Vocabulary in the Disciplines

1. **Literacy and Numeracy: Refining Vocabulary Instruction to Support Struggling High School Algebra Students**
Jacquelynn Malloy, *Clemson University*
Joanna B. Stegall, *Anderson University, South Carolina*
Lorraine Jacques, *Clemson University*
2. **The Vocabulary of Elementary Disciplinary Textbooks**
Jeff Elmore, *MetaMetrics*
Jill Fitzgerald, *The University of North Carolina, Chapel Hill; MetaMetrics*
Michael Graves, *University of Minnesota*
Kimberly Bowen, *MetaMetrics*
A. Jackson Stenner, *MetaMetrics; The University of North Carolina, Chapel Hill*
3. **What Can Students Do with the Words They Know? Teacher PCK, Presence and Improvisation to Develop Rich Vocabulary Learning in Science**
Emily Hayden, *University of Nebraska, Omaha*
Michelle Eades-Baird, *University at Buffalo*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Orchid I, Lower Level

Area 6

Discourse, Action, and Social Justice in the High School English Language Arts

1. **Adolescents Enacting Disciplinary Literacy in English Literature: Education for Social Justice or Model of Cultural Reproduction?**
Scott Storm, *Harvest Collegiate High School*
Beth Krone, *Harvest Collegiate High School*
2. **Comparing Beliefs and Actions: Analyzing Whole-Class Discussions in High School English Classrooms**
Todd Reynolds, *University of Wyoming*
3. **Revolutionary Actors in a 10th Grade Tracked Classroom**
Kierstin H. Thompson, *University of Illinois, Chicago*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Orchid II, Lower Level

Area 1
Digital/Video Analysis and Reflection in Preservice Teacher Education

Chair:

Qizhen Deng, *University of Nebraska, Lincoln*

- # Frustrated # Sad # RefuseToLetThemFail: Pre-Service Teachers' Photographic Reflections on Instagram**
 Monica Billen, *University of Tennessee*
- Exploring Video as a Mentoring Tool in the Preparation of Pre-Service Teachers: A Design/Development Study**
 Melissa Wetzel, *The University of Texas, Austin*
 Beth Maloch, *University of Texas, Austin*
 James V. Hoffman, *The University of Texas, Austin*
 Laura Taylor, *The University of Texas, Austin*
 Saba Vlach, *University of Texas, Austin*
 Erin Greeter, *University of Texas, Austin*
 Samuel DeJulio, *University of Texas*
- Embracing Improvisation through Collective Video Analysis in Teacher Reflection**
 Meghan Barnes, *University of Georgia*
 Michelle M. Falter, *The University of Georgia*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Coastal Events Center, Poinsettia I, Upper Level

Area 10
The Construction of a Teaching Vision: Pre-Service Teachers Imagine Their Practice through Digital Storytelling

Presenters:

Linda Coggin, *Indiana University*
 Jackie Sydnor, *Ball State University*
 Tammi Davis, *University of Louisville*
 Sharon Daley, *Indiana University*

How can multimedia projects engage teachers in imagining their future classrooms? In this alternative session, researchers will present an overview and examples of digital stories created by teachers to imagine literacy learning in their future classroom. Using four different analytical methods for analysis, each researcher will share findings that made visible the discourses teachers negotiated to imagine their future classroom.

1:15 pm - 2:45 pm - SYMPOSIUM
Coastal Events Center, Poinsettia II, Upper Level

Area 9
Bilingual Session: "Separate is Never Equal": Examining New and Old Forms of Segregation in Latino/a Children's Literature

B

Chair:

Patricia Enciso, *The Ohio State University*

Discussant:

Patricia Enciso, *The Ohio State University*

The presenters examine how Latina/o authors in their literary fictions construct complex ecologies of movement that map forms of marginalization, re-segregation, and liberation particularly in relation to the lives of Latina/o immigrants in past and present times. They analyzed re-segregation and the construction of new liberatory politics in relation to issues of language, gender, sexuality, race, class, and citizenship.

- Use of Spanish in Recent Children's Literature: Literary Resource or Commodification of Latinos and Their Language?**
 Carmen M. Martínez-Roldan, *Teachers College, Columbia*
- "What's Your Advice?": Family Recommendations to Language Learners in Latino/a Children's Books**
 Denise Davila, *University of Nevada, Las Vegas*
 Silvia Noguéron-Liu, *University of Colorado, Boulder*
 Max Vasquez, *The University of Georgia*
 Marianne Snow, *The University of Georgia*
- Examining Segregation, Desegregation, and Emancipation in Latino/a Children's Literature Representations of Schooling**
 Carmen Medina, *Indiana University*
- Reading Chican@ Queer Children's Literature: A Call to Move Beyond "Diversity of Families"**
 Carol Brochín, *The University of Arizona*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Poinsettia III, Upper Level

Area 3
Emerging Readers, Engaging Texts

- Investigating the Impact of Text Difficulty on Beginning Reading Progress**
 Emily Rodgers, *The Ohio State University*
 Jerome D'Agostino, *The Ohio State University*
 Robert Kelly, *The Ohio State University*

WEDNESDAY

2. Kindergarten Researchers: Examining Students' Experiences with Informational Text

Anna Hall, *Clemson University*

Matthew Boyer, *Clemson University*

Beth Ann Beschorner, *Minnesota State University, Mankato*

3. Literacy, Equity, and Inclusion: Supportive Transactions in an Urban First Grade Classroom

Mary Lou I. Morton, *Walden University*

Susan V. Bennett, *University of South Florida, St. Petersburg*

4. Considerations for Design and Production of Digital Books for Early Literacy in Majority World Contexts

Teresa Dobson, *The University of British Columbia*

Marlene Asselin, *The University of British Columbia*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Las Palmas I

Area 11

Measure Upon Measure, or As You Light It: Soliloquies on Methodology for Conceptual Nuance, in Three Acts

This session will address the issue of warrants for methodological choice in literacy research designs, particularly for diverse populations and individuals. The format of this alternative session is a semi-dramatic performance in three acts consisting of six scholarly soliloquies, with a docent and a discussant, on literacy research methods for capturing complexity, inspired by Florio-Ruane's *More Light: An Argument for Complexity in Studies of Teaching and Teacher Education* (2002).

1. Prologue: Points of Light in the Twinkling Firmament

George G. Hruby, *University of Kentucky*

2. Act I, i: Mediated Discourse Analysis

Karen Wohlwend, *Indiana University*

3. Act I, ii: Multimodal Analysis of Multimodal Events

Frank Serafini, *Arizona State University*

4. Act II: Multi-Dimensional Cultural Modeling

Carol D. Lee, *Northwestern University*

5. Act III, i: More Light on Complexity, Diversity, and Cultural Positioning in Multimodal Composition

Mary McVee, *University at Buffalo, SUNY*

6. Act III, ii: Broadening Methodological Approaches on Behalf of More Light

Leslie David Burns, *University of Kentucky*

7. Epilogue: Hark, What Yonder Light Doth Break?

George G. Hruby, *University of Kentucky*

Susan Florio-Ruane, *Michigan State University*

1:15 pm - 2:45 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas II

Area 7

Interpreting Gender Identities in Children's and Young Adult Literature

Discussant:

SJ Miller, *University of Colorado, Boulder*

1. "She Thought She's a Girl, but She's a Boy": Young Girls' Shifting Positions through Interaction with Transgender Characters in LGBTQ Picturebooks

Selena E. Van Horn, *University of Missouri*

2. Dangerous Desires: An Intersectional Analysis of Girls' Responses to Masculinity and Race in Transmediated Young Adult Literature

Ebony Elizabeth Thomas, *University of Pennsylvania*

Nora Ann Peterman, *University of Pennsylvania*

3. "What About the Boys in Tights": Beyond the Boy Crisis and into Superhero Fiction!

Michael Duncan Kehler, *Western University*

Jacob Cassidy, *Western University*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon A

Area 7

"But I'm Not Allowed to Do That": Examining Challenges to Student and Teacher Agency in Implementing Culturally Responsive Literacy Instruction

Chair:

Sue Larson, *Judson University*

Discussant:

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

The three papers in this symposium evolve from an ongoing study that investigates the various barriers to student and teacher agency in implementing culturally responsive literacy instruction. The research is framed within a critical sociocultural perspective that acknowledges that literacy instruction occurs within a hegemonic system that defines roles and relationships and limits the power of both teachers and students.

1. Teacher Discourse and Student Agency: A Discourse Analysis of Two Instructional Events

Joy Bowers-Campbell, *Georgetown College*

Sue Hill, *Georgetown College*

2. **Literacy Curriculum and its Impact on Teacher and Student Agency: Elementary Teachers' Perceptions of a Scripted Reading Program**

Rebecca Powell, *Georgetown College*
Susan Chambers Cantrell, *University of Kentucky*
Pamela Knuckles Correll, *University of Kentucky*

3. **Challenges in Implementing Culturally Responsive Literacy Instruction: An Analysis of Teachers' Interview Responses**

Susan Chambers Cantrell, *University of Kentucky*
Pamela Knuckles Correll, *University of Kentucky*
Victor Malo-Juvera, *University of North Carolina, Wilmington*

1:15 pm - 2:45 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon B

Area 7

Multimodal Literacies, Preservice Teachers, and Social Justice in Early Childhood

1. **Academically-Based Discourse in the Kindergarten Classroom**

Darcy Anne Fiano, *University of Connecticut*

2. **"We Have to Make it Better": Using Children's Literature and Art to Explore Global Social Justice Issues With Preschoolers**

Judith M. Dunkerly-Bean, *Old Dominion University*
Thomas Bean, *Old Dominion University*
Kristine Sunday, *Old Dominion University*
Raleta Summers, *Old Dominion University*
Joy Phelps, *Old Dominion University*

3. **"With a Point and a Clap": Early Childhood Literacy through a Multimodal Interactional Lens**

Colleen E. Whittingham, *University of Illinois, Chicago*

4. **Learning from the Counterstories of Preservice Teachers of Color: Normative Discourses in Early Childhood Teacher Education and the Racialization of Teacher Identities**

Mariana Souto-Manning, *Teachers College, Columbia*
Ranita Cheruvu, *William Paterson University of New Jersey*

Tara Lencl, *Teachers College, Columbia*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon C

Area 7

Emerging Scholars of Color: Navigating Researcher Positionalities & Subjectivities

Chair:

Amy Seely Flint, *Georgia State University*

Discussant:

Gholnecsar Muhammad, *Georgia State University*

The purpose of this symposium is to investigate the insider/outsider status of scholars of color conducting literacy research with students of color. We adopted Milner's (2007) framework as a lens to identify the seen, unseen, and unforeseen dangers in conducting research. This work engages with and helps to fill in the silences and gaps surrounding the insider/outsider dilemma in literacy research, particularly those absences that exist in our understanding of students of color.

1. **Emerging Scholars of Color: Navigating Researcher Positionalities & Subjectivities**

Eliza G. Allen, *University of South Carolina*
Stephanie P. Jones, *University of Georgia*
Sanjuana Carrillo Rodriguez, *Kennesaw State University*
Natasha Antionette Thornton, *Kennesaw State University*
Kamania Wynter-Hoyte, *North Carolina Agricultural & Technical State University*

1:15 pm - 2:45 pm - ICG MENTORING SESSION
Costa Del Sol Ballroom, Salon D

Gender and Sexualities ICG Research and Mentoring

Discussants:

Elizabeth Dutro, *University of Colorado, Boulder*
Roni Jo Draper, *Brigham Young University*
Cynthia Helen Brock, *University of South Australia*
Corrine Marie Wickens, *Northern Illinois University*

This session is open to all Gender and Sexualities ICG Members. A senior scholar will work with three emerging scholars based upon interest and expertise. The senior scholar will provide feedback on short papers/proposals that have been rejected or are in progress. Gender/Sexualities ICG members are welcome to sit in as scholars review and discuss work under consideration.

WEDNESDAY

1:15 pm - 2:45 pm - PAIRED ROUNDTABLES
Costa Del Sol Ballroom, Salon D

Parent Voices and Teacher Practices: Understanding Parent Involvement in Young Children's Literacy Learning

Discussant:

David Yaden, *University of Arizona*

A. Programs That Enhance Parental Involvement

Alisa Hindin, *Seton Hall University*

Lilly Steiner, *Monmouth University*

Kerry Carley-Rizzuto, *Monmouth University*

B. Shared Book Reading Using Fictional and Information Texts: The Effects of Genre on Interactive Book Reading

Charles Grattan Baldwin, *Rutgers, the State University of New Jersey*

Lesley Morrow, *Rutgers University*

C. A Survey of Parent Involvement Initiatives for Literacy in Elementary Schools

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

Jeanne Paratore, *Boston University*

Lilly Steiner, *Monmouth University*

1:15 pm - 2:45 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon E

Area 3

iPads, Literacy, and Equity

1. Research and Practice Gaps Among Technology, Literacy, and Special Education: A Review of Research

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

JuliAnna Avila, *University of North Carolina, Charlotte*

2. Literacy, Equity, and the Important Role of Teachers as they Employ iPads in the Classroom

Kristi Tamte Bergeson, *University of Minnesota*

Kay Rosheim, *University of Minnesota*

3. iPads as Placed Resources in an Intergenerational Multimodal Curriculum

Rachel May Heydon, *Western University*

Lori McKee, *Western University*

Bridget Susan Daly, *Providence Mount St. Vincent*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon F

Area 3

Literacy, Equity, and Opportunity to Learn New Standards and Assessments

Chair:

Cynthia Greenleaf, *Strategic Literacy Initiative, WestEd*

Discussant:

Patti Anders, *University of Arizona*

This session explores students' opportunities to learn from and with text in high school content classes. We consider not only the goal of rigorous content learning but also the type of close, complex reading and reasoning advocated by the CCSS-ELA. We explore both classroom practices as well as the kinds of assessments linked to the new standards, as these constrain students' ability to develop and demonstrate the capacity to learn from and with complex text.

1. Argumentation in the Presence and Absence of Text

Cindy Litman, *Strategic Literacy Initiative, WestEd*

Stacy Marple, *WestEd*

Cynthia Greenleaf, *Strategic Literacy Initiative, WestEd*

2. Rigorous Content Learning: Making Text-Based Learning Real

Sheila Valencia, *University of Washington, Seattle*

Carol Adams, *University of Washington*

Sara Nachtigal, *University of Washington, Seattle*

3. The Initial Intent of CCSS-ELA and Aligned Instruction and Tests: A Task Analysis

Kathleen Hinchman, *Syracuse University*

1:15 pm - 2:45 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon G

Area 1

Pre-Service Teachers' Beliefs and Practices Regarding Writing Development and Instruction

Chair:

Teddi Eberly-Martin, *University of North Texas*

Discussant:

Kathryn Ohle, *University of Alaska, Anchorage*

1. Teachers' Perceptions of Their Preparation for Teaching Writing

Thomas DeVere Wolsey, *University of Central Florida*

Diane Lapp, *San Diego State University*

Douglas Fisher, *San Diego State University*

Nancy Frey, *San Diego State University*

2. **Multimodal Composition and Teacher Education:
An Analysis of Writing Development and Pedagogy**

Donna Werderich, *Northern Illinois University*
Michael Manderino, *Northern Illinois University*

3. **How Frequency of Writing Influences Pre-Service
Teacher Beliefs about Writing**

Tracey S. Hodges, *University of Southern Mississippi*
Erin M. McTigue, *Texas A&M University*
Katherine Landau Wright, *Texas A&M University*
April G. Douglass, *Texas A&M University*

1:15 pm - 2:45 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon H

Area 2

**Access and Equity in Teacher Professional
Development**

Discussant:

Detra Price-Dennis, *Teachers College, Columbia*

1. **Bringing Equity Into Professional Development:
Collaborative Inquiry Circles**

Carol Gilles, *University of Missouri*
Tami Ensor, *Columbia Public Schools*

2. **Web-Mediated Resources: Providing Access and
Equity to Differentiated Literacy Professional
Development**

Celeste C. Bates, *Clemson University*
Rachael Huber, *Clemson University*
Erin Leslie McClure, *Clemson University*
Patrick Womac, *Clemson University*

3. **"To Be That Spark": The Experiences of Equity-
Oriented English Teachers in Their First Years in
Urban Schools**

Allison Skerrett, *The University of Texas, Austin*
Thea Williamson, *University of Texas, Austin*
Amber Warrington, *The University of Texas, Austin*

4. **Using Relational Cultural Theory as a Research
Design in Teacher Education Research**

Anne Swenson Ticknor, *East Carolina University*
Paige Averett, *East Carolina University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Clubhouse, Parlor, Lobby Level

Area 10

**New Literacies, Equity, Imagination and Research:
How Have New Digital Media/Literacies Impacted
Education, Society, and the Economy?**

Chair:

Barbara Guzzetti, *Arizona State University*

Discussants:

Shelley Hong Xu, *California State University, Long Beach*
Kathryn Pole, *University of Texas, Arlington*
William Ian O'Byrne, *University of New Haven*
Caitlin McMunn Dooley, *Georgia State University*
Alecia Marie Magnifico, *University of New Hampshire*
Amy Stornaiuolo, *University of Pennsylvania*

Due to the rapidly evolving, nuanced, and often unpredictable nature of digital media, a greater understanding of emerging studies and research methodologies used for analyzing multimodal artifacts is warranted. In this session, audience members will have the opportunity to interact with literacy researchers known for their lines of inquiry in the new literacies of digital media and discuss the ways digital-media research is shaping literacies, education, society, and the economy.

1. **What Does Digital Media Allow Us to "Do" to One
Another? Economic Significance of Content and
Connection**

Donna Alvermann, *University of Georgia*
Crystal Beach, *The University of Georgia*
George Lovell Boggs, *Florida State University*

2. **Off Center: Diversification and Nuanced Inequities
in Digital Media Use in the United States**

Eliane Rubinstein-Avila, *University of Arizona*
Aurora Sartori, *University of Arizona*

3. **New and Strange Sorts of Texts: The Shaping and
Reshaping of Digital Multimodal Young Adult
Novels**

Melanie Hundley, *Vanderbilt University*

4. **Examining the Nature of Digital Communication: A
Snapshot in Time**

Elizabeth Baker, *University of Missouri*

5. **Collaborative Writing: Wikis and the Co-
Construction of Meaning**

Katina Zammit, *University of Western Sydney*

6. **The Application of Literacy**

David O'Brien, *University of Minnesota*
Megan McDonald Van Deventer, *University of
Minnesota*

WEDNESDAY

7. **Video Game Making and Modding: From Coding to Game Literacies**
Elisabeth R. Gee, *Arizona State University*
Kelly Michaela Tran, *Arizona State University*
8. **Use of Apps and Devices for Fostering Mobile Learning of Literacy Practices**
Richard Beach, *University of Minnesota*
Jill Castek, *Portland State University*
9. **An Immaterial Frame of Mind: Playing and Designing Across Online and Offline Spaces**
Jennifer Rowsell, *Brock University*
10. **Digital Storytelling: A Review of the Literature**
Leslie Foley, *Grand Canyon University*
Alan Davis, *University of Colorado, Denver*
11. **Digital Media and Cosmopolitan Critical Literacy: Research and Practice**
Thomas Bean, *Old Dominion University*
12. **The Role of Mobile Learning in Promoting Literacy and Human Rights for Women and Girls**
Judith M. Dunkerly-Bean, *Old Dominion University*
Helen Crompton, *Old Dominion University*
13. **Economic Impact of Digital Media: Growing Nuance, Critique, and Directions for Education Research**
George Lovell Boggs, *Florida State University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Clubhouse, Veranda, Lobby Level

Area 1

Collaborative for Equity in Literacy Learning: Creating Culturally Responsive Literacy Spaces for K-12 Learners and Pre-Service Teachers

Chair:

Kathryn L. Roberts, *Wayne State University, College of Education*

Discussant:

Laura Jimenez, *Boston University*

This session will share three studies to promote equity in literacy learning and prepare high-quality teachers. We will share data from studies examining how understanding students, texts, and the context are necessary for creating spaces for preservice teachers and children to engage in literacy practices and co-construct knowledge and life-long literacies. We will not present our own interpretations of the data, but will let the data “speak” to participants and let the participants respond.

1. **Pre-Service Teachers and Children Co-Construct Meaning and Build Literacy Knowledge**
Janine K. Bixler, *Mount Saint Mary College*
Rebecca R. Norman, *Mount Saint Mary College*
2. **Diversifying the Common Core Text Exemplars: A Collaboration**
Jane Gangi, *Mount Saint Mary College*
Nancy Benfer, *Bishop Dunn Memorial School*
3. **From Teen Talks to Hoops and Homework**
Matt Hollibush, *Mount Saint Mary College*
David Gallagher, *Mount Saint Mary College*

3:00 pm - 4:30 pm - SYMPOSIUM
Coastal Events Center, Carnation, Upper Level

Area 3

Foregrounding Writing as a Tool in Disciplinary Literacy Across Four Grade Bands: Early- and Middle Elementary and Middle- and High School

Chair:

Cynthia Helen Brock, *University of South Australia*

Discussant:

Virginia Goatley, *University at Albany, SUNY*

The three papers in this symposium all coalesce around writing and its role in disciplinary literacy instruction across four distinct grade bands—early- and middle elementary and middle- and high school.

1. **Exploring Middle- and High School Students' Use of Writing as a Tool in Disciplinary Instruction**
Dianna Townsend, *University of Nevada, Reno*
2. **A Functional Analysis of Children's Writing in a Grade Five/Grade Six History Unit**
Cynthia Helen Brock, *University of South Australia*
Lyn Kerkham, *University of South Australia*
Samantha McCarthy, *Catholic Education, South Australia*
Andrew Peterson, *University of South Australia*
3. **Writing Our Way Into Understanding Civic Virtue through the Use of Informational Texts: Social Studies in First Grade**
Julie Pennington, *University of Nevada, Reno*
Kathryn Obenchain, *Purdue University*
MaryLiz Magee, *Washoe County School District*
Hannah Michelle Carter, *University of Nevada, Reno*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Coastal Events Center, Daisy, Lobby Level

Area 13

“Give Them Something to Talk About”: Applying Racial Literacy to Examine the Impact of Internal and External Labels

Presenter:

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

The purpose of this interactive workshop is to discuss the successful implementation of RLRs (for the past three years) within the University community, and discuss how RLRs can be created in academic institutions and within K-12 settings. Specifically, this workshop seeks to provide a place where practitioner-scholars can apply and build their racial literacy through focusing on the affects of internal and external labels and their relation to race.

3:00 pm - 4:30 pm – INVITED SESSION – Area 5
Coastal Events Center, Executive Learning Center,
Lower Level



Talk as a Creative Space for Inclusive Sense-Making in Elementary Classrooms

Chair:

Laura May, *Georgia State University*

Discussant:

Maren Aukerman, *Stanford University*

Students will only imagine literacy as a social practice if they gain experience as active participants and co-creators of knowledge as part of their academic preparation. This symposium looks at three classrooms that create spaces for robust academic learning by inviting, supporting and animating student-generated connections within oral language exchanges. We examine the intertextual and multi-modal relationships within classroom discourse where students have time and space to take up positions as drivers of robust learning.

1. Animation of Student Intertextual Ties During Whole Class Instruction

Maureen Boyd, *University of Buffalo, SUNY*

YoungAe Choi, *University of Buffalo, SUNY*

Mykula Valentyna, *University at Buffalo, SUNY*

2. Stories in Progress: Third Graders' Co-Narration of Newspaper Articles

Michelle E. Jordan, *Arizona State University*

3. Designers of Meaning: What Discourse Practices do Young Ells Choose as Designers of Engineering Solutions?

Patricia C. Paugh, *University of Massachusetts, Boston*

Kristen Wendell, *University of Massachusetts, Boston*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Early Childhood Academic Literacies: New Questions and Contexts

Discussant:

Marjorie Siegel, *Teachers College, Columbia*

1. Early Childhood Pre-Service Teacher Education: Cultivating Academic Language in Literacy Education

Sara Michael Luna, *Queens College, CUNY*

Patricia Cooper, *Queens College, CUNY*

2. Exploring the Interface of Language Development and Semantic Knowledge with Depth Measures of Academic Vocabulary

Joshua Fahey Lawrence, *University of California, Irvine*

Jin Kyoung Hwang, *University of California, Irvine*

Paul Deane, *ETS*

Renee Lawless, *ETS*

3. Ideas in Dialogue: Children's Storytelling in the Preschool Classroom

Erin Elizabeth Flynn, *Portland State University*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Gardenia II, Upper Level

Area 4

Evaluating and Re-Imagining Arts and Literacy Programs

1. A Collective Approach: Using CHAT as Alternative Assessment of Classroom Activity

Joseph C. Rumenapp, *Judson University*

Adrian Leigh Allen, *University of Illinois, Chicago*

Marcine Adams, *University of Illinois, Chicago*

2. Evaluating the Impact of Evaluation on Three Literacy and the Arts Programs

Bridget Kiger Lee, *The Ohio State University*

Sile Singleton, *The Freedom Schools*

Jenn Luck, *Austin Theatre Alliance*

Chad Dike, *Zach Theatre*

WEDNESDAY

3. How a Professional Learning Community Developed an Academic Literacy Course for Ninth Grade Students at Risk of Leaving School Before Graduating

Margaret Sheehy, *University at Albany, SUNY*
Linda C. Beeler, *University at Albany, SUNY*
Bridget Smith, *University at Albany, SUNY*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Iris I, Lower Level

Area 8

Classroom Talk and Academic Language Development in Elementary Dual Language Classrooms

1. **A Spanish-English Dual Language Teacher's Enactment of Instructional Goals in Shared Reading Activity with Informational Texts**
Sabrina Francesca Sembiente, *Florida Atlantic University*
Mileidis Gort, *The Ohio State University*
2. **Oral Narrative Retelling as an Equitable Assessment for Young Spanish-English Emergent Bilingual Children**
Audrey Lucero, *University of Oregon*
3. **Negotiating Talk: The Positioning and Inclusion of Elementary Dual Language Learners in Small Discussion Groups**
Christopher Wagner, *Boston College*
Patrick Proctor, *Boston College*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Iris II, Lower Level

Area 1

Exploring Pre-Service Teachers' Beliefs and Practices with Multimodal Composing

Chair:

Maureen Fennessy, *University of Florida*

Discussant:

Lori Norton-Meier, *University of Louisville*

1. **Playing in the Sandbox: Multimodal Playspace to Cultivate Preservice Teacher Productive Literacy Pedagogies**
Julia Hagge, *University of South Florida*
Margaret Billings Krause, *University of South Florida*
2. **What are the Disciplinary Literacies of Drama and Dance in Elementary Grades?**
Stephanie Buelow, *University of Hawaii, Manoa*
Charlotte Frambaugh-Kritzer, *University of Hawaii, Manoa*

3. The Impact of Instructors on Pre-Service Teachers' Beliefs about Writing

Tracey S. Hodges, *University of Southern Mississippi*
Erin M. McTigue, *Texas A&M University*
Katherine Landau Wright, *Texas A&M University*
Sharon Diane Matthews, *Texas A & M University*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Marigold, Lower Level

Area 9

Race and Gender in Literature for Young Children: Analysis and Response

1. **Dancing, Dolls, Dresses, and Pink: Picture Book Representations of Gender-Variant Males**
Katie Scierba, *University of Wisconsin, River Falls*
2. **Race and Gender of the Characters, Authors, and Illustrators in First-Grade Core Reading Series**
Sarah Campbell Lightner, *The Ohio State University*
Eileen Buescher, *The Ohio State University*
Robert Kelly, *The Ohio State University*
3. **"This Book Does Speak to Me": African American Second Graders Respond to Culturally Conscious Literature**
Saba Khan Vlach, *University of Texas, Austin*
4. **Korean Bilingual Students' Responses to Multicultural Children's Literature**
Chaehyun Lee, *University of Illinois, Urbana-Champaign*
Georgia Earnest Garcia, *University of Illinois, Urbana-Champaign*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Orchid I, Lower Level

Area 8

Exploring the Literate Identities and Practices of Linguistically Diverse Children and Their Families

1. **Learning from the Literacy Practices, Behaviors, and Interactions of Young Immigrant Boys**
Mariana Souto-Manning, *Teachers College, Columbia*
Bessie Dernikos, *Florida Atlantic University*
Hae Min Yu, *Missouri State University*
2. **Parental Perspectives on Dual Language Classrooms: The Role of African American Parents**
Eurydice Bauer, *University of Illinois, Urbana-Champaign*
Dorian Harrison, *University of Illinois*
Amber Behrend, *University of Illinois*

3. **Linguistic Labels and Linguistic Identities in Elementary School: A Dynamic Process of Developing Distance with Literacy Practices in School**
Jennifer Collett, *CUNY*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Orchid II, Lower Level

Area 8

B Multiple Perspectives on Oral Language Development Among Emergent Bilingual Children

- The Early Language Comprehension Framework for ELLs**
Darci Melchor, *West Hartford Public Schools*
- Investigating the Early Language Development in Spanish of Kindergarten and First -Grade Emergent Bilingual Students**
Lori Helman, *University of Minnesota*
Annie Delbridge, *University of Minnesota*
Luz María Hernandez, *University of Minnesota*
- Exploring Relations Between Classroom Talk and Young ELLs' Disciplinary Learning**
Lisa M. O'Brien, *Boston University*
Christine Leighton, *Emmanuel College*
Jeanne Paratore, *Boston University*
Evelyn Ford-Connors, *Boston University*

3:00 pm - 4:30 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas I

Area 3

Qualitative Research on Classroom and Summer Reading Programs: Becoming Readers in New Places and Spaces

- Qualitative Insights Into the "Effectiveness" of a Summer Reading Program**
Catherine Compton-Lilly, *University of Wisconsin, Madison*
Erin Quast, *University of Wisconsin, Madison*
Rachel Caloia, *University of Wisconsin, Madison*
Kelly McCann, *University of Wisconsin, Madison*
- The Summer Literacy Academy**
Mary Ann Cahill, *Boise State University*
Anne Gregory, *Western Illinois University*
Petros Panaou, *Boise State University*
Jessica Nelson, *Boise State University*
- "Let's Try To Listen to Them": Holding Space for 'Struggling' Readers' Literate Identities to Come Into Being In and Through Classroom Discourse**
Michiko Hikida, *The Ohio State University*

3:00 pm - 4:30 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas II

Area 6

Expanding Dimensions of Adult Literacies for Equity and Empowerment

- Re-imagining Functional Literacy: Insights from a Systematic Literature Review**
Kristen Perry, *University of Kentucky*
Donita Shaw, *University of Kansas*
Lyudmila Ivanyuk, *University of Kentucky*
Sarah Y.S. Tham, *University of Kansas*
- "Equity in Assistance?": Usability of U.S. Government Food Assistance Applications**
Leah Katherine Saal, *Loyola University, Maryland*
- Theorizing Miscue as Transformative, Culturally Sustaining Pedagogy: New Dimensions for Women's Literacy, Equity, and Empowerment**
Kelly Allen, *University of Arizona*
Nadia R. Granados, *University of Arizona*
Heidi Bacon, *Southern Illinois University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon A

Area 10

Re-imagining Boundaries and Trajectories of Disciplinary Literacies

Presenters:

Kristine Pytash, *Kent State University*
Nathan Phillips, *University of Illinois, Chicago*
William Kist, *Kent State University*
Elizabeth Testa, *Kent State University*
Ryan M. Rish, *Kennesaw State University*
Rebecca Woodard, *University of Illinois, Chicago*
Emily Machado, *University of Illinois, Chicago*
Blaine Smith, *University of Miami*
Katherine E. Batchelor, *Miami University*
Michael Manderino, *Northern Illinois University*
Phillip Michael Wilder, *Clemson University*

In this alternative session, we consider the boundaries and trajectories of disciplinary literacies at work in six distinct studies of multimodal composing. This session calls into question how multimodal composing is leveraged in ways that define new disciplinary boundaries and chart new trajectories. The juxtaposition of the six studies serves as a generative space of convergence and contestation, wherein previous assumptions about disciplinary literacies are interrogated and new insights are offered.

WEDNESDAY

3:00 pm - 4:30 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon B

Area 7

The Literacy Work and Dialogue of Teachers

Discussant:

Lara J. Handsfield, *Illinois State University*

1. **The Contested Nature of English-Language Education in Honduras**
Kate Kedley, *The University of Iowa*
2. **Imagining the Literacy Work of Teachers and Immigrant Parents: Our Work in "New Times"**
Carolyn Colvin, *The University of Iowa*
Elizabeth Willmore, *The University of Iowa*
3. **Toward a Necessary Tension: The Dialogic Push and Pull Between the Teachers of ELL Students**
Kena Terese Avila, *Linfield College*

3:00 pm - 4:30 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon C

Area 6

Science and Literacy in Schools: Design, Practice, and Perception

1. **Designing and Studying an Intervention Supporting Science Reading Across Multiple Sources to Explain and Model Scientific Phenomena**
Cynthia Greenleaf, *Strategic Literacy Initiative, WestEd*
Willard Brown, *Strategic Literacy Initiative, WestEd*
Susan Goldman, *University of Illinois, Chicago*
MariAnne George, *University of Illinois, Chicago*
Monica Ko, *University of Illinois, Chicago*
Julia Emig, *University of Illinois, Chicago*
Stacy Marple, *Strategic Literacy Initiative, WestEd*
Gayle Cribb, *Strategic Literacy Initiative, WestEd*
Katie James, *University of Illinois, Chicago*
Candice Burkett, *University of Illinois, Chicago*
Mariya Yukhymenko, *University of Illinois, Chicago*
Kimberly Lawless, *University of Illinois, Chicago*
M. Anne Britt, *Northern Illinois University*
Patricia Wallace, *Northern Illinois University*
Ursula Sexton, *WestEd*
James Pellegrino, *University of Illinois, Chicago*
2. **Secondary Science Teachers' Implementation of Literacy Practices: A Survey Study**
Sally Valentino Drew, *Central Connecticut State University*
Jeff Thomas, *Central Connecticut State University*

3:00 pm - 4:30 pm - ROUNDTABLE
Costa Del Sol Ballroom, Salon D

Roundtable 3

1. **Breaking through the Noise: Literacy Leaders in the Face of Accountability, Evaluation, and Reform**
Chelsey May Bahlmann Bollinger, *The University of Georgia*
Karen Kleppe Graham, *The University of Georgia*
Catherine Maureen Kelly, *St. Catherine University*
Kenneth Kunz, *Bloomfield College and Rutgers University*
Michael McManus, *University of the Ozarks*
Sara Miller, *Longwood University*
Sherry Sanden, *Illinois State University*
Chad Waldron, *Penn State Erie, The Behrend College*
2. **Capturing Change Over Time in Early Writing: The Design of an Early Writing Observational Rubric**
Sinead J. Harmey, *Queens College, CUNY*
Jerome D'Agostino, *The Ohio State University*
Emily Rodgers, *The Ohio State University*
3. **Effects of Argumentative Discussions and Cultural Differences in the Use of Metadiscourse**
Il-Hee Kim, *Wheaton College*
4. **In Transition: A Self-Study of Evolving Epistemologies While Becoming Teacher Educators**
Amber Warren, *Indiana University*
Natalia Ward, *The University of Tennessee*
5. **Literacy Tutoring Experiences in Preservice Teacher Education: How Do Multiple Literacy Tutoring Experiences Across a Program Contribute to Growth?**
James V. Hoffman, *The University of Texas, Austin*
Melissa Wetzel, *The University of Texas, Austin*
Samuel DeJulio, *University of Texas*
6. **Metacognition and Reading: A State of the Art Review**
Peter Afflerbach, *University of Maryland*
Nesrin Ozturk, *University of Maryland*
Brecca Faust, *University of Maryland*
Loretta Vanessa Holmberg-Masden, *University of Maryland, College Park*
7. **Paired Roundtable: Popular Culture and Propaganda in Secondary English Classrooms**
 - A. **From Picturebooks to Propaganda: Enhancing the High School English Curriculum through Visual Literacy**
Dani Kachorsky, *Arizona State University*

- B. Romanticism, Rap, and Remix: A Case Study of Romantic Poetry and Popular Culture**
Megan Bowmer, *University of Sydney*
Jen Scott Curwood, *University of Sydney*
- 8. Paired Roundtable:
Comparative Studies in Classrooms**
- A. The Impact of High Online Research and Comprehension and Digital Tool Use in 1:1 Contexts: Comparing Two Different Learners**
Kellie Riley Doubek, *University of Illinois, Chicago*
- B. Two Classrooms, Two New Media Literacies: Lessons Learned from a Digital Literacy Intervention Study**
Amy Koehler Catterson, *University of California, Berkeley*
- 9. Paired Roundtable:
Vocabulary and Word Learning**
- A. Examining Picture-Referencing Strategies for Vocabulary Learning During Book Reading**
Jill Freiberg Grifenhagen, *North Carolina State University*
- B. The Effects of Explicit Word Identification Strategy Instruction on Kindergarten Students' Word Learning, Text Reading, and Passage Comprehension**
Kimberly L. Anderson, *East Carolina University*
- 1. Dramatic Changes in the Complexity of a First-Grade Core-Reading Program Across Six Decades**
Jill Fitzgerald, *The University of North Carolina at Chapel Hill; MetaMetrics*
Jeff Elmore, *MetaMetrics*
Jackie Eunjung Relyea, *University of North Carolina, Chapel Hill*
A. Jackson Stenner, *MetaMetrics; The University of North Carolina, Chapel Hill*
- 2. Investigating Text Challenge Level for Elementary Students: A Research Synthesis**
Steve Amendum, *University of Delaware*
Kristin Conradi, *College of William and Mary*
- 3. The Criterion Variable in Text Complexity Research: Have We Shifted and Drifted?**
James W. Cunningham, *University of North Carolina, Chapel Hill*
Heidi Anne Mesmer, *Virginia Tech*
- 4. Investigating Text Complexity of Leveled Passages Used in Classroom Reading Assessments**
Yukie Toyama, *University of California, Berkeley*
Elfrieda H. Hiebert, *TextProject*
P. David Pearson, *University of California, Berkeley*

**3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon E**

Area 4

Text Complexity: Bringing Research to Bear on Assumptions of the Common Core

Chair:

Elfrieda H. Hiebert, *TextProject*

Discussant:

Anne McGill-Franzen, *University of Tennessee*

The text complexity standard (Standard 10) of the English/Language Arts Common Core State Standards (CCSS; NGA Center for Best Practices & CCSSO, 2010) represents a critical change in literacy policy and practice. The choices evident in the instantiation of the text complexity standard reflect assumptions made by CCSS writers about text complexity (Hiebert & Van Sluys, 2013). The papers in this symposium address the evidence underlying a number of these assumptions.

**3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon F**

Area 7

Literacy Research as a Struggle for Equity: The Use of Ethnographic Case Studies in Literacy Education Classes

Chair:

Norma González, *The University of Arizona*

Discussant:

Robert Jimenez, *Vanderbilt University*

Luz A. Murillo, *The University of Illinois, Urbana-Champaign*

Riley Wharton, *The University of Illinois, Urbana-Champaign*

Janine M. Schall, *The University of Texas, Rio Grande Valley*

This symposium reports on the use of ethnographic case studies as tools for literacy educators to learn about the ways children acquire and use literacy in and out of school. We discuss the scholarly works that inspired our practice, and the learning we have engaged in through the use of teachers' ethnographic case studies. Also, the potential for research and practice, and the roadblocks we encountered related to this particular method of teaching and learning.

WEDNESDAY

3:00 pm - 4:30 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon G

Area 2
Literacy Coaching: Paradoxes and Possibilities

Discussant:
Mary F. Roe, *Utah State University*

- 1. Secondary Teachers' Development of a Reflective Stance Toward Literacy Instruction: Application of Instructional Coaching, a Reflection Framework, and an Apprenticeship Stance**
Jennifer Reichenberg, *University at Buffalo, SUNY*
Fenice Boyd, *University at Buffalo, SUNY*
- 2. The Discursive Negotiation of Emotions within Literacy Coaching Interactions**
Carolyn S. Hunt, *Illinois State University*
- 3. Re-Imagining Literacy PD: The Impact of Individualization on Teachers' Experiences**
Amy D. Broemmel, *University of Tennessee*
Kristi Swafford, *University of Tennessee*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon H

Area 13
Putting Theories to Work on "Equity-Mindedness" as a Phenomenon in Post-Intentional Phenomenological Literacy Research

Chair:
Mark Vagle, *University of Minnesota*

Presenters:
Kristi Tamte Bergeson, *University of Minnesota*
Rebecca Bauer, *University of Minnesota*
Melody Brennan, *University of Minnesota*
Liv Christensen, *University of Minnesota*
Kelly Gast, *University of Minnesota*
Keitha-Gail Martin-Kerr, *University of Minnesota*
Abigail Rombalski, *University of Minnesota*
Stephanie Hicks, *University of Minnesota*
Charity Tatah Mentan, *University of Minnesota*
Mark Vagle, *University of Minnesota*

In this alternative session, we engage attendees in putting various theories in literacy education to work on the phenomenon, equity-mindedness. We envision this session as interactive including short presentations and three structured conversations with attendees. We begin by presenting an overview of post-intentional

phenomenology, placing specific emphasis on 1) how post-intentional phenomenology conceives the role of theory differently than Husserl and 2) how Deleuze and Guattari's (1987) concept 'line of flight' can be useful.

4:45 pm - 6:00 pm - PRESIDENTIAL ADDRESS
Coastal Events Center, Poinsettia I - III, Upper Level

J. Michael Parker Award Presentation
Silvia Nogueron-Liu, *University of Colorado*

Student Outstanding Research Award Presentation
Catherine Compton-Lilly, *University of Wisconsin, Madison*

STAR Fellows Introduction
Marcelle Haddix, *Syracuse University*

Introduction of LRA President
Randy Bomer, *University of Texas, Austin*

2015 Presidential Address: Crossing Boundaries in Literacy Research: Challenges and Opportunities
Presenter:

Janice F. Almasi, *University of Kentucky*

Janice F. Almasi is the Carol Lee Robertson Endowed Professor of Literacy Education at the University of Kentucky. She earned her PhD and M.Ed. in literacy education at the University of Maryland, and was a postdoctoral fellow at the Learning Research and Development Center at the University of Pittsburgh. Her pedagogical and research endeavors have critically examined the contexts in which children make sense of text, particularly in peer discussion environments. As well, her research has examined comprehension and the strategic processing that occurs while children and adolescents read. Her research has been published in journals such as: *Reading Research Quarterly*, *Journal of Educational Psychology*, *Journal of Educational Research*, *Journal of Literacy Research*, *Elementary School Journal*, *Educational Psychologist*, and *Reading Psychology*.

6:30 pm - 7:00 pm - PRESIDENTIAL RECEPTION
Coastal Events Center, Vista Terrace - Lower Level
President's Reception - All Welcome

Vital Issues
9:00 pm - 11:00 pm
Coastal Events Center, Diversions - 1st Floor

Thursday • December 3, 2015

Thursday

Literacy, Equity, Imagination
65th Annual Conference of the Literacy Research Association
December 2-5, 2015 | Carlsbad, CA

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 90 minutes.

PAIRED ROUNDTABLES

Certain papers have been paired as roundtables so that scholars might experience a more dialogic conversation with other scholars and attendees about the direction of their methods and findings.

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.

BILINGUAL SESSIONS

In these sessions, presenters will use Spanish and English as needed to express their ideas and represent their participants' voices and perspectives as fully as possible. Translations (bi-directional) may be offered within the presentation, through slides, or on handouts.

Attendee Registration Open

7:00 am - 6:30 pm

Coastal Events Center, Foyer

Newcomers/Graduate Student Breakfast

7:00 am - 8:30 am –

Terrace Lawn – Outdoors

*Costa Del Sol Ballroom, Salon D
(in Case of Inclement Weather)*

NCRLL Meeting

7:00 am - 8:30 am

Costa Del Sol Ballroom, Salon A

**Distinguished Scholar Lifetime Achievement Award
Committee Meeting**

7:30 am - 8:30 am

Coastal Events Center, Carnation, Upper Level

**P. David Pearson Scholarly Impact Award Committee
Meeting**

7:30 am - 8:30 am

Coastal Events Center, Iris II, Lower Level

Early Career Achievement Award Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Gardenia I, Upper Level

Oscar S. Causey Award Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Orchid I, Lower Level

**Ethnicity, Race, and Multilingualism Committee
Meeting**

7:30 am - 8:30 am

Coastal Events Center, Gardenia II, Upper Level

Publications Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Orchid II, Lower Level

Research Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Poinsettia I, Upper Level

**International Innovative Community Group (ICG)
Meeting**

7:30 am - 8:30 am

Coastal Events Center, Iris Ia, Lower Level

History Innovative Community Group (ICG) Meeting

7:30 am - 8:30 am

Coastal Events Center, Marigold, Lower Level

**LRA Briefing Room: Supported by LRA Policy &
Legislative Committee**

8:30 am - 5:00 pm

Coastal Events Center, Azalea Board Room, Lower Level

Book Display/Silent Auction

8:00 am - 5:00 pm

Coastal Events Center Foyer

Exhibits Open

8:00 am - 5:00 pm

Coastal Events Center Foyer

**8:45 am - 10:15 am - SYMPOSIUM
Clubhouse, Parlor, Lobby Level****LRA Student Outstanding Research Award:
Informational Symposium****Presenters:**

Nancy Edwards, *Berry College*

Renita Schmidt, *University of Iowa*

Pamela Mason, *Harvard University*

Minda Lopez, *Texas State University*

Anna Iddings, *University of Arizona*

Tanya S. Wright, *Michigan State University*

Deborah MacPhee, *Illinois State University*

Angie Zapata, *University of Missouri*

Jaye Johnson Thiel, *University of Tennessee, Knoxville*

The symposium session will include presentations by members of the Outstanding Student Research Award committee as well as comments from past award winners. Audience questions and discussion will take place throughout the session.

**8:45 am - 10:15 am - PAPER SESSION
Clubhouse, Veranda, Lobby Level****Area 2****Literacy Coaching: Analyzing Complexities in Practice
and Research**

- 1. Professional Learning as Breaking Away:
Discourses of Teacher Development Within
Literacy Coaching Interactions**
Carolyn S. Hunt, *Illinois State University*

THURSDAY

- 2. Inside the “Black Box” of Coaching: Coaches Report Their Coaching Interactions with Educators**
Rachel Schachter, *The Ohio State University*
Melissa Weber-Mayrer, *The Ohio State University*
Shayne B. Piasta, *The Ohio State University*
Laura Justice, *The Ohio State University*
Ann O’Connell, *The Ohio State University*
- 3. Understanding the Relationship Between Critical Self-Reflection in Coach-Teacher Discourse and Uptake of Instructional Practices**
Dana A. Robertson, *University of Wyoming*
Evelyn Ford-Connors, *Boston University*
Jeanne Paratore, *Boston University*
Tia Frahm, *University of Wyoming*
Cherylanne Lombardi, *Boston University*

8:45 am - 1:00 pm – BRIEFING ROOM
Supported by LRA Policy & Legislative Committee
Coastal Events Center, Azalea Board Room, Lower Level

8:45 am - 10:15 am – PAIRED ROUNDTABLE
Coastal Events Center, Carnation, Upper Level

Area 3 Perceiving Dyslexia and Disability: Teachers and Students

- 1. Elementary Teachers’ Perspectives about Dyslexia**
Jo Worthy, *University of Texas, Austin*
Samuel DeJulio, *University of Texas, Austin*
Christine Derbyshire, *University of Texas, Austin*
Kira Leekeenan, *University of Texas, Austin*
Natalie Svrcek, *The University of Texas, Austin*
Doris Ann Villarreal, *The University of Texas, Austin*
Molly Wiebe, *The University of Texas, Austin*
- 2. “I’m Not Good with Doing Hard Stuff”: The Learning Experiences and Self-Theories of Two Fourth Grade Boys Identified as Learning Disabled**
Katharine Lynette Chamberlain, *The University of Texas, Austin*

Area 3 Reworking Learning Contexts for Struggling Readers: Why and How

- 3. Elementary School Teachers’ Strategies to Incorporate Literacy in Project-Based Learning for Struggling Readers**
Koala Koenig, *University of Nevada, Reno*
Melissa Bedford, *University of Nevada, Reno*
- 4. Revamping an Instructional Environment for Middle Level Struggling Readers: Why and How**
Mary F. Roe, *Utah State University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Daisy, Lobby Level

Area 1 Digital Literacies in Pre-Service Teacher Education: Contexts and Practices

Chair:
Wynnetta Scott-Simmons, *Mercer University*

- 1. Preparing Future Teachers to Teach Literacy in the 21st Century: How Utilizing Digital Literacies in Literacy Coursework Fosters Applicable Classroom Practices**
Chrystine Mitchell, *Pennsylvania State University, Berks Campus*
- 2. Re-Imagining Understandings of Literacies: Assemblages and Compositions of Teachers’ Digital Literacy Autobiographies**
Marianne McTavish, *University of British Columbia*
Margot Filipenko, *University of British Columbia*
- 3. Technology Integration by Elementary Pre-Service Teachers**
Qizhen Deng, *University of Nebraska, Lincoln*
Laurie Friedrich, *University of Nebraska, Lincoln*
Guy Trainin, *University of Nebraska, Lincoln*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Coastal Events Center, Executive Learning Center, Lower Level

Area 10 Emerging Multimodal Literacy Research Methods

Chair:
Elizabeth Baker, *University of Missouri*
Discussants:
Evan Ortlieb, *St. John’s University*
William Ian O’Byrne, *University of New Haven*

This alternative session will engage participants in a critical examination of emerging multimodal literacy research methods. The panel will share their methods for analysis, representation, and dissemination of multimodal literacy research, highlighting affordances and constraints. To promote interaction, participants will break out in two rounds of small groups to explore issues in greater depth, as situated within each researcher’s context. The session will end with a facilitator-guided conversation and multimodal dissemination recommendations for LRA.

1. **Sensing Modal Learning: Finding Meaning-Making Pathways**
Jennifer Rowsell, *Brock University*
2. **Mediated Discourse Analysis: Examining Actions, Modes, and Meanings in Participatory Literacies**
Karen Wohlwend, *Indiana University*
3. **The Affordances of Page- and Screen-Based Research Reports for Representing Multimodal Interaction**
Deborah Wells Rowe, *Vanderbilt University*
4. **Multimodal Composing Pattern Abstraction and Microstories through Interactive Infographics**
Bridget Dalton, *University of Colorado, Boulder*
Blaine Smith, *University of Miami*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 1
Affective Dimensions of Literacy Pre-Service Teacher Education

Chair:

Natalie R. Hoyle, *Indian Prairie School District #204*

Discussant:

Kirsten Letofsky, *University of California, Berkeley*;
University of Illinois, Urbana-Champaign

1. **Towards a Pedagogy of Love & Equity**
Tracey Pyscher, *University of Minnesota*
2. **"It's a Lot to Feel": Designing for Affect and Critical Emotionality in a Pre-Service Literacy Methods Course**
Elizabeth Dutro, *University of Colorado, Boulder*
Ashley Cartun, *University of Colorado, School of Education*
3. **The Perceived Impact of Mindfulness Instruction on Pre-Service Literacy Education Teachers**
Rachel Brown, *Syracuse University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Gardenia II, Upper Level

Area 6
Comprehension and Critical Engagement: Experiences of Middle School Students with Reading

1. **Before and Beyond Reading Comprehension Strategies: Sixth Graders' Diverse Modi Operandi (MOs) for Reading**
Paul Morsink, *Michigan State University*

2. **Investigating the Benefits of Critical Literacy for Reading Comprehension in a 7th Grade Classroom**
Kathryn Scott Nelson, *The Ohio State University*
Ian Wilkinson, *The Ohio State University*
3. **Persistence of the Experience of Engaged Reading**
Gay Ivey, *University of Wisconsin, Madison*
Peter Johnston, *The University at Albany, SUNY*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Iris I, Lower Level

Area 10
Critical and Transformative Lenses on Digital Literacies

1. **Cyber-Ethnography in the Club Penguin Virtual World: Nexus of Participation, Literacy, and Consumerism**
Tolga Kargin, *Indiana University*
2. **Using Twitter to Transform Literacy Engagement for Urban Youth and Literacy Specialist Candidates**
Jevon Hunter, *SUNY, Buffalo State*
Katarina N. Silvestri, *SUNY, Buffalo*
Madison Ackerman, *SUNY, Buffalo*
3. **Using a Critical Digital Literacies Pedagogy to Promote Creativity and Equity**
Janette Michelle Hughes, *University of Ontario, Institute of Technology*
Anne Michelle Burke, *Memorial University*
Laura Jane Morrison, *University of Ontario, Institute of Technology*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Iris II, Lower Level

Area 2
Case Studies of Professional Development and Literacy Integration Across Disciplines

1. **High School Teachers' Disciplinary Literacy Knowledge**
Paula Di Domenico, *Leyden District 212*
2. **Teachers' Beliefs, Knowledge, and Implementation of Disciplinary Literacy Pedagogy in Three Advanced Placement United States History Classrooms**
Stephanie M. Bennett, *Mississippi State University*
3. **Using the STAK Model: A Case Study of Professional Development for Technology Integration in Literacy**
Lindsay Woodward, *Drake University*
Amy Hutchison, *Iowa State University*

THURSDAY

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Marigold, Lower Level

"Whose Words? Whose Public?": F2F and Town Hall Voices

Discussant:

Rebecca Rogers, *University of Missouri, St. Louis*

1. Online is the New [F2F]

Peggy Albers, *Georgia State University*
Tuba Angay-Crowder, *Georgia State University*
Aram Cho, *Georgia State University*
Jihye Shin, *Georgia State University*
Christi Pace, *Georgia State University*
Sarah Turnbull, *Georgia State University*
Myoung Eun Pang, *Georgia State University*
Mandi Sena, *Georgia State University*
Jin Kyeong Jung, *University of Pennsylvania*
Huan Wang, *Georgia State University*

2. Town Hall Literacies: A Critical Discourse Analysis of the LRA Back Channel

Judson Laughter, *University of Tennessee, Knoxville*
Christine Mallozzi, *University of Kentucky*
Stergios Botzakos, *The University of Tennessee, Knoxville*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Orchid I, Lower Level

Area 7

Discourses, Trajectories, and Pedagogies Across Adult ESL Contexts

Discussant:

Kristen Perry, *University of Kentucky*

1. Situated Motivation and Literacy Trajectories of Immigrant and Visitor Adults Learning Culture and Language in Informal and Formal ESL Classroom Settings

Jeonghyun Jonna Lee, *The University of Texas, Austin*
Diane L. Schallert, *University of Texas, Austin*

2. Imagining Discourse Toward Greater Empowerment and Equity for Multilingual Students in a College ESL

Jung Sook Kim, *The Ohio State University*

3. From Transmission to Transformation: Critical Pedagogy for Adult Immigrant ESL Literacy

Xia Chao, *Duquesne University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Orchid II, Lower Level

Area 7

Critical Literacies: Pedagogical Tools for Addressing Injustices and Inequalities

Discussant:

Tisha Lewis Ellison, *Georgia State University*

1. Imagining a More Equitable World: First Graders Interrogate Disability through Critical Literacy

Scott Ritchie, *Kennesaw State University*

2. Researching Practices That Teach Critical Literacy and Promote Equity and Imagination

Jacqueline Darvin, *Queens College, CUNY*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Poinsettia I, Upper Level

Area 6

Global Literacies: International Perspectives on Communities and Identities

1. A Critical Approach to Academic Literacies of First-Generation College Students: Identity, Discourse, and Access

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

2. Global Literacies: Imagining Identities and Lives through Korean Dramas

Grace My Hyun Kim, *University of California, Berkeley*
Delila Omerbasic, *University of Utah*

3. Imagined Communities and Identities: A Spaciotemporal Discourse Analysis of One Woman's Literacy Journey

Heidi Bacon, *Southern Illinois University, Carbondale*
Jean Kaya, *Southern Illinois University, Carbondale*

4. The Shaping of Educational Scholarship at a Time of Heightened Globalization: Turning the Mirror on Insularity, Ignorance, Arrogance, and Collusion

Robert James Tierney, *University of British Columbia*
Kan Wei, *Beijing Normal University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Poinsettia II, Upper Level

Area 5
Power, Desire, and Imagination in Literacy Teaching and Literary Reading

Discussant:

Beth Maloch, *The University of Texas, Austin*

- Luca: A Portrait of Literate Becomings through Affective Investments**
Melanie Reaves, *Northern Michigan University*
- Free Reading and the Surveilled Imagination: Revisiting Rosenblatt in the Age of the Electronic Panopticon**
Margaret Mackey, *University of Alberta*
- Do Text-Dependent Questions Need to be Teacher-Dependent?: An Examination of Third- and Fourth-Grade Students' Text-Based Wonder**
Monica Belfatti, *Elizabethtown College*
Diane Santori, *West Chester University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Poinsettia III, Upper Level

Area 6
Engineering, Design, and Making: Literacy Practices and Identities

- Creative Representations: Literacy Practices in Making Activities**
Eli Tucker-Raymond, *TERC*
Brian Gravel, *Tufts University*
Kaitlin Kohberger, *Tufts University*
Kyle Browne, *Lesley University*
- Information Gathering in Adolescents' Engineering Design Work**
Amy Wilson-Lopez, *Utah State University*
Michael D. Boatright, *West Carolina University*
Joel Alejandro Mejia, *West Virginia University*
- Transnational (Transfronterizo) College Students' Authorship of Professional Identity Texts in Engineering**
Alberto Esquinca, *University of Texas, El Paso*
Erika Mein, *University of Texas, El Paso*

8:45 am - 10:15 am - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas I

Area 2
Equity in Literacy Education: Teachers Imagining New Perspectives Across Borders

- Linguistic Identities of Borderland Latina Dual Language Teachers**
Brenda Oriana Fuentes, *University of Texas, El Paso*
- "Zebra on a Motorcycle, Parking Lot, and Wemberly Worried": Graduate Students Develop Chinese English Teachers' Language and Strategy Knowledge through Planning and Improvising**
Kathy Ganske, *Vanderbilt University*
- "Otro Mundo es Possible": International Study Abroad With Reading Teachers**
Misty Sailors, *The University of Texas, San Antonio*
Logan Manning, *The University of Texas, San Antonio*
- "Reading is Magic, But it's Not Easy": ELA Teachers' Reading Beliefs, Influences, and Classroom Practices**
Sheree Springer, *University of Utah*
Jan Dole, *University of Utah*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Las Palmas II

Area 9
Problematizing Gender and Sexuality in Children's Texts: Analyzing Family, Gender, Coming Out and Bullying through Queer, Critical, and Feminist Lenses

Chair:

Angela M. Wiseman, *North Carolina State University*

Discussant:

Leslie David Burns, *University of Kentucky*

This symposium considers how texts represent and create possibilities for readers. Considering issues of gender and sexuality, we draw on queer, critical, and feminist scholarship that includes how: 1) texts represent (non) normative ways of sexual and gendered identity; 2) literature expands conversations and ideas about norms; and 3) students are rich sources of information about non-normative practices. We use critical content analyses and research on readers' responses to deeply explore these issues.

THURSDAY

1. **The Queer Canon of Children's Literature: Reality Represented or Just Another Bully?**
Craig A. Young, *Bloomsburg University of Pennsylvania*
2. **Integrating LGBTQ Families into Childhood Discourses: Picturebooks & Reading Clubs as Sites of Engagement**
Rachel Skrlac Lo, *University of Pennsylvania*
3. **Out of the Closet and All Grown Up: Problematizing Normative Narratives of Coming-Out and Coming-of-Age in Young Adult Literature**
Amanda Haerting Thein, *University of Iowa*
Kate Kedley, *The University of Iowa*
4. **Stacy & Lila's Stories: Cyberbullying, Defriending, and Exclusion from "The Celebrity Table"**
Angela M. Wiseman, *North Carolina State University*
Abbey C. K. Graham, *North Carolina State University*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon A

Area 3

Analyses of the Breaches and Bridges Between Literacy Teachers' Imagined and Enacted Selves

Chair:

Carol D. Lee, *Northwestern University*

Discussant:

Carol D. Lee, *Northwestern University*

This symposium explores why and how ELA teachers' imagined and enacted literacy selves may differ. We present three papers, each examining different areas of dissonance between teachers' idealized versions of their literacy practice and their enacted literacy pedagogy. Fine-grained qualitative analysis allowed for detailed discussions of the cognitive, emotional, and social constructs that undergirded differences within teachers. We suggest possible paths forward for supporting teachers in building from their idealized notions of literacy.

1. **"Slugging through it with Them": Examining Disconnects Between Pedagogical and Personal Approaches to Reading**
Malayna Bernstein, *West Virginia University*
2. **"All I Can Do Is Quiz Them": The Disconnect Between One Teacher's Literacy Instruction in "Honors" and "Regular" Classes**
Sarah Levine, *National Louis University*
3. **"I'm at the Crossroads with Them": The Breaches and Bridges Between Two Teaching Roles**
Anika Spratley Burtin, *The Center for Urban Education, The University of the District of Columbia*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon B

Area 7

Literacy Education for Access, Equity, and Achievement

Chair:

Detra Price-Dennis, *Teachers College, Columbia*

Discussant:

Arlette Willis, *University of Illinois, Urbana-Champaign*

Transformative education occurs when teachers understand how to design lessons that support students in their efforts to interrogate oppressive conditions in our society. Literacy teacher educators have a unique opportunity to influence how this work is taken up as they work to establish curricula that foster critical perspectives on equity and diversity. In this session literacy scholars of color take up questions related to the preparation of and in-service teachers for diverse classrooms.

1. **The Quest for Social Justice: Developing Racial Literacy in Teacher Education**
Yolanda Sealey-Ruiz, *Teachers College, Columbia University*
Darrell C. Hucks, *Keene State College*
2. **Worthy of Our Boys: Meditations and Vexations about Preparing Teachers to Educate African American Males**
Detra Price-Dennis, *Teachers College, Columbia*
Marcelle Haddix, *Syracuse University*
3. **"We Wish to Plead Our Own Cause": A Historical Perspective to Writing Instruction to Support the Voices of African American Youth in Classrooms**
Gholnecsar Muhammad, *Georgia State University*
Garfield Bright, *Georgia State University*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon C

Area 4

Influence and Advocacy in the Public Sphere: Perspectives of Members of the Reading Hall of Fame

Chair:

Rachael Gabriel, *University of Connecticut*

Discussant:

Sarah Woulfin, *University of Connecticut*

Presenters:

Richard L. Allington, *University of Tennessee*

Kris Gutiérrez, *University of California, Berkeley*

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

The purpose of this session is to highlight the tools, strategies, and practices that researchers wield to influence policy and advocacy efforts related to literacy instruction. Within this symposium, we aim to produce a conversation about how senior LRA members have accomplished the task of connecting research with policy and practice by presenting the longitudinal, multidimensional approaches required for engaging in such work.

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon E

Area 11
Methods for Researching Transliterations in Practice: An Embodied Theoretical Review

Discussant:

Joanne Larson, *University of Rochester*

Presenters:

Anna Smith, *University of Illinois, Urbana-Champaign*

Amy Stornaiuolo, *University of Pennsylvania*

Nathan Phillips, *University of Illinois, Chicago*

Christian Ehret, *McGill University*

Matthew Hall, *The College of New Jersey*

Jon M. Wargo, *Michigan State University*

This alternative session addresses a central challenge for literacy researcher - how to account for practices 'on the move' by drawing together literacy scholars working at the methodological cutting edge. Through data demonstrations and an embodied theoretical review, this symposium initiates a concerted effort to gather a set of innovative methodological tools that address the complexity of transliterations in practice. The audience will collaborate in constructing a visual map, considering with panelists how to ethically represent marginalized voices.

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon F

Area 3

From Learning to Argue to Arguing to Learn: Recontextualization, Entextualization, and Collective Memory

Chair:

David Bloome, *The Ohio State University*

Discussant:

David Bloome, *The Ohio State University*

This symposium is concerned with the use of argumentation as a framework for learning and more specifically as a framework for the interpretation of literary texts. Through three year-long ethnographic case studies in secondary English language arts classrooms, we focus on the role of recontextualization, entextualization, and collective memory in using argument as a framework for learning. In each case study, a micro-ethnographic discourse analysis was conducted of select classroom lessons.

- 1. The Recontextualization of Argumentative Practices in a 12th-Grade English Language Arts Classroom**
 Brenton Goff, *The Ohio State University*
- 2. Arguing to Read: Entextualization of Literary Texts through the Crafting of Argument**
 Min-Young Kim, *The Ohio State University*
 Larkin Weyand, *The Ohio State University*
- 3. How Collective Memory of Argumentation Builds Over Time and Affects Students' Learning through the Teaching and Learning of Argumentation**
 SangHee Ryu, *The Ohio State University*
 Eileen Buescher, *The Ohio State University*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon G

Area 3

Becoming a Text Analyst: Learning to Read with and Against a Text

Chair:

Jerome C. Harste, *Indiana University*

Discussant:

Hilary Janks, *University of the Witwatersrand*

Critical reading requires learning to unpack any text or image. Critical readers become analysts who are not only proficient in terms of gaining personal and social meaning from text, but who are also able to see how a text is positioning them and what the author wants them to

THURSDAY

believe. This symposium presents four studies of students at different levels (primary, elementary, middle school, and university) learning to become text analysts.

- 1. Eighth Graders as Text Analysts**
Christine Leland, *Indiana University, IUPUI*
Anne Ociepka, *Indiana University, IUPUI*
- 2. Whose News? Reader Discretion Advised**
Mitzi Lewison, *Indiana University*
Lee Heffernan, *Fairview Elementary School*
- 3. Critical Literacy in a Kindergarten Classroom: Reading with and Against "Froodle"**
Vivian Vasquez, *American University*
Bryan Woods, *Kindree Public School*
- 4. Teachers as Text Analysts: "I Need to Start Teaching Differently"**
Jerome C. Harste, *Indiana University*

**8:45 am - 10:15 am – INVITED SESSION – Area 11
Costa Del Sol Ballroom, Salon H**



Post Qualitative Inquiry

Presenter:

Elizabeth Adams St. Pierre, *University of Georgia*

Post qualitative inquiry offers a critique of conventional humanist qualitative methodology and marks a turn toward post structural and post human inquiry. It also takes account of the new empiricisms emerging with the ontological and material turns in the humanities and social sciences. This inquiry is not methods-driven but informed by concepts like Karen Barad's entanglement and Gilles Deleuze and Felix Guattari's assemblage and by conceptual practices those concepts make possible, practices that will be different in different projects. Post qualitative inquiry is an invitation to think and do educational inquiry outside normalized structures of humanist epistemology, ontology, and methodology.

**10:30 am - 12:00 pm - OSCAR S. CAUSEY ADDRESS
Coastal Events Center, Poinsettia I - III, Upper Level**

Chair: Rebecca Rogers, *University of Missouri, St. Louis*

P. David Pearson Scholarly Impact Award Presentation

Taffy Raphael, *University of Illinois at Chicago*

Oscar S. Causey Award Presentation

Laurie Henry, *University of Kentucky*

Introduction of Oscar S. Causey Award Speaker

Yetta Goodman, *University of Arizona*

Opportunities to Learn: Give Kids a Fighting Chance

Susan Neuman, *New York University*

Susan B. Neuman is Professor and Chair of the Teaching and Learning Department at the Steinhardt School of Culture, Education, and Human Development at New York University. She has also served on the faculty in Educational Studies at the University of Michigan, directing the Ready-to-Learn Research Program. Under George W. Bush, she served as the U.S. Assistant Secretary of Elementary and Secondary Education. She also worked to establish the Early Reading First Program and the Early Childhood Professional Development Education Program. Her recent publications include *Giving Our Children a Fighting Chance: Poverty, Literacy, and the Development of Information Capital*, co-authored with Donna Colello, and *All About Words*, co-authored with Tanya Wright.

Study Groups

12:00 pm - 1:00 pm

See pages 11 - 15.

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Clubhouse, Parlor, Lobby Level

Area 8

Collaborative Conversations: Examining Equity, Diversity & Transformative Literacy Pedagogy Across Complex Contexts

Chairs:

Cynthia Helen Brock, *University of South Australia*
 Fenice Boyd, *University of Buffalo*

Discussant:

Cynthia Helen Brock, *University of South Australia*

Presenters:

Rachel Salas, *University of Nevada, Reno*
 Julie Pennington, *University of Nevada, Reno*
 Debra Goodman, *Hofstra University*
 Mary McVee, *University at Buffalo, SUNY*
 David Fronczak, *SUNY, Buffalo*
 Jay Stainsby, *SUNY, Buffalo*
 Chad White, *SUNY, Buffalo*
 Fenice Boyd, *University at Buffalo, SUNY*
 Andrea L. Tochelli-Ward, *University of Buffalo, SUNY*
 Claudia Haag, *Texas Woman's University*
 Compton Margaret, *Texas Woman's University*
 Zaline Roy-Campbell, *Syracuse University*
 Gwendolyn Thompson McMillon, *Oakland University*
 Doris Walker-Dalhouse, *Marquette University*

Using a multiliteracies theoretical framework—introduced into the field of education almost 20 years ago—the presenters in this alternative format session discuss, explore and extend ways to foster the equitable learning and achievement of students from non-dominant backgrounds in various settings—including schools (i.e., traditional and a youth detention center), universities, community organizations (i.e., GLBT youth organization), and systematically organized projects (i.e., summer community garden project).

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Clubhouse, Veranda, Lobby Level

Area 11

Negotiating (and Surviving) the Institutional Review Board (IRB) Process

Chair:

Kelly B. Cartwright, *Christopher Newport University*

Presenters:

Kelly B. Cartwright, *Christopher Newport University*
 Richard L. Allington, *University of Tennessee*

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

Judith Franzak, *Salisbury University*

Wendy Gardiner, *National Louis University*

Afra Ahmed Hersi, *Loyola University*

Janet C. Richards, *University of South Florida*

Rebecca Rogers, *University of Missouri, St. Louis*

Diane H. Tracey, *Kean University*

Nancy T. Walker, *University of La Verne*

At LRA 2014, graduate students indicated there were few opportunities on the conference program for new and emerging scholars. Accordingly, the Ethics Committee planned this session to meet particular needs of this group of LRA members and attendees. The goal of the session is to provide opportunities for new researchers and graduate students to learn about a necessary, often complex, and anxiety provoking process in order to support their development as scholars within our organization.

1:15 pm - 2:45 pm – PAIRED ROUNDTABLE
Coastal Events Center, Carnation, Upper Level

Area 9

All Kinds of Kids, All Kinds of Families: Trends in LGBTQ Children's and Young Adult Literature

- Shifts and Trends in LGBTQ YA Fiction, 2000-2014**
 Corrine Marie Wickens, *Northern Illinois University*
- The Figured World of Young Adult Book Reviews: Imagining a New Audience for LGBTQ Literature**
 Jenna Spiering, *University of Iowa*
- Windowing and Mirroring as Social Actions: LGTQA Youth's Literacy Practices in an LGBT Themed Literature Course**
 Ryan Schey, *The Ohio State University*
 Mollie V. Blackburn, *The Ohio State University*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Daisy, Lobby Level

Area 10

Multimodal Literacy Engagement

- Reading Video: Meaning-Making and Intertextuality in Multimodal Environments**
 Rohit Mehta, *Michigan State University*
- Creativity, Motivation, and Engagement: Perceptions of Struggling Adolescent Readers Immersed in a Multimodal Media Literacy Project**
 April Marie Leach, *GStar School, Northcentral University*

THURSDAY

3. Seeing Academically Marginalized Students' Multimodal Authoring From a Position of Strength

Kate T. Anderson, *Arizona State University*
Olivia Grace Stewart, *Arizona State University*
Dani Kachorsky, *Arizona State University*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Coastal Events Center, Executive Learning Center,
Lower Level

Area 11

Visualizing Bodies and Literacy: (Re)presentations That Extend Beyond Language

Presenters:

Grace Enriquez, *Lesley University*
Elisabeth Johnson, *St. Edward's University*
Stavroula Kontovourki, *University of Cyprus*
Christine A. Mallozzi, *University of Kentucky*

Sociocultural attention to the body has a history of a visual focus; however, language continues to be the primary mode of representation in literacy research. Using visual and other modes, findings on the body and literacy will be presented to engage audience members in representations of bodies. Audience members will do a collaborative analysis of images, as well as view and discuss a video and photo show inspired by bodies and literacy research.

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 6

Adolescents' Engagements with Complex Texts

1. **A Year of Reading Closely with Adolescents**
Douglas Fisher, *San Diego State University*
Nancy Frey, *San Diego State University*
2. **Adolescents' Learning from Internet Sources: Associations of Epistemic Beliefs, Strategic Processing, and Meaning Construction**
Byeong-Young Cho, *University of Pittsburgh*
Lindsay Woodward, *Drake University*
Wendy Barlow, *Iowa State University*
Dan Li, *Iowa State University*
3. **Using Text Sets to Facilitate Critical Thinking in Adolescents**
Kelly Nelson Tracy, *Western Carolina University*
Roya Q. Scales, *Western Carolina University*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Gardenia II, Upper Level

Area 2

Disciplinary Literacy and Teacher Education: Research and Practice

1. **Assessing and Supporting Teachers' Integration of Literacy and Science**
Tiffany Gallagher, *Brock University*
Xavier Fazio, *Brock University*
2. **Exploring Disciplinary Literacy through Environmental Science**
Antony T. Smith, *University of Washington, Bothell*
3. **Secondary Teachers' Beliefs about Academic Language and Academic Language Instruction Across Content Areas: Reflections from a Year of Professional Learning**
Hannah Michelle Carter, *University of Nevada, Reno*
Kimberly Crowley, *University of Nevada, Reno*
Diane Barone, *University of Nevada, Reno*
Dianna Townsend, *University of Nevada, Reno*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Coastal Events Center, Iris I, Lower Level

Area 7

The Black Women's Gathering Place: Imagining Spaces of Literacy, Equity, and Empowerment

Presenters:

Valerie Kinloch, *The Ohio State University*
Ashley Patterson, *Pennsylvania State University*
Arianna Howard, *The Ohio State University*
Taryn Lewis-Smith, *Columbus City Schools, Ohio*
Tori Washington, *Columbus City Schools, Ohio*

In this alternative format session, a group of Black women discuss how they resist multiple forms of educational inequities and societal oppressions as they sustain their identities, engage in activist practices, and initiate literacy-based activities. Through their stories, they invite audience members to examine a variety of images of Black girls and women to uncover ways to raise consciousness around race, racism, and the politics of identity as these relate to educational opportunities.

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Iris II, Lower Level

Area 3

Critical Perspectives through Multimodal Lenses

1. **Censorship and the Kineikonic Mode: Gender Equity and the Clash Between Cultural Appropriateness and Boys' Imaginations**
 Tara M. McGowan, *American Philosophical Society Museum*
2. **Critical Literacy and Multimodality in Children's Compositions: A Review of the Literature**
 Kimberly Schmidt, *University of Colorado, Boulder*
3. **Pre-Service Teachers' Explorations of Reading Comprehension Strategies and Social Justice Pedagogy With Maniac Magee**
 Susan V. Bennett, *University of South Florida, St. Petersburg*
 AnnMarie Gunn, *University of South Florida, St. Petersburg*
 Cynthia Leung, *University of South Florida, St. Petersburg*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Marigold, Lower Level

Teachers, Administrators, and EdTPA: Whose Knowledge Counts?

1. **What Types of Knowledge Do School Administrators Possess and Use Related to Literacy Leadership?**
 Laurie A. Elish-Piper, *Northern Illinois University*
 Michael Manderino, *Northern Illinois University*
 Brooke Simon, *Northern Illinois University*
2. **What is Missing from the EdTPA?: A Case for Loss and Imagination in Literacy Teacher Education**
 Anne E. Crampton, *University of Minnesota*
 Jana LoBello, *University of Minnesota*
 Stephanie Rollag, *University of Minnesota*
3. **Miscommunication with Literacy Policy: Pre-Service Teacher Navigation of Literacy Teaching Worlds**
 Phillip Michael Wilder, *Clemson University*
 Haeny S. Yoon, *Teachers College, Columbia University*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Orchid I, Lower Level

Area 8

Exploring Multimodal Composition with Multilingual Youth

1. **A Comparative Analysis of Bilingual Adolescents Composing Across Modes and Languages in Response to Literature**
 Blaine Smith, *University of Miami*
 Mark Pacheco, *Vanderbilt University*
 Carolina Almeida, *University of Miami*
2. **Designing Culturally Relevant, Purposeful, Multimodal Writing Pedagogies for 4th- 8th -Grade English Learners**
 Catherine Hindman Reischl, *University of Michigan*
 Debi Khasnabis, *University of Michigan*
3. **"Justice No Matter Who We Are": ELL and Migrant Youth Explore Identity and Act with Agency through Multimodal Composition**
 Elizabeth C. Lewis, *Dickinson College*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Coastal Events Center, Orchid II, Lower Level

Area 4

Pressing Questions and Critical Concerns: (Re) imagining the Use of Assessment Data to Inform Instruction for English Learners

Presenters:

Amy Rae Frederick, *University of Wisconsin, River Falls*
 Maggie Struck, *University of Minnesota*
 Ann Mason, *University of Wisconsin, River Falls*
 Annie Ittner, *University Of Minnesota*

This alternative session presents the work of four researchers who are using sociocultural theories to explore the complexities of using assessment data to inform instruction for English learners in elementary schools. Presenters will briefly present an illustrative data vignette from their project and offer pressing questions emerging from the data for critical exploration.

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1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Azalea Board Room,
Lower Level

Area 5

Examining Young Students' Writing

Discussant:

Renée Casbergue, *Louisiana State University*

1. **Quality of Kindergarteners' Writing: Changes Over Time for Lower-, Average-, and Higher-Quality Writers**
Hwewon Kim, *Seoul Theology University*
2. **Implemented Writing Tasks and Student Cognition: An Examination of Thinking and Reasoning in "High Quality" Student Responses to Cognitively Demanding Writing Tasks**
Elaine Wang, *University of Pittsburgh*
Lindsay Clare Matsumura, *University of Pittsburgh*
Richard Correnti, *University of Pittsburgh*
3. **The Effects of Explicit, Contextualized Instruction in Sentence Combining on the Persuasive Writing of Students in Grades 3 and 4.**
Ekaterina Midgette, *The College of Saint Rose*
Irene Rosenthal, *The College of Saint Rose*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Poinsettia II, Upper Level

Area 2

Research on Teacher Change: Longitudinal, Collaborative, and Inquiry-Based

1. **Inquiring Into Inquiry: Teacher Change in Inquiry-Based Literacy Instruction**
Susanna M. Steeg, *George Fox University*
2. **The Role of Teacher-Researcher Collaborative Reflection in a Teacher's Change Process**
Jacquelynn S. Popp, *University of Illinois, Chicago*
3. **"I Feel Like My Practice Was Catching Up with My Beliefs:" A Longitudinal Study of Seven Early Career Teachers**
Amy D. Broemmell, *University of Tennessee*
Elizabeth Swaggerty, *East Carolina University*
Beau M. Whitsett, *University of Tennessee*
Betty Blanton, *Knox County Schools*
4. **The Evolving Roles and Responsibilities of Teachers: Leaders as Learners and Facilitators**
Thea Yurkewecz, *University at Albany, SUNY*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Poinsettia III, Upper Level

Area 1

Critiquing, Evaluating and Using Texts Across Multiple Contexts in Pre-Service Teacher Education

Chair:

Denise Johnson, *The College of William & Mary*

Discussant:

Wanda B. Hedrick, *University of North Florida*

1. **Critical Literacy in English Teacher Education**
Eileen Buescher, *The Ohio State University*
Ashley Kaye Dallacqua, *The Ohio State University*
2. **Exploring "the Gaps" in Literacy Assessments: Employing Multimodal Texts to Reimagine Assessment Practices Within Literacy Teacher Preparation**
Katrina Bartow Jacobs, *University of Pittsburgh*
David Eric Low, *University of Pennsylvania*
3. **Elementary Teachers' Analysis of Informational Text**
Theresa A. Deeney, *University of Rhode Island*
Julie Coiro, *University of Rhode Island*

1:15 pm - 2:45 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas I

Area 8

1. **Diverse Perspectives on Language Pedagogy in the ESL Classroom**
 - A. **What's Language Got to Do with It? A Review of Empirical Research on Critical Literacy in TESOL**
Chris Bacon, *Boston College*
 - B. **Enhancing Grammar Knowledge by Blending in Reading**
Sevda Budak, *University of Nebraska, Lincoln*
Jenelle Reeves, *University of Nebraska, Lincoln*
2. **Dialogic and Critical Language Research in School and Online Spaces**
 - A. **Plurilingualism and Linguistic Hybridity in the Online Discourse of Thai High-School Students**
Andy Halvorsen, *University of Oregon*
 - B. **Dialogic Intercultural Imagination: Exploring Communication Strategies in an Alaska-Kenya Collaboration**
David Bwire, *The Ohio State University*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Las Palmas II

Area 2

The Significance of Writing Identities as Teachers of Writing

Presenters:

Amy Vetter, *University of North Carolina, Greensboro*
 Colleen Fairbanks, *University of North Carolina, Greensboro*
 Joy Myers, *James Madison University*
 Claire Lambert, *University of North Carolina, Greensboro*
 Tresha Layne, *University of North Carolina, Greensboro*
 Melody Zoch, *University of North Carolina, Greensboro*

This alternative session offers insight into how teachers' identities shape their understanding of teaching writing. Data is presented from a two-week writing professional development that included a field-experience where teachers worked with students. We present three cases to answer the question: In what ways did the construction and enactment of writer identities support teachers' understanding of writing instruction? Findings show that the PD helped teachers imagine new identities as writers and teachers of writing.

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon A

Area 2

Teaching Literacy Inclusively: Imagining, Inquiring, and Improvising as Counter-Practices

Chair:

Marjorie Siegel, *Teachers College, Columbia*

Discussant:

Kelly Chandler-Olcott, *Syracuse University*

For teachers who seek to be inclusively oriented, district-wide mandates to produce objective evidence of student achievement are at odds with inclusive education pedagogy. This symposium brings together literacy educators and inclusive educators to examine how teachers navigated this dilemma. The research presented traces the ways teachers and teacher educators produced spaces where imagining, inquiring, improvising could be counter-practices to those that circulate in the school reform and special education discourses.

1. **Teaching for "Real": Reconciling Explicit Literacy Instruction with Inclusive Pedagogy in a Fourth Grade Urban Classroom**
 Srikala Naraian, *Teachers College, Columbia*
2. **Intellectual Community for Counter-Hegemonic Practice: Creating Spaces for Intellectualism in Professional Development**
 Sarah Schlessinger, *Teachers College, Columbia*
3. **Navigating Spaces for Imagination and Inquiry: Teachers' Multimodal Explorations of Inclusive Literacy Pedagogies**
 Marjorie Siegel, *Teachers College, Columbia*
 Kumbirai Khosa, *Teachers College, Columbia*
 Makila Meyers, *Teachers College, Columbia*

1:15 pm - 2:45 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon B

Area 3

Reading, Diversity, and Performance

1. **A Formative Experiment on Developing Positive Views of Reading in a Diverse, Urban First Grade**
 Lindsey Moses, *Arizona State University*
 Laura Kelly, *Arizona State University*
2. **Building Fluent Readers through Performance**
 Chase Young, *Texas A&M University, Corpus Christi*
 Cori Power-Gandara, *Sinton Independent School District*
 Corinne Valadez, *Texas A&M University, Corpus Christi*
3. **Teaching Drama But Assessing Print: Multimodal Literacies, Workshop Assessments, and Children's Play Performances**
 Christy Wessel Powell, *Indiana University*
 Tolga Kargin, *Indiana University*
 Karen Wohlwend, *Indiana University*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon C

Area 1

Considering Disciplinary Literacy in ELA: Literacy Practices, Instruction, and Approaches to Teacher Education

Chair:

Sarah Schneider Kavanagh, *Stanford University*

Discussant:

Elizabeth Birr Moje, *University of Michigan*

THURSDAY

In this symposium session, we seek to engage participants in considering the following questions: What is disciplinary literacy as it relates to the teaching of literature? What are promising approaches to teaching teachers to provide literary literacy instruction? And, with support from teacher educators, what can (or should) literary literacy instruction look like in the classroom of a novice ELA teacher?

- 1. Disciplinary Literacy in English Language Arts: Considering the Central Role of Inquiry in "Doing Literature"**
Emily Rainey, *University of Michigan*
- 2. A System of Support: Preparing Novice ELA Teachers to Enact Disciplinary Literacy Instruction**
Sarah Schneider Kavanagh, *Stanford University*
Emily Rainey, *University of Michigan*
- 3. Envisioning Disciplinary Literacy Instruction in an Under-Resourced Classroom**
Sarah Munger, *Kahlotus School District*
Sarah Schneider Kavanagh, *Stanford University*

1:15 pm - 2:45 pm - ROUNDTABLE
Costa Del Sol Ballroom, Salon D

Roundtable 4

- 1. Bringing Language to the Forefront of Instruction: Pre-Service Teachers Integrate Academic Language Practices in General Education Classrooms**
Alisa Leckie, *Georgia Southern University*
Amanda Wall, *Georgia Southern University*
- 2. Collective Witnessing as Multitextual Sensing and (Re)membering**
Cecilia A. Valenzuela, *University of Colorado, Boulder*
Stephanie P. Jones, *University of Georgia*
- 3. Navigating the Literacy Coaching Paradigm: Year 2**
Allison Ward Parsons, *George Mason University*
Jennifer Drake Patrick, *George Mason University*
Susan V. Groundwater, *George Mason University*
- 4. Reading During Writing: Using Eye Tracking to Examine the Reading Patterns of Adolescent Students with Written Language Disabilities as They Compose**
Scott Beers, *Seattle Pacific University*
- 5. Vision & Voice: Professional Development for Translanguaging Pedagogy**
Samuel David, *Vanderbilt University*
- 6. Considering Adolescents' Roles and New Literacies in an Online Summer Reading Program**
Jamie Colwell, *Old Dominion University*
Danielle Forest, *The University of Southern Mississippi*
Lindsay Woodward, *Drake University*
- 7. Paired Roundtable: Writing as Equity and Culturally Responsive Practice**
 - A. A "Social Justice" Standard of English Education: New Teachers' Notions of "Equity" and "Texts" in a Multi-Genre World**
Kristien Zenkov, *George Mason University*
 - B. Writer's Workshop as a Rhizomatic Space: Supporting Fluid Identities and Culturally Responsive Practices with Teachers**
Susana Priscila Alvarado, *University of South Carolina*
Elizabeth McCall Bemiss, *University of South Carolina*
- 8. Paired Roundtable: Writing as Possibility**
 - A. Dimensions of Learning: Braiding Writing Instruction and Relation in a High School English Classroom**
Annamary Consalvo, *The University of Texas, Tyler*
Beth Maloch, *The University of Texas, Austin*
 - B. Examining Student Writing Proficiencies Across Genres: Results of an Intervention Study**
Hannah Dostal, *University of Connecticut*
Kimberly Wolbers, *University of Tennessee*
- 9. Paired Roundtable: Adult Writing Practices and Identities**
 - A. Examining How Graduate Students Navigate the Demands of Academic Writing**
Chyllis Elayne Scott, *University of Nevada, Las Vegas*
Margarita Huerta, *University of Nevada, Las Vegas*
Chad Scott, *University of Nevada, Las Vegas*
 - B. The Writing Practices and Writer Identities of Adult Learners Participating in a Community-Based Adult Education Program**
Kerry Ballast, *University of Texas, Austin*

1:15 pm - 2:45 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon E

Area 2

Teacher Expertise and Reading Comprehension
Instruction: Multiple Models and Interpretations

1. **Mentors, Models, and Materials: Upper Elementary Teachers' Experiences with Reading Comprehension Instruction**
 Kathryn Solic, *West Chester University*
2. **Lucy Calkins' Units of Study: An Investigation of Teachers' Struggles with Design and Implementation**
 Douglas Kaufman, *University of Connecticut*
 Jennifer Dolan, *University of Connecticut*
3. **What Early Career Teachers' Evaluations of Video-Based Case Studies of Reading Lessons Reveal About Analytic Expertise**
 Emily Mihocko-Bowling, *University of Michigan*
4. **Investigating Upper Elementary Teachers' Knowledge for Teaching Informational Text Comprehension**
 Cami Condie, *Salem State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon F

Area 11

How We Got There: Changing the Experimental Intervention and Maintaining Validity in Formative Experiments

Chair:

Marc Nachowitz, *Miami University*

Discussant:

Leah G. Duran, *University of Arizona*

In the formative/design-based research paradigm, the attainment of a pedagogical goal drives the experiment rather than the testing of experimental hypotheses. However, changing the intervention mid-experiment, gathering and analyzing data in real time, and implementing changes in iterative cycles presents unique challenges to validity. This symposium presents the stories of three formative experiments, how the researchers reached their pedagogical goal and affected changes to the intervention while still accounting for valid data analyses and conclusions.

1. **Quad Text Sets: A Formative Approach to Exploring How to Scaffold Adolescents in Reading Challenging Texts**
 Sarah M. Lupo, *University of Virginia*
 Michael McKenna, *University of Virginia*
 Sharon Walpole, *University of Delaware*
2. **Reading for Deep Understanding: Knowledge Building in Secondary English**
 Marc Nachowitz, *Miami University*
3. **Balancing Theory and Intervention in Modifying a Formative Experiment**
 Emily Smothers Howell, *Clemson University*
 David Reinking, *Clemson University*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon G

Area 11

Publishing Literacy Research: Meet the Editors of JLR, Literacy Research: Theory, Method, and Practice (formerly LRA Yearbook), RRQ, and English Education

Chair:

Rachel Karchmer-Klein, *University of Delaware*

Presenters:

Patti Anders, *University of Arizona*
 Elizabeth Baker, *University of Missouri*
 Jennifer Clifton, *University of Texas, El Paso*
 Linda Gambrell, *Clemson University*
 Carol Gilles, *University of Missouri*
 Candace Kuby, *University of Missouri*
 Amy Lannin, *University of Missouri*
 Susan Neuman, *New York University*
 Lenny Sanchez, *University of Missouri*
 David Yaden, *University of Arizona*
 Angie Zapata, *University of Missouri*
 Laurie Kingsley, *University of Missouri*
 SJ Miller, *University of Colorado, Boulder*

The editors of the Journal of Literacy Research, Literacy Research: Theory, Method, and Practice (LR: TMP), Reading Research Quarterly, and English Education will share insights on how to get research published. We will discuss how manuscripts fit best with varied journals or edited volumes, manuscript preparation, and the review process. We will share updates on how JLR, LR: TMP, RRQ, and EJ are actively addressing impact factors, journal citation indexes, as well as migrating to online review systems.

THURSDAY

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon H

Area 3

National Survey on Response to Intervention at the Primary Level: Development, Implementation, and Impacts

Chair:

Donna M. Scanlon, *University at Albany, SUNY*

Discussant:

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

This symposium will feature results from a national survey of literacy/reading specialists and literacy coaches about Response to Intervention. In a series of three papers, we report on results concerning the development, implementation, and impacts of RtI in grades K through 3. Illustrative findings include: a general sense that RtI has had a positive impact on classroom instruction K-3 and that it has resulted in reductions in learning disability classification rates.

1. RtI Survey of Literacy Professionals: Development of RtI Procedures and Professional Development

Donna M. Scanlon, *University at Albany, SUNY*

Kimberly L. Anderson, *East Carolina University*

Virginia Goatley, *University at Albany, SUNY*

2. RtI Implementation and Obstacles to Implementation

Kimberly L. Anderson, *East Carolina University*

3. Impacts of RtI Implementation

Virginia Goatley, *University at Albany, SUNY*

Donna M. Scanlon, *University at Albany, SUNY*

Kimberly L. Anderson, *East Carolina University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Clubhouse, Parlor, Lobby Level

Area 9

Critical Content Analysis: Reimagining Process, Perspective, and Positioning

Chair:

Kathy Short, *University of Arizona*

Beginning with an overview of a methodological procedure for Critical Content Analysis designed by the presenters, this session shares 10 research scenarios from diverse theoretical perspectives across various children's and adolescent literature. Both the evolving inquiry process and the unique use of varying critical lens to drive

analysis take a critical stance that grows out of classroom issues and concerns.

1. Critical Content Analysis as a Research Methodology

Kathy Short, *University of Arizona*

2. Portrayals of Displaced Youth & Immigrants through Multicultural Critical

Holly Johnson, *University of Cincinnati*

Rebecca Gasiewicz, *University of Cincinnati*

3. Critical Indigenous Inquiry Into Native American Children's Literature

Angelina Hoffman, *University of Arizona*

4. From Esperanza Rising to Inside Out & Back Again: Ethnic Identity Development of the U.S. Child Immigrant

Julia Lopez-Robertson, *University of South Carolina*

Yoo Kyung Sung, *University of New Mexico*

5. The Commodification of Mexican Culture and Language in Skippyjon Jones

Carmen M. Martinez-Roldan, *Teachers College, Columbia University*

6. The Significance of the Arts in Understanding Social, Historical, and Cultural

Janelle Mathis, *University of North Texas*

7. Moving Beyond Authenticity: Using Michel Foucault's Notion of the Episteme

Deborah Dimmett, *University of Arizona*

8. Palestinian Perspectives: Comparing the Master Metanarrative to Counternarratives

Seemi Aziz, *University of Arizona*

9. Representations of Same Sex Marriage in Children's Picture Storybooks

Janine M. Schall, *The University of Texas, Rio Grande Valley*

10. Same as It Ever Was: The Continuing Dichotomy of Good Girl versus Slut in Young Adult Novels

Melissa Wilson, *Southeastern Louisiana University*

11. Children's Participation in Taking Action for Social Justice

Kathy Short, *University of Arizona*

3:00 pm - 5:00 pm - BRIEFING ROOM
Supported by LRA Policy & Legislative Committee
Coastal Events Center, Azalea Board Room,
Lower Level

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Clubhouse, Veranda, Lobby Level

Area 13

Literacy Landscapes Revisited: Multiple Voices and Perspectives

Discussant:

Cynthia Helen Brock, *University of South Australia*

Presenters:

Victoria R. Gillis, *University of Wyoming*
 Ann Van Wig, *University of Wyoming*
 Karen Ventura-Kalen, *University of Wyoming*
 Anna M. Shur, *University of Wyoming*
 Kathleen E. Maginn, *University of Wyoming*
 Tia Frahm, *University of Wyoming*
 Amanda Sanders, *University of Wyoming*
 Marian K. Stordahl, *University of Wyoming*
 Kathy N. Headley, *Clemson University*

This session aims to extend the work of Baldwin, Readence, Schumm, and Konopack (1990) and Dunston, Headley, Schenk, Ridgeway, and Gambrell (1998). Our work promotes conversations about and explores the multiplicity of voices and perspectives in the research published in *Reading Research Quarterly* and *Journal of Literacy Research* as well as *Literacy Research Association Yearbooks* from 1996-2014. We seek to generate a picture of literacy research and identify productive areas of research.

3:00 pm - 4:30 pm – PAIRED ROUNDTABLE
Coastal Events Center, Carnation, Upper Level

Area 3

Informational Texts: What Counts as Equity and Reading

1. Inequalities in Informational Comprehension: A Close Look at Elementary Student Recalls

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

Joy Myers, *James Madison University*

2. Integration of Literacy and Social Studies in Second-grade: An Observational Study

Stephanie Strachan, *Michigan State*

Multimodal and Comic Texts: What Happens to Reading?

3. Exploring the Language of Comprehension and How Multi-Modal Texts Can Support Reading Instruction.

Fiona Maine, *University of Cambridge*

4. Planning for Time: What Happens When Comics and Graphic Novels Are Invited Into a Middle School Curriculum

Ashley Kaye Dallacqua, *The Ohio State University*

3:00 pm - 4:15 pm - ALTERNATIVE FORMAT
Coastal Events Center, Executive Learning Center, Lower Level

Area 11

Visual Methods and Meanings: Collaborative Analyses of Children's Multimodal Texts

Discussant:

Frank Serafini, *Arizona State University*

Presenters:

Angela M. Wiseman, *North Carolina State University*

Jennifer T. Turner, *University of Maryland*

Marva Cappello, *San Diego State University*

As students increasingly utilize the visual nature of contemporary society for learning and understanding, it is important for research to respond with methods for interpreting multimodal texts. This alternative format session will engage participants in reading multimodal images by collaboratively analyzing research using a theoretical framework that builds upon social semiotics and visual analysis. By making our analytic processes visible, we hope to offer new lenses for framing and analyzing multimodal research with diverse youth.

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 10

Dialogic Learning and Interaction

1. (Re)Conceptualizing and (Re)Contextualizing Perspectives through a Dialogic Learning Process in Computer-Mediated Classroom Discussions

Kwangok Song, *Arkansas State University*

Soonah Lee, *Chonnam National University*

2. Blogging and Patterns of Dialogic Interaction with Adolescents

Rick Coppola, *University of Illinois, Chicago*

THURSDAY

3. The Dialogical Construction of Uncertainty Expressions and Experiences

Michelle E. Jordan, *Arizona State University*
Kwangok Song, *Arkansas State University*
Jane S. Vogler, *Oklahoma State University*
Diane L. Schallert, *University of Texas, Austin*
An Che Janne Cheng, *De Paul University*
Kristen Elwood, *Arizona State University*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Gardenia II, Upper Level

Area 5

Early Reading: Concepts, Programs, and Equity

Discussant:

Lea McGee, *The Ohio State University*

1. **Print Concepts for Interactive Picture Books: How Can We Assess What Emergent Readers Know?**
Kristin Heather Javorsky, *Mississippi State University*
2. **Evaluating Preschool Language Environments: The Preschool Language Environment Assessment Tool (PLEAT)**
Julie Dwyer, *Boston University*
3. **When Early Literacy Practices are Reconceptualized through the Passions, Pursuits, and Critical Perspectives of Young Children**
Mariana Souto-Manning, *Teachers College, Columbia University*
Dana Bentley, *Buckingham Browne & Nichols School*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Iris I, Lower Level

Area 5

Early Writing: Multiple Perspectives on Theory, Research, and Practice

Discussant:

Jill McClay, *University of Alberta*

1. **Pointing with a Pen: The Role of Gesture in the Beginnings of Writing**
Deborah Wells Rowe, *Vanderbilt University*
2. **The Development of Speech/Print Matching in 2- to 5-Year-Olds' Writing**
Laura Piestrzynski, *Vanderbilt University*
Deborah Wells Rowe, *Vanderbilt University*

3. Change Over Time in Co-Constructed Writing: A Microgenetic Perspective

Sinead J. Harmey, *Queens College, CUNY*
Emily Rodgers, *The Ohio State University*
Jerome D'Agostino, *The Ohio State University*
Ian Wilkinson, *The Ohio State University*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Iris II, Lower Level

Area 1

Multimodal and Digital Literacies with Students and Teachers

1. **"Let Me Instagram It!": Collaborative, Multimodal Meaning-Making through Photo Blogging for Pre-Service Teachers**
Margaret Billings Krause, *University of South Florida*
Julia Hage, *University of South Florida*

Area 5

2. **"Manga is Cool!" Fifth Graders' Multimodal Literacy Practice with Japanese Pop-Culture**
Junko Sakoi, *University of Arizona*
3. **The Design Workshop: Multimodal Composing with Digital Interactive Books**
Christine DeSimone Kyser, *University of Northern Colorado*
4. **Fostering Literacy and Creativity: Digital Tools and Online Spaces in a Blended Primary Classroom**
Patricia Thibaut, *University of Sydney*
Jen Scott Curwood, *University of Sydney*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Marigold, Lower Level

Area 6

"High School Students" and Adult Literacy Practices for Equity and Shared Futures"

1. **Linguistic Socialization: An Overt Act for Literacy and Equity**
Brian D. Carpenter, *Indiana University of Pennsylvania*
2. **We Read at the Kitchen Table: Using Funds of Knowledge to Describe Latina Student/Moms' Literacy Practices with their Children**
Laura Alamillo, *California State University, Fresno*
Susana Hernandez, *California State University, Fresno*
Ignacio Hernandez, *California State University, Fresno*
Jessica Miguel, *California State University, Fresno*

3. **Beliefs Enacted: Examining Teacher Beliefs and Practices in a High Poverty School**
Christy Howard, *East Carolina University*
Samuel Miller, *University of North Carolina, Greensboro*
4. **"I've Become a Student of This": Transcontextual Writing Development Among Young Men**
Anna Smith, *University of Illinois, Urbana-Champaign*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Orchid I, Lower Level

Area 7
Gendering Literacy: Ideologies, Positioning, and Access

1. **Ideologies about Gender and Literacy in the Academic Lives of Young Men**
Christopher Parsons, *University of Michigan*
2. **Language, Positioning, and Masculinities: Adolescent Immigrant Boys' Identity Negotiation and Language Learning in a U.S. High School**
Kongji Qin, *Michigan State University*
3. **Gendering Fiction?: The Role of Book Covers in Mediating Access to Texts for Young Adult Readers**
Megan Munson-Warnken, *University of Vermont*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Orchid II, Lower Level

Area 11
Re-Imaginings and Re-Positionings in Literacy Research

Chair:
Jaye Johnson Thiel, *University of Tennessee, Knoxville*
Discussant:
Mark Vagle, *University of Minnesota*

1. **(Re)Positioning the Objects of Research: Empowering Children to Challenge Deficit Discourses through Photography**
Ann M. Bennett, *Kennesaw State University*
2. **(Re)imagining Research-Practice Partnerships in High-Poverty Rural Schools to Enhance Diverse Students' Literacy Learning Opportunities**
Alysia D. Roehrig, *Florida State University*
3. **Found Poetry: Creating Space for Imaginative Arts-Based Literacy Research Writing**
Lisa D. Patrick, *The Ohio State University*
4. **Aesthetic Revision through Transmediation (ART): A New Model of Revision in Writing**
Katherine E. Batchelor, *Miami University*

2015 Distinguished Scholar Lifetime Achievement Award Presentation
Coastal Events Center, Poinsettia I, Upper Level

Gloria Ladson-Billings, *University of Wisconsin, Madison*

"#LiterateLivesMatter": Black Reading, Writing, Speaking, & Listening in the 21st Century

Chair:
Patricia Edwards, *Michigan State University*

Literacy for African Americans has never been merely about skill development and text comprehension. Its primary purposes and foci have been liberation, empowerment, and self-determination. From slave narratives to contemporary liberation movements assisted by social media, African Americans have deployed literacy strategically to as Paulo Freire says, "to read the word and the world." This lecture draws on the author's family and personal history along with her research career to illustrate that "literate lives matter!"

3:00 pm - 4:30 pm - SYMPOSIUM
Coastal Events Center, Costa Del Sol Ballroom, Salon G

Area 8
Dialect Diversity, Assessment, and Issues of Equity: The Intersections of Language Ideologies and Assessment Practices in English Language Arts Education

Chair:
Amanda Godley, *University of Pittsburgh*
Discussant:
April Baker-Bell, *Michigan State University*

This symposium includes three empirical studies and an expert-led discussion on the intersections of English Language Arts (ELA) assessments and dialect diversity, particularly in regards to African American Vernacular English (AAVE).

1. **Pre-Service Literacy Teachers' Assessment of Vernacular Dialects in Academic Writing**
Amanda Godley, *University of Pittsburgh*
Jeffery Reaser, *North Carolina State University*
2. **"I Believe in Home Language, But the Tests Don't": Literacy Teachers' Perceptions of Tensions and Possibilities of Addressing Linguistic Diversity in These (High-Stakes) Times**
Katrina Bartow Jacobs, *University of Pittsburgh*

THURSDAY

3. **"I'm So Weak in Grammar!": Teachers Learning SE and AAVE in Dialectally Diverse Classrooms**
Rebecca Wheeler, *Christopher Newport University*

3:00 pm - 4:30 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas I

Area 3

Reimagining High School Writing

1. **Building Equity and Ethos: A Study of a Cross-Institutional Model for Secondary English and First-Year Composition (FYC) Teacher Development**
Alecia Marie Magnifico, *University of New Hampshire*
Christina Ortmeier-Hooper, *University of New Hampshire*
2. **Imagining and Improvising a Space for Literacy: Intersecting Discourses in the Construction of a High School Writing Center**
Stephanie Rollag, *University of Minnesota*
Erin Stutelberg, *University of Minnesota*
3. **"Motion, Matter, Force, and Writing???: Promoting Literacy through Writing in a Secondary Physics Classroom**
Lubna Javeed, *Texas Tech University*

3:00 pm - 4:30 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas II

Area 7

Reading and Writing In and Out of School

1. **Co-Tellership of Narrativized Accounts: Integrating In and Out of School Literacy Practices**
Larkin Weyand, *The Ohio State University*
2. **Sharing the Good News! A Scaffolded Summer Reading Program: Effects on Standardized Test Scores**
Kirsten Aleman, *North Carolina State University*
Helen Chen Kingston, *Harvard Graduate School of Education*
3. **The Affective Archive: A Teacher Educator Project Within a Writing Methods Course**
Ashley Cartun, *University of Colorado, School of Education*

3:00 pm - 4:30 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon A

Literacy Practices and Learning Across Disciplines, Languages, and Contexts

1. **Teacher Responses to a Disciplinary Argument Writing Workshop**
Angela M. Kohnen, *University of Florida*
Cathie English, *Missouri State University*
2. **Narrative and Informational Text Comprehension: A Comparison of Factors**
Meghan D. Liebfreund, *Towson University*
3. **The Translanguaging of Science as Innovation: An Exploration of Two Discursive Contexts**
Diana Jaleh Arya, *University of California, Santa Barbara*

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon B

Area 11

The Meaning and Methods of Studying Literacy Events

Chair:

Richard Beach, *University of Minnesota*

Discussant:

Massimiliano Spotti, *Tilburg University, The Netherlands*

This session examines the use of different perspectives derived from Bakhtin, Goffman, Levinas, and others for analyzing participants' participation in unpredictable, unfolding "events-in-the-making" (Roth, 2013; 2014) evident in analyses of how students' use of digital annotation tools mediate their online interaction, how quantitative framing of time within events limits students from engaging in meaningful relationships, and how students' dialogic interactions and improvisations unfold in a drama event.

1. **Use of Digital Tools Mediating Shared Experiences in Virtual Literacy Events**
Richard Beach, *University of Minnesota*
Jill Castek, *Portland State University*
John Scott, *University of California, Berkeley*
2. **Alienation, Personhood, Timescapes, and the Study of Classroom Literacy Events**
David Bloome, *The Ohio State University*
Faythe Beauchemin, *The Ohio State University*
3. **Using Dramatic Inquiry to Engage With Literacy Events-in-the-Making and Deepen Interpretation of Text**
Brian Edmiston, *The Ohio State University*
Kathleen Farrand, *The Ohio State University*

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon C

Area 5

Building Knowledge in the Early Years of School: Integrating Science with Language and Literacy Instruction

Chair:

Tanya S. Wright, *Michigan State University*

Discussant:

Michelle Buehl, *George Mason University*

This symposium explores research that integrates science and literacy. Paper 1 examines the quality of fourth grade students' discussions when they read thematically-related texts. Paper 2 studies the efficacy of an educative intervention designed to enhance teacher talk and student learning on vocabulary, concept development and comprehension. Paper 3 examines a curriculum for kindergarten children and its influence on disciplinary literacy. Paper 4 discusses a large-scale trial of a science curriculum in Head Start classrooms.

1. **The Impact of Thematic Coherence in Reading on the Quality of Student Discussions**
Gina Cervetti, *University of Michigan*
Tanya S. Wright, *Michigan State University*
HyeJin Hwang, *University of Michigan*
2. **Educative Curriculum Materials as Supports for Vocabulary Teaching and Learning in Pre-K**
Susan Neuman, *New York University*
Tanya Kaefer, *Lakehead University*
Ashley M. Pinkham, *West Texas A&M University*
3. **Supporting Science, Oral Language, and Literacy Development in Low-SES Kindergarten Classrooms**
Tanya S. Wright, *Michigan State University*
Amelia Gotwals, *Michigan State University*
4. **Impacts of a Cluster Randomized Trial of the A Head Start on Science Curriculum on Children's Literacy Outcomes**
Hope Gerde, *Michigan State University*
Laurie Van Egeren, *Michigan State University*
KyungSook Lee, *Michigan State University*

3:00 pm - 4:30 pm - ROUNDTABLE
Costa Del Sol Ballroom, Salon D

Rountable 5

1. **Creative Solutions to Literacy Issues: Analyzing an Early Literacy Intervention**
Joanna Lynn Neel, *The University of Texas, Tyler*
Lamia Zia, *The University of Texas, Tyler*
Kouider Mokhtari, *The University of Texas, Tyler*
2. **Imagining Online Research Design: Is it Virtual Case Study or Connective Ethnography?**
Grace Pigozzi, *University of Illinois, Chicago*
3. **Learning to Spell in Two Languages**
Marla H. Mallette, *Binghamton University*
Anthony Onwuegbuzie, *Sam Houston State University*
Erin Washburn, *Binghamton University*
Amy Silverman, *Buffalo Grove School District*
4. **Reading and Writing Their Worlds: Learning From Adolescent Refugees' Lived Experiences**
Mary Amanda Stewart, *Texas Woman's University*
5. **State Sponsored Reading Programs and Reading Achievement: Exploring Connections**
Sarah Pennington, *University of South Florida*
6. **“‘And Then What?’ and ‘So What?’ and ‘Now What?’”: Elementary Teachers' Experiences Learning to Use Systems Thinking to Plan Literacy Curriculum**
Amy Ardell, *Chapman University*
Margaret Saucedo Curwen, *Chapman University*
Laurie MacGillivray, *University of Memphis*
7. **Paired Roundtable:
Teachers' Takes on Adolescent Literacies and Learning**
 - A. **Exploring Relationships Among Learning Communities, Teacher Beliefs, and Enactment in the Instruction of High School Writing**
Charlotte Land, *University of Texas, Austin*
Jessica Cira Rubin, *University of Texas, Austin*
 - B. **Teacher Perspectives on Inquiry Learning in High School Student Research Instruction**
Sarah M. Fleming, *Syracuse University*
8. **Paired Roundtable:
Visual Literacy: Practice and Research**
 - A. **What is Mode? Explorations of Comics through Interest-Based, Purpose-Driven Literacy**
Kendra Meyer, *Northern Michigan University*
Melanie Reaves, *Northern Michigan University*
 - B. **The Possibilities and Challenges of Enacting a Visual Literacies Curriculum**
Nancy T. Walker, *University of La Verne*
Frank Serafini, *Arizona State University*
Maria Goff, *Arizona State University*

THURSDAY

9. Paired Roundtable: Multiliteracies and Identities Among High School Students

- A. **The Case of Lily: To Trust or Not to Trust?**
Valerie I. Marsh, *University of Rochester*
- B. **The Personal Meets the Academic: How Identities Collide at the Intertextual Interface**
Monica S. Yoo, *University of Colorado, Colorado Springs*

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon E

Area 8 Fostering Bilingualism in an Age of Monolingual Policy: There Are Ways – But Is There the Will?

Chair:

James Gavelek, *University of Illinois, Chicago*

Discussant:

Julie Pennington, *University of Nevada, Reno*

Presenters:

Emily Machado, *University of Illinois, Chicago*
Jenny A. Park, *University of Illinois, Chicago*
Sara J. Vroom, *University of Illinois, Chicago*

While bilingual and biliterate development have become increasingly important in our interconnected world, policymakers continue to emphasize English proficiency and monolingualism. This symposium presents three papers, each of which encourages the promotion and preservation of linguistic diversity. The first argues for attention to emergent biliteracy in early childhood settings. The second addresses heritage language development for second-generation immigrants. The third investigates how to actively foster bilingualism and biliteracy in multicultural, multilingual contexts.

1. **Emergent Biliteracy at Home and at School: An Integrative Review**
Emily Machado, *University of Illinois, Chicago*
2. **Maintaining Heritage Language and Literacy: A Tool for Empowerment and Identity Development**
Jenny A. Park, *University of Illinois, Chicago*
3. **Biliteracy Development in Multilingual General Education Classrooms**
Sara J. Vroom, *University of Illinois, Chicago*

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon F

Area 8

Making Visible the Invisible: Understanding Translingual Practices In and Out of Writing Classrooms

Chair:

Mary Juzwik, *Michigan State University*

Discussant:

Ellen Cushman, *Michigan State University*

Drawing on insights from composition studies and transnational literacy research, this symposium explores the analytical facility of translingualism in understanding multilingual writers' literacies in formal and informal learning environments. Specifically, we report on pedagogical and research practices that make visible and support multilingual students' translingual practices, which are prevalent in their after-school literacy practices.

1. **Exploring the Analytical Facility of Translingualism**
Julia Kiernan, *Michigan State University*
2. **Negotiating Languages and Cultures: Enacting Translingualism through a Translation Narrative Assignment**
Joyce Meier, *Michigan State University*
3. **Lost in Translation: A Connective Ethnographic Study of Writing on the Move**
Xiqiao Wang, *Michigan State University*

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon H

Area 10

Making and Literacy: Exploring 'Maker' Practices in/for Literacy Research

Chair:

Amy Stornaiuolo, *University of Pennsylvania*

Discussant:

Christina Cantrill, *National Writing Project*

This symposium brings together literacy scholars researching the implications of a 'making' framework for literacy and learning. 'Maker' culture, derived from DIY and hacker communities, emphasizes learning-by-doing, tinkering, and experimentation. Despite increased attention to 'making' in educational research, these discussions have yet to take root in literacy research. This session addresses that gap, focusing on the situated, ideological dimensions of 'making,' the implications for

young people's identities, and the equitable design of educational 'makerspaces.'

1. **Connected/ing Teachers: Creating Networks of Maker Educators**
Jessica Parker, *Sonoma State University*
2. **Making Publics: Negotiating Audience and Identity in High School Makerspaces**
Amy Stornaiuolo, *University of Pennsylvania*
T. Philip Nichols, *University of Pennsylvania*
3. **Gaming and Equity-Focused Making**
Antero Garcia, *Colorado State University*

Vital Issues
9:00 pm - 11:00 pm
Coastal Events Center, Diversions, 1st Floor

4:45 pm - 6:00 pm - PLENARY ADDRESS I
Coastal Events Center, Poinsettia I - III, Upper Level

Chair: Patricia Enciso, *The Ohio State University*

Distinguished Scholar Lifetime Achievement Award Presentation

Patricia Edwards, *Michigan State University*

Early Career Achievement Award Presentation

Diane Lapp, *San Diego State University*

Introduction of Speaker

Carmen L. Medina, *Indiana University*

Imagining Literacy Equity: Theorizing Flows of Community Practices

Norma González, *The University of Arizona*

Norma González is Professor in Language, Reading and Culture in the Department of Teaching, Learning and Sociocultural Studies at the University of Arizona. She is a past president of the Council of Anthropology and Education and was a Border Fulbright-García-Robles Scholar. She is a past recipient of the AERA Division G Henry T. Trueba Award for Research in the Transformation of the Social Contexts of Education. Her ethnographic research, grounded in anthropology and linguistics was integral to the development of a theory of funds of knowledge. Her publications include *Funds of Knowledge: Theorizing Practices in Households, Communities and Classrooms* and *I am my Language: Discourses of Women and Children in the Borderlands*.

6:15 pm - 7:15 pm – TOWN HALL MEETING

Costa Del Sol Ballroom, Salon D & E

Moderators: Lara Handsfield, *Illinois State University* and
Millie Gort, *The Ohio State University*

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Friday • December 4, 2015

Friday

Literacy, Equity, Imagination
65th Annual Conference of the Literacy Research Association
December 2-5, 2015 | Carlsbad, CA

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 90 minutes.

PAIRED ROUNDTABLES

Certain papers have been paired as roundtables so that scholars might experience a more dialogic conversation with other scholars and attendees about the direction of their methods and findings.

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.

BILINGUAL SESSIONS

In these sessions, presenters will use Spanish and English as needed to express their ideas and represent their participants' voices and perspectives as fully as possible. Translations (bi-directional) may be offered within the presentation, through slides, or on handouts.

Attendee Registration

7:00 am - 6:00 pm

Coastal Events Center, Foyer

Literacy Research: Theory, Method & Practice Breakfast

7:00 am - 8:30 am

Costa Del Sol Ballroom, Salon D

Albert J. Kingston Award Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Carnation, Upper Level

Edward B. Fry Book Award Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Iris I, Lower Level

J. Michael Parker Award Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Orchid II, Lower Level

Barr/Mosenthal Handbook of Reading Research Fund Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Gardenia I, Upper Level

Ethics Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Iris II, Lower Level

Technology Committee Meeting

7:30 am - 8:30 am

Coastal Events Center, Executive Learning Center, Lower Level

Doctoral Student ICG Meeting and Proposal Mentoring Project

7:30 am - 8:30 am

Coastal Events Center, Gardenia II, Upper Level

Formative and Design-Based Research (ICG) Meeting

7:30 am - 8:30 am

Clubhouse, Veranda, Lobby Level

Gender and Sexualities Innovative Community Group Meeting

7:30 am - 8:30 am

Coastal Events Center, Orchid I, Lower Level

Multilingual/Transcultural Literacies Innovative Community Group Meeting

7:30 am - 8:30 am

Coastal Events Center, Poinsettia I, Upper Level

LRA Briefing Room: Supported by LRA Policy & Legislative Committee

8:30 am - 5:00 pm

Coastal Events Center, Azalea Board Room, Lower Level

Book Display/Silent Auction

8:00 am - 3:30 pm

Coastal Events Center Foyer

Exhibits Open

8:00 am - 5:00 pm

Coastal Events Center Foyer

8:45 am - 10:15 am - ALTERNATIVE FORMAT Clubhouse, Parlor, Lobby Level

Area 10

Exploring the Online Literacy Practices of Young Children: Laying the Groundwork for Responsive Instructional Strategies

This alternative symposium explores what it means for young children to be fully literate and the subsequent skills teachers must develop in children for successful participation in a global information age. Researchers consider the literacy practices of young children—what they control and what they need to learn—so that responsive instructional approaches can be developed in the areas of digital writing, digital reading, and critical evaluation of advertisements found on the Web.

1. **Reasoning, Negotiation, and Digital Affordances: Exploring Young Students' Collaborative Online Writing During an Inquiry Task**
Diane Carver Sekeres, *University of Alabama*
Jill Castek, *Portland State University*
2. **Examining Online Reading Practices of Emerging Readers**
Lisa Kervin, *University of Wollongong, Australia*
Jessica Mantei, *University of Wollongong, Australia*
3. **Advertising on Internet Sites Accessed by Children**
Lisa Kervin, *University of Wollongong, Australia*
Jessica Mantei, *University of Wollongong, Australia*

8:45 am - 10:15 am - ALTERNATIVE FORMAT Clubhouse, Veranda, Lobby Level

Area 13

What Counts as Scholarly Impact? Perspectives from the Academy, Practice, and Policy Presenters:

1. **Impact, Relevance, and Influence of Research**
Caitlin McMunn Dooley, *Georgia State University*

FRIDAY

2. **Examining the Impact of Citation Indexes on Scholarly Dissemination**
Elizabeth Baker, *University of Missouri*
3. **Reflections on Impact After 45 Years as an Educator**
Elfrieda H. Hiebert, *TextProject*

Discussants:

Nancy Brynson, *Center for the Advancement of Reading, California State University*
Jan Dole, *University of Utah*
Colin Harrison, *University of Nottingham*
Candace Kuby, *University of Missouri*
J. Keith Lyons, *Collaborative Center for Literacy Development*
P. David Pearson, *University of California, Berkeley*
Katherine Rossetti, *Curriculum Associates*
Judy Wallis, *Sharing the Power of Literacy*

This alternative session aims to engage LRA members in a conversation about how impact of scholarly contributions in literacy could be assessed beyond conventional metrics of refereed publications. Audience members' discussion will be guided by presentations from three scholars who are at the forefront of digital distribution of scholarships and responses to the question "What counts as scholarly impact?" from eight individuals representing the range of LRA communities.

8:45 am - 10:15 am – PAIRED ROUNDTABLE
Coastal Events Center, Carnation, Upper Level

Area 3

1. **Blackness and Literacies: Understanding Self and Others Across Disciplines**
 - A. **Counter-Scripting Blackness Against a Teacher's Literary and Pedagogical Imagination: An Autoethnographic Analysis of Literacy and Identity**
Ayanna Brown, *Elmhurst College*
Janice F. Tuck-Lively, *Elmhurst College*
 - B. **Developing Awareness of Civil Rights through Multimodal Literacy Practices: Imaginative Teaching about History in a Standardized Era**
Karla J. Möller, *University of Illinois, Urbana-Champaign*
Valerie Prescott, *Champaign School District, Unit 4*

Area 1

2. **Race Talk and Equity Talk: Pre-Service Teachers' Insights and Learning**
 - A. **Eight Years Later: Teacher Candidates and Obama's Race Speech in the Literacy Classroom**
Denise Davila, *University of Nevada, Las Vegas*
Meghan Barnes, *University of Georgia*

- B. **Promoting Equity and Imagination: Preparing Prospective Literacy Teachers to Teach Urban Students**
Tonya B. Perry, *University of Alabama, Birmingham*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Daisy, Lobby Level

Area 3

Providing Opportunities for Discourse with Texts

1. **Providing Opportunities for Equity and Imagination in Literacy Instruction: The Impact of Higher Level Talk and Writing about Text**
Debra S. Peterson, *Minnesota Center for Reading Research, University of Minnesota*
2. **Read-Alouds as Context to Support Discourse in High Poverty Schools**
Shaunte S. Duggins, *University of Florida*
3. **Students' Reasoning During Peer-Led Discussions: Characteristics and Facilitation**
Marcela Ossa Parra, *Boston College*

8:45 am - 10:15 am - SYMPOSIUM
Coastal Events Center, Executive Learning Center, Lower Level

Area 10

Imagining Beyond the Domesticated "New": Creative Remixes of Literacies, Community, and Place

Chair:

Ana Karina de Oliveira Nascimento, *University of São Paulo*

Discussant:

Kevin Leander, *Vanderbilt University*

This interactive symposium presents alternatives to technician and school-centric orientations to "new literacies" by examining creative implementations of literacy and digital technologies in a range of education-relevant spheres. Across these distinct contexts--formal and informal spaces, teacher education settings, and in-service teacher learning--there is shared emphasis on creative, user-driven approaches to technology use. Each paper also explores a unique aspect of how such user-driven approaches can both afford and constrain opportunities for equitable participation.

1. **Remix, Literacy and Creativity: An Analytic Review of the Research Literature.**
Michele Knobel, *Montclair State University*

2. **Tensions in Remixing Online: Multimodal Literacies, Creativity, and the Dissemination Process.**
Donna Alvermann, *University of Georgia*
Crystal Beach, *University of Georgia*
LaTasha Hutcherson Price, *University of Georgia*
3. **Imaginative Geographies and (New) Literacies as Place-Making**
Kevin Leander, *Vanderbilt University*
Anna Iddings, *University of Arizona*
4. **Making Room for Imagination Within a New Literacies Professional Development Project.**
Judy Kalman, *Centro de Investigacion y Estudios Avanzados del IPN*
5. **Creative Literacy Practices in Transmedia Storyworlds.**
Rebecca Black, *University of California, Irvine*
Jonathan Alexander, *University of California, Irvine*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 11
Youth Challenging Common-Sense Assumptions in Literacy Research

Chair:

Kate Brayko, *University of Montana*

Discussant:

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

1. **Transnational Teachers and Transnational Students in Literacy Classrooms: A Critical Review of Methodologies**
Brooke Ward, *University of Wisconsin, Madison*
2. **What Makes Reading Spatial? Telling a Different Story through Spatial Analyses of Reading Scores and Ethnographic Vignettes**
Loukia K. Sarroub, *University of Nebraska, Lincoln*
William R. England, *University of Nebraska, Lincoln*
3. **"We Need to Write Something That People Will Read": Examining Youth Co-Researchers' Perspectives on Presenting Literacy Research**
Joanne E. Marciano, *Teachers College, Columbia University*
Vaughn W.M. Watson, *Teachers College, Columbia University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Gardenia II, Upper Level

Area 8
Equitable Pedagogies for Linguistically Diverse Writers

1. **Toward Culturally Sustaining Writing Instruction at the Elementary Level**
Rebecca Woodard, *University of Illinois, Chicago*
2. **Building Equitable Classrooms: Translingual Approaches to Writing in the Elementary Curriculum**
Tasha Tropp Laman, *University of Louisville*
Angie Zapata, *University of Missouri*
Rebecca Schwerdtfeger, *University of Missouri*
3. **Grappling with Equitable Assessment: Content Area Teachers' Analyses of Emerging Bilinguals' Writing**
Margarita Zisselsberger, *Loyola University, Maryland*
Mark Lewis, *Loyola University, Maryland*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Iris I, Lower Level

Area 7
Ideological Becoming: Literate Identities Across Contexts

1. **Embracing Vulnerability: Performance in a Spoken Word Poetry Group**
Wendy Williams, *Arizona State University*
2. **Literacy Practices and the Negotiation of Identities Across Contexts**
Amy Burke, *Texas Woman's University*
3. **Warrior Scholars and Bridge Builders: Fostering Critical Civic Literacies in Urban High School English Classrooms through Imaginative Texts**
Nicole Mirra, *University of Texas, El Paso*
4. **"Positioning-Being Positioned": A Biracial Student's Hyphenated Selves in Literacy Classrooms**
Jieun Kim, *University of Wisconsin, Madison*
Suzanne Porath, *Edgewood College and Concorida University*

FRIDAY

8:45 am - 10:15 am - SYMPOSIUM
Coastal Events Center, Iris II, Lower Level

Area 8

Are We Post Language Rights? Revisiting the Debates and Considering the Challenges

Chair:

Tamara T. Butler, *Michigan State University*

Discussants:

Valerie Kinloch, *The Ohio State University*

Tamara T. Butler, *Michigan State University*

Insisting that we are not post-language rights, the presentations discuss how the Students' Right to Their Own Language resolution speaks to the longer history of rights movements in the United States for culturally and linguistically diverse students; the ways the resolution remains relevant for current research in language, literacy, and equity studies; and the value of returning to the promise of the resolution in relation to the language rights and languaging practices of Black students.

1. **Revisiting the Unfulfilled Promise of the Students' Right to Their Own Language Resolution**
Marla Goins, *The Ohio State University*
2. **Theorizing Language Rights**
Tanja J. Burkhard, *The Ohio State University*
3. **Language Rights in the Classroom: The Languaging Practices and Counternarrative Production of Black Youth**
Carlotta M. Penn, *The Ohio State University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Marigold, Lower Level

Area 1

Exploring Issues of Race, Language, Gender and Identity in Preservice Teacher Education

Discussant:

Emily Pendergrass, *Vanderbilt University*

1. **It's All About the IMP: The 'D.N.A.' and 3 Durable Practices for Co-Constructing a Language, Literacy, and Culture-Centric Foreign Language Methods Course**
Ralph A. Cordova, *University of Missouri, St. Louis*
Thomas Cook, *University of Missouri, St. Louis*
Kacey Booth, *University of Missouri, St. Louis*

2. **Representations of Gender in Teacher Drawings by Educators**
Anne Swenson Ticknor, *East Carolina University*
Paige Averett, *East Carolina University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Orchid I, Lower Level

Area 5

Reading Comprehension Across Disciplines in Elementary Classrooms

1. **Integrating Comprehension Strategy Instruction with Engineering Design Instruction for Elementary Students**
Amy Wilson-Lopez, *Utah State University*
Victor Larsen, *Utah State University*
2. **Reading to Learn in Kindergarten: Using Complex Texts to Develop Reading Skills and Build Content Knowledge**
Juliet Halladay, *University of Vermont*
Kathryn Maitland, *University of Vermont*
3. **Colors on a Map are Different than Coloring: Children's Understandings and Misunderstandings of Graphical Elements of Text**
Kathryn L. Roberts, *Wayne State University, College of Education*
Kristy A. Brugar, *University of Oklahoma*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Orchid II, Lower Level

Area 8

Equitable Approaches to Literacy Professional Development and Practice with English Learners

1. **Influencing Change: Sustained Professional Development on Contextualized and More Equitable Literacy Instruction for Learners of English**
Barbara J. Frye, *University of Colorado, Colorado Springs*
Leslie T. Grant, *University of Colorado, Colorado Springs*
Christina Jimenez, *University of Colorado, Colorado Springs*
Angela Bell, *University of Colorado, Colorado Springs*
Monica S. Yoo, *University of Colorado, Colorado Springs*

2. The Potential of Teacher Collaboration for Young Latina/o English Learners: A Pilot Study

Steve Amendum, *University of Delaware*

Leslie Babinski, *Duke University*

Marta Sánchez, *University of North Carolina, Wilmington*

Steven Knotek, *University of North Carolina, Chapel Hill*

3. The Development of Positive Literate Identities Among Bilingual and Monolingual First Graders

Lindsey Moses, *Arizona State University*

Laura Kelly, *Arizona State University*

8:45 am - 10:15 am - PAPER SESSION
Coastal Events Center, Poinsettia I, Upper Level

Area 8

Reading Development and Motivation Across Languages

1. The Importance of Concept of Word in Text as a Predictor of Sight Word Development in Spanish

Karen Ford, *University of Virginia*

Marcia Invernizzi, *University of Virginia*

J. Patrick Meyer, *University of Virginia*

2. Teachers' Perceptions about English Learners' Reading Motivation

Maria Selena Protacio, *Western Michigan University*

Bong Gee Jang, *Oakland University*

3. Autonomous and Controlled Reading Motivation of Chinese Adolescent Readers

Bong Gee Jang, *Oakland University*

Yu Liu, *Oakland University*

Wen Wu, *Oakland University*

8:45 am - 10:15 am - SYMPOSIUM
Coastal Events Center, Poinsettia II, Upper Level

Area 3

Preparing for the Human Conversation: Practicing Purpose and Imagination through Arts, Texts, and Literacies

Chair:

Roni Jo Draper, *Brigham Young University*

Discussant:

Amy Petersen Jensen, *Brigham Young University*

The purpose of this symposium is to explore the intersection of arts education and literacy education. Presenters from music, dance, media arts, visual arts, and theatre as well as literacy this alternative session, arts educators will invite participants to engage in arts thinking and making in

order to consider the processes, texts, and literacies central to the arts disciplines.

1. Creating as Conversation: Music

Paul Broomhead, *Brigham Young University*

2. Producing as Conversation: Media

Jennifer Joy Wimmer, *Brigham Young University*

Benjamin Thevenin, *Brigham Young University*

3. Responding as Conversation: Visual Arts

Daniel T. Barney, *Brigham Young University*

4. Connecting as Conversation: Dance

Pamela Musil, *Brigham Young University*

5. Creating and Sustaining the Conversation Between Arts and Literacy Educators

Roni Jo Draper, *Brigham Young University*

Amy Petersen Jensen, *Brigham Young University*

8:45 am - 10:15 am - SYMPOSIUM
Coastal Events Center, Poinsettia III, Upper Level

Area 8

Sharing Stories and Narratives through Students' Bilingual and Multilingual Perspectives: An ERM-Organized Symposium

Chair:

Iliana Reyes, *University of Arizona*

Discussant:

Bobbie Kabuto, *Queens College*

Most people in the world speak, write and read in two or more languages as part of their daily social and school interactions. In addition, children can express their bilingual stories when invited to use native language and personal experiences in the classroom. From a multilingual and Latino Critical Theory this symposium contributes to the field by furthering our understanding of the ways bilingual students can express their literacy knowledge through powerful narratives and stories.

1. What Does Bilingual Mean? The Significance of Students' Linguistic Backgrounds in Literacy Research

Maneka Deanna Brooks, *Texas State University*

2. Momentos de Cambio: Recruiting and Cultivating Bilingual Students' Epistemic Privilege through Memoir and Testimonio

Lara J. Handsfield, *Illinois State University*

Patricia Valente, *McLean County Unit 5 School District*

3. Border Stories: Using Critical Race and Latino Critical Theories to Document Latino/a Experiences

Sandra Lucia Osorio, *Illinois State University*

FRIDAY

8:45 am - 10:15 am - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas I

Area 4

Approaches to Developing and Validating Literacy Assessments

1. **Teachers' and Students' Views of Reading Fluency: Issues of Consequential Validity in Adopting One-Minute Reading Fluency Assessments**
Theresa A. Deeney, *University of Rhode Island*
Minsuk K. Shim, *University of Rhode Island*
2. **The Relationship Between the Fountas and Pinnell Benchmark Assessment System and AIMSWeb Reading Curriculum Based Measure**
Kimberlee Wagner, *Rockford University*
3. **Validation of the Informal Decoding Inventory**
Michael McKenna, *University of Virginia*
Sharon Walpole, *University of Delaware*

8:45 am - 10:15 am - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas II

Area 13

Studies in Literacy: Motivation, Genre, and Disciplinary Literacies

Chair:

George G. Hruby, *University of Kentucky*

Discussant:

George G. Hruby, *University of Kentucky*

1. **Expectancy X Value in Reading Motivation: A Framework for Research and Practice**
Nancy Flanagan Knapp, *University of Georgia*
2. **Operationalizing and Validating Disciplinary Literacy**
Hiller A. Spires, *North Carolina State University*
Shea N. Kerkhoff, *North Carolina State University*
Abbey C.K. Graham, *North Carolina State University*
Isaac A. Thompson, *North Carolina State University*
John K. Lee, *North Carolina State University*
3. **Use Imagination to Bridge Children's Learning of Literacy and Science: A Dialogic Approach**
Huili Hong, *East Tennessee State University*
Karin Julie Keith, *East Tennessee State University*
Renee Moran, *East Tennessee State University*
Jody LaShay Jennings, *East Tennessee State University*
4. **Making a Case for Disciplinary Literacies in the Elementary Grades**
Charlotte Frambaugh-Kritzer, *University of Hawaii, Manoa*
Stephanie Buelow, *University of Hawaii, Manoa*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon A

Area 1

Examining Tools of Teacher Education Focused on Disciplinary Literacy Instruction

Chair:

Emily Rainey, *University of Michigan*

Discussants:

Cynthia Greenleaf, *Strategic Literacy Initiative, WestEd*

Carol D. Lee, *Northwestern University*

David O'Brien, *University of Minnesota*

In this symposium, we will present three papers representing the tools and practices of one teacher education development and research project with disciplinary literacy teaching at its core. Each paper will present concepts and data related to two of our teacher education tools--video records of practice and competency assessments. Following the presentations, an interactive panel of three leading disciplinary literacy scholars will lead a discussion of our findings and of design challenges we raise.

1. **Developing a Holistic and Feasible Competency Tool That Shows Novice Teacher Growth in Disciplinary Literacy Instruction**
Elizabeth Birr Moje, *University of Michigan*
2. **What Does Disciplinary Literacy Instruction Look Like? Comparing Novice and Veteran Teacher Video Records of Practice**
Emily Rainey, *University of Michigan*
Bridget L. Maher, *University of Michigan*
Alistair Bomphray, *University of Michigan*
3. **Assessing and Evaluating Novice Disciplinary Literacy Teaching Practice: Intern Achievement and Growth Over Time**
Bridget L. Maher, *University of Michigan*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon B

Area 8

Bilingual Session: Examining the Literacy and Linguistic Practices of Latin@ Students Across Contexts in Elementary Education

Chair:

Silvia Nogueron-Liu, *University of Colorado, Boulder*

Discussant:

Marjorie Orellana-Faulstich, *University of California, Los Angeles*

The papers in this symposium illuminate the wide range of language and literacy resources that converge in classroom interaction and in reported students' experiences, as well as the value ascribed to these resources within communities and institutions. Drawing on ethnographic and participatory methods, the papers showcase the various and nuanced construction of language, identity, and race, from the perspectives of children, parents, and teachers in fieldwork conducted in California, Wisconsin, and Georgia.

1. **Examinando la Identidad Latina en Textos Informativos: Perspectivas de Padres Inmigrantes**
Silvia Nogueron-Liu, *University of Colorado, Boulder*
2. **Aprendizaje de las Ciencias Naturales en la Era de CCSS y NGSS en Espacios Bilingües**
Antonietta Avila, *University of Wisconsin, Milwaukee*
3. **Reconocimiento del los Recursos Linguisticos de los Hablantes de Zapoteco**
P. Zitlali Morales, *University of Illinois, Chicago*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon C

Area 2

Complexities in the Teaching of Writing: Perspectives from Teacher Education

Chair:

Natasha H. Chenowith, *Kent State University*

Discussant:

Vicki McQuitty, *Towson University*

Presenters:

Denise Morgan, *Kent State University*
 Natasha H. Chenowith, *Kent State University*
 Donna Werderich, *Northern Illinois University*
 Michael Manderino, *Northern Illinois University*
 Susan D. Martin, *Boise State*
 Sherry Dismuke, *Boise State University*

This symposium presents three studies about the preparation of teachers to teach writing. These papers aim to address the gap between what students need to learn and what teachers are taught to teach within the contexts of traditional and new literacies for writing. Findings of these studies highlight the importance of teacher education for English/language arts and its influences on the teaching practices of 21st century writing teachers.

8:45 am - 10:15 am - ROUNDTABLE
Costa Del Sol Ballroom, Salon D

Roundtable 6

1. **Do Experts' Book Selections Reflect Literacy, Equity, and Imagination?: An Analysis of Read-Aloud Recommendations and Rationales from Children's Librarians and Children's Literature Professors**
Susan King Fullerton, *Clemson University*
George J. Schafer, *Clemson University*
Erin Leslie McClure, *Clemson University*
Koti Hubbard, *Clemson University*
Rachael Huber, *Clemson University*
Leslie A. Salley, *Clemson University*
2. **Imagining Our Practice: Scaffolding Pre-Service Teachers' Analysis of Their Envisioned Teacher Identity**
Jackie Sydnor, *Ball State University*
Tammi Davis, *University of Louisville*
Linda Coggin, *Indiana University*
Sharon Daley, *Indiana University*
3. **Literacy Practices and Objectives: The Whats and Whys of Building a Literacy Identity**
Dana Hagerman, *Edgewood College*
4. **Negotiating Faculty Identities in an Online Reading Methods Course**
Xiufang Chen, *Rowan University*
Shelley Hong Xu, *California State University, Long Beach*
5. **Reading Comprehension Assessment in the Context of RtI: Mismatch with ILA Standards for Literacy Assessment**
Sandy Davidson, *Mississippi State University*
Kathleen Marie Alley, *Mississippi State University*
Devon Brenner, *Mississippi State University*
6. **Translanguaging Pedagogies in the English-Centric Literacy Classroom**
Mark Pacheco, *Vanderbilt University*
7. **"I Just Keep Writing": Following Narrative Pathways of Meaning-Making through a Transnational Student's Writing and Talk**
Annamary Consalvo, *The University of Texas, Tyler*
Christine Derbyshire, *University of Texas, Austin*
8. **Paired Roundtable: Communities of Practice in Teacher Education**
 - A. **Affordances and Constraints as Graduate Students Coach Undergraduate Tutors in a University Reading Clinic**
Erika S. Gray, *University of North Carolina, Greensboro*
Joy Myers, *James Madison University*

FRIDAY

B. Experiences of Old-Timers and Newcomers in the English Companion Ning: An Online Community for English Teachers

Asma Khan, *University of Rochester*

Jayne Lammers, *University of Rochester*

9. Paired Roundtable:

Young Adult Literature: Critical Analyses

A. Using Young Adult Literature in a Classroom: Does YA Impact Writing Literacies?

Alice Hays, *Arizona State University*

B. Youth Lenses, Young Adult Literature and Youth: A Critical Analysis

Charlene Marie Mendoza, *University of Arizona*

**8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon E**

Area 2

Teacher Adaptability, Learning, and Change

Chair:

Thomas DeVere Wolsey, *University of Central Florida*

Discussant:

Karen Wood, *University of North Carolina, Charlotte*

Presenters:

Dana L. Grisham, *National University*

Janet Young, *Brigham Young University*

Linda D. Smetana, *California State University, East Bay*

Karen Kreider Yoder, *Touro University*

Elizabeth Dobler, *Emporia State University*

Sandy Chambers, *Kutztown University*

Kathy Ganske, *Vanderbilt University*

Diane Lapp, *San Diego State University*

Douglas Fisher, *San Diego State University*

Nancy Frey, *San Diego State University*

Teachers must adapt to evolving dilemmas and changing conditions, adjust their practices based on teacher preparation and professional development, and work within policy environments that surround them. The papers presented in this symposium explore the theme of teacher adaptability. Researchers define adaptability, present data on collaborative approaches to the efficient use of such data, and explore adaptability among new teachers who must transform their learning from teacher preparation to actual practice.

**8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon F**

Area 3

Literacy and Identity: Applying Identity Theory to Research in Literacy Intervention Settings

Chair:

Katherine Frankel, *Boston University*

Discussant:

Leigh Hall, *University of North Carolina*

This symposium brings together scholars whose work applies an identity lens to literacy instruction. Previous scholarship has highlighted the importance of identity to understanding students' literacy practices, but an identity lens has rarely been applied to literacy learning in intervention contexts. In order to examine identity as it is enacted in such settings, we propose three papers that draw from a sociocultural understanding of identities in practice (Holland, Lachicotte, Skinner, & Cain, 1998).

1. Daniel and Susan: Negotiating Reading and Identities

Katherine Frankel, *Boston University*

Susan Fields, *Boston University*

Tierney Miller, *Boston University*

2. Bella: Forming and Re-forming of Identities

Elizabeth Jaeger, *University of Arizona*

3. Wyatt: Repositioning Reading Identity

Kelly Allen, *University of Arizona*

**8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon G**

Area 5

Exploring the Mechanisms Behind Language Learning and Play

Chair:

David Dickinson, *Vanderbilt University*

Discussant:

Myae Han, *University of Delaware*

Research supports the relationship between language development and play, but little work has been done on the mechanisms. We address this gap, exploring how teacher-child interactions influence language learning during play. Paper 1 presents evidence of the variation in teacher talk during unstructured playtime. Paper 2 compares the amount and kind of talk used in teacher-initiated play scenes vs. child-initiated play scenes. Paper 3 uses a multimodal lens to describe word learning during guided play.

1. **Teacher Talk During Unstructured Playtime: Supporting Children's Language Development**
Judy Hicks, *Stanford University*
2. **Features of Adult and Child Talk During Child-Initiated and Adult-Initiated Play**
Elizabeth Hadley, *Vanderbilt University*
David Dickinson, *Vanderbilt University*
Kathy Hirsh-Pasek, *Temple University*
Roberta Golinkoff, *University of Delaware*
3. **Multi-Modal Features of Guided Play and Vocabulary Development**
Katherine Newman, *Vanderbilt University*
David Dickinson, *Vanderbilt University*
Roberta Golinkoff, *University of Delaware*
Kathy Hirsh-Pasek, *Temple University*

8:45 am - 10:15 am - SYMPOSIUM
Costa Del Sol Ballroom, Salon H

Area 7

Decoding: Deepening Our Imaginations of Black Males' Literacy Practices

Chair:

April Baker Bell, *Michigan State University*

Discussant:

April Baker Bell, *Michigan State University*

This research unites three scholars who have interests in "decoding" the literacy practices and experiences of Black males from at least three different vantage points. These research-informed vantage points jointly investigate the intersectional identities of Black males through close examinations of: narrative writings by academically high performing Black male students, culturally relevant classroom practices enacted by a Black male teacher, and critical book club discussions between Black boys and their families.

1. **Untold Stories about Academically High Performing Black Male Youth from Urban Contexts**
Sakeena Everett, *Michigan State University*
2. **Transformative Vision: Unpacking the Racial Literacy Practices of a Black Male Teacher with His Black Male Students**
Keisha McIntosh Allen, *Teachers College, Columbia University*
3. **Who Let the Elephant in the Room?: Analyzing Race and Racism through a Critical Family Literacy Book Club**
Lamar Johnson, *Miami University*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Clubhouse, Parlor, Lobby Level

Area 13

International ICG Alternative Poster Session: Language Literacy, Equity, and Imagination in Global Contexts

Chair:

Ran Hu, *East Carolina University*

Discussant:

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

Presenters:

Evan Ortlieb, *St. John's University*
 Wolfram Verlaan, *University of Alabama, Huntsville*
 Earl Cheek, *Louisiana State University*
 Yusuke Sasaki, *Monash University*
 Janet Richards, *University of South Florida*
 SuHua Huang, *Midwestern State University*
 Zhenyou Yu, *China Women's University*
 Nancy Pine, *Mount Saint Mary's University*
 Juan Du, *University of Florida*
 Lolowa Al Marzouqi, *Technology Development Committee*
 Patience Sowa, *Zayed University*
 Katarina N. Silvestri, *SUNY, Buffalo*
 Rongrong Dong, *University of Florida*
 Xiaoming Lui, *Towson University*
 Lijun Jin, *Towson University*
 Jiening Ruan, *The University of Oklahoma*
 Anita Nigam, *Texas Tech University*
 Lori Czop Assaf, *Texas State University*
 Minda Lopez, *Texas State University*
 Zaline Roy-Campbell, *Syracuse University*
 Stella Rwanda, *Syracuse University*
 Louise Wilkinson, *Syracuse University*
 Chunhua Dai, *University of Florida*
 Xuezi Zang, *University of Florida*

In this alternative format session of 16 poster presentations sponsored by the LRA International Innovative Community Group, researchers share their studies reflecting "Literacy, Equity, and Imagination" in global contexts. The session provides the audience with opportunities to engage researchers in discussions of their research findings and their implications related to "new conditions for inclusion and equity across multiple communities, languages, and forums" in various categories.

FRIDAY

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Clubhouse, Veranda, Lobby Level

Area 13

Crafting Imagined Selves: De-Mystifying the Submission and Revision Process of Scholarly Academic Writing for PhD Candidates, Novice Researchers, and New Scholars

Chair:

Margaret-Mary Sulentic Dowell, *Louisiana State University*

Discussant:

Tynisha Willingham Meidl, *St. Norbert College*

Scholarly writing can be potentially intimidating to those poised to enter the academy and daunting to individuals beginning a tenure track trajectory. Creating new conditions for inclusion and equity across multiple communities of scholars and environments equates to de-mystifying the academic writing processes of submission and revision. This interactive, dynamic and generative session is geared toward PhD candidates, novice researchers, and newly minted scholars with a desire to understand submission and revision. Laptops, iPads encouraged!

- 1. Creating Writing Goals: A Realistic Research Agenda for a RU/VH (Research University - Very High Research Activity)**
Renée Casbergue, *Louisiana State University*
- 2. Establishing a Writing Routine and Setting a Submission Schedule: Effectively Utilizing Writing Groups**
Estanislado S. Barrera, *Louisiana State University*
- 3. Co-Authoring and the Notion of Reverse Mentoring**
Tynisha Willingham Meidl, *St. Norbert College*
- 4. Getting Mileage from Your Research: Shared Interests and Collaboration**
Leah Katherine Saal, *Loyola University Maryland*
- 5. The Efficacy of Working Solo: Confirming the Imagined Self**
Kim Skinner, *Louisiana State University*
- 6. Reconciliation Charts: A Tool for Revision**
Margaret-Mary Sulentic Dowell, *Louisiana State University*

10:30 am - 12:00 pm - PAIRED ROUNDTABLES
Coastal Events Center, Carnation, Upper Level

Area 1

Working Beyond Standards: Licensure and Social Justice

- 1. An Examination of Pre-Service Teachers' Beliefs about Using Social-Issues Picture Books in Elementary School Classrooms**
Jennifer Conner-Zachocki, *Indiana University, Columbus*
Sharon Daley, *Indiana University*
- 2. Turning Straw Into Gold: Making the Most of Mandated Licensure Exams in Reading Education**
Johna Lee Faulconer, *East Carolina University*
Caitlin Law Ryan, *East Carolina University*

Video Analysis and Preservice Teacher Education

- 3. Capturing Preservice Teachers Knowledge, Efficacy, and Growth in a Literacy Class through Video Data Analysis**
Lizabeth Ann Guzniczak, *Oakland University*
John McEneaney, *Professor, Oakland University*
- 4. Video as a Tool for Mediating Reflection on Literacy Teaching and Learning During the Student Teaching Experience**
Jackie Sydnor, *Ball State University*

10:30 am - 12:00 pm - PAIRED ROUNDTABLE
Coastal Events Center, Daisy, Lobby Level

Area 9

Stories for a Global World: International Children's and Young Adult Literature

- 1. Imagined Chinese Culture: White Adoptive Parents' Selection and Use of Picturebooks about China with Their Chinese Adoptees**
Xiaoli Hong, *The University of Georgia*
- 2. Representations of Immigration in International Literature for USA Readers: A Cross-Cultural Critical Content Analysis**
Janelle Mathis, *University of North Texas*
Jessica Edwards, *University of North Texas*
Hala Mirza, *University of North Texas*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Coastal Events Center, Executive Learning Center,
Lower Level

Area 4

Results from a National Survey of State Literacy Policy and Local Practices for the Preparation, Certification and Development of Literacy Professionals

Presenters:

Danielle V. Dennis, *University of South Florida*
 Anne McGill-Franzen, *University of Tennessee*
 George G. Hruby, *University of Kentucky*
 Rita Bean, *University of Pittsburgh*
 Kathy Champeau, *Wisconsin State Reading Association*
 Diane Stephens, *University of South Carolina*

The purpose of this alternative session is to share and discuss results from a national survey of state legislation related to the preparation, certification and development of literacy professionals in K-12 schools. This survey was developed in response to calls from Literacy Research Association (LRA) members to coordinate efforts at generating a state-by-state comparison of policies and practices related to literacy teaching in order to inform research and advocacy efforts nationwide.

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 6

Developing as a Writer: Processes and Identities

- A Think-Aloud Study of Adolescent Writers' Peer Review and Revision Strategies**
 Adam Loretto, *Grove City College*
 Amanda Godley, *University of Pittsburgh*
 Alok Baikadi, *University of Pittsburgh*
- College Students' Use and Modification of Planning and Revision Strategies After a Semester of Instruction**
 Zoi A. Philippakos, *University of North Carolina, Charlotte*
 Charles A. MacArthur, *University of Delaware*
- Uneven Development in Young Adolescents' Genre-Specific Writing Identities**
 Nicole M. Martin, *University of North Carolina, Greensboro*
 Claire Lambert, *University of North Carolina, Greensboro*
 Brooke Holland Langston-DeMott, *University of North Carolina, Greensboro*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Gardenia II, Upper Level

Area 10

Multimodal Composition & Design

- A Literature Review on Digital Multimodal Composition of Students in K-12 Classrooms**
 Sohee Park, *University of Delaware*
- Argument as Multimodal Design: A Formative Experiment**
 Emily Smothers Howell, *Clemson University*
- Exploring Collaborative, Multimodal Composing: Imagination, Creative Tension, and the Co-Construction of Ideas**
 Robin Jocius, *Vanderbilt University*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Iris I, Lower Level

Area 3

Perspectives on Reading Aloud and Repeated Reading

- Reading Aloud Post-Common Core: Perspectives of Primary Teachers in Low-Income Schools Serving Children of Color**
 Shaunte S. Duggins, *University of Florida*
 Melanie Acosta, *University of Alabama*
- Repeated Interactive Read-Alouds: An Intervention to Foster Oral Language in Low-Income Preschool Children**
 Pelusa Orellana, *Universidad de los Andes*
 Maria Francisca Valenzuela, *Universidad de los Andes*
 Kattia Muñoz, *Universidad de los Andes*
 Beatriz Conte, *Universidad de los Andes*
- Repeated Reading: Testing Three Models of When to Change the Text**
 D. Ray Reutzell, *Utah State University*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Iris II, Lower Level

Area 10

Interacting with Digital Texts

- Genres of Children's Websites: A Methodology for Analyzing Digital Texts**
 James L. Welsh, *University of South Florida*
- "He is a Singing Audio!": Young Children, Digital Texts, and Embodied Performances**
 Ting Yuan, *College of Staten Island, CUNY*

FRIDAY

3. **"This is Not a Book!": (Re) imagining Reading in Parent-Child Interactions Around iPad Ebooks**
Barbara Vokatis, *SUNY, Oneonta*

10:30 am - 12:00 pm - SYMPOSIUM
Coastal Events Center, Marigold, Lower Level

Area 9

Growing Critical Reading of Literature in the Classroom: Exploring Teachers' and Students' Responses to Diverse Children's Picturebooks

Chair:

Meredith Naughton, *University of Missouri*

Discussant:

Jennifer Graff, *The University of Georgia*

As picturebooks with varied forms, diverse socio-political messages, and strong socio-cultural themes increase in number, more investigations of teachers' and students' literature engagements are needed to further develop literature research and pedagogy. In response, this symposium's panelists share their current research in the following areas: bilingual, elementary students' critical dramatizations of Latino children's picturebooks; young girls challenging heteronormativity in LGBTQ literature book clubs; three- and four-year old children navigating postmodern picturebooks through critical restorying practices.

1. **"Critical-Moment" Drama in a Dual Language Classroom**
Nancy L. Roser, *University of Texas, Austin*
Erin Greeter, *University of Texas, Austin*
2. **Challenging Heteronormativity While Sharing LGBTQ Inclusive Children's Literature**
Selena E. Van Horn, *University of Missouri*
3. **Young Children Stepping in and Moving through Postmodern Picturebook Storyworlds**
Angie Zapata, *University of Missouri*
Lenny Sanchez, *University of Missouri*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Orchid I, Lower Level

Area 5

Moving Texts, Language, and Meaning-Making Across Worlds: Language and Culture in Literacy

Discussant:

Denise Davila, *University of Nevada, Las Vegas*

1. **Fostering Resilience: Diverse Communities Utilizing Varied Literacies to Convey Cultural Belonging to the Next Generation**
Veronica E. Valdez, *University of Utah*
Delila Omerbasic *University of Utah*
2. **Understanding Challenges: Supporting 4th Grade English Learners' Meaning-Making with Functional Grammar Analysis**
Carrie Symons, *University of Michigan*
3. **Books for Botswana: Developing, Reading, and Writing Informational Texts with Young Children**
Lynne Watanabe, *Arizona State University*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Orchid II, Lower Level

Language Zones and Word Play Among Multilingual Children

Discussant:

Mileidis Gort, *The Ohio State University*

1. **Digital Kinetic Typography as a Tool for Transforming Multimodal Representations of Meaning with Young English Learners**
Sally Brown, *Georgia Southern University*
2. **Identities in the "Warp Zone": ELLs' Conceptions of Literacy**
Laura Hamman, *University of Wisconsin, Madison*
Stephanie J. Shedrow, *University of Wisconsin, Madison*
3. **Words and Actions: A Classroom Teacher's Critical Literacy Goals and Their Enactment**
Heather Hurst, *Frostburg State University*

10:30 am - 12:00 pm - SYMPOSIUM
Coastal Events Center, Poinsettia I, Upper Level

Area 7

Navigating Inequities and Re-Imagining the Self through Critical Literacy Practices

Chair:

Arnetha F. Ball, *Stanford University*

Discussant:

Joanne Larson, *University of Rochester*

This symposium addresses pedagogical models for supporting literacy practices that invite youth from non-dominant groups to interrogate structural forces challenging their life course opportunities and to wrestle with identity processes entailed for adolescents

in learning to interrogate and navigate such forces. The three pedagogical models help students examine sources of risk and resilience in their lives and communities, using the critical examination of texts and the production of arguments through oral, written and multi-modal medium.

1. **New Possibilities for the Self and Community: Scaffolding Literary Imagination**
Carol D. Lee, *Northwestern University*
2. **Organizing Learning for the Future: Design Experiments, Syncretic Literacies, and the Pedagogical Imagination**
Kris Gutiérrez, *University of California, Berkeley*
3. **Pedagogies of (Re)Imagining: Reading Race and Authoring New Racial and Academic Selves**
Nailah Suad Nasir, *University of California, Berkeley*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Poinsettia II, Upper Level

Area 3 Embodiment, Desire, and Reimagined Literacies

1. **Affective Moments and Embodied Literacies: Making Sense of a Resuscitated Multiliteracies Project**
Kimberly Lenters, *University of Calgary*
2. **Conceptualizing Literacy Desiring: Poststructural and Posthumanist Theories as Pedagogy**
Candace Kuby, *University of Missouri*
Tara Gutshall Rucker, *Columbia Public Schools*
3. **Imaginative Uses of "Collabridged" Multi-Media Digital Environments to Advance Literacy and Equity for Diverse Learners**
Miranda Fitzgerald, *University of Michigan*
Annemarie Palincsar, *University of Michigan*

10:30 am - 12:00 pm - PAPER SESSION
Coastal Events Center, Poinsettia III, Upper Level

Area 3 Student Interest, Text Selection, and Responsive Teaching

1. **Motivation to Read: Exploring Developmental Shifts in Motivation across Grades 3 - 5**
Jacquelynn Malloy, *Clemson University*
Barbara Marinak, *Mount St. Mary's University*
Linda Gambrell, *Clemson University*
Rachael Huber, *Clemson University*

2. **Re-Examining the Case for Instructional Reading Level and the Criteria for Matching Texts to Readers: A Critical Review**
Robert Kelly, *The Ohio State University*
Ian Wilkinson, *The Ohio State University*
3. **Reading, Writing, Cheetahs, Oh My! Responsive Teaching Within Interest-Based Learning**
Melanie Reaves, *Northern Michigan University*
George Kamberelis, *Colorado State University*

10:30 am - 12:00 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas I

Area 7 Enacting and Improvising Change: Literacy, Power, and Youth

1. **Literacies of Youth Leadership: Imagining and Enacting Change in School and Beyond**
Logan Manning, *The University of Texas, San Antonio*
Vanessa Macias, *University of Texas, San Antonio*
Karla Galvez, *Alternatives in Action High School*
2. **Love, Learning, and Literacy: Imagination and Improvisation as Tools Toward Humane Schooling**
Anne E. Crampton, *University of Minnesota*
Tracey Pyscher, *University of Minnesota*
3. **Improvisation and Equity: Roles of Literacy in the Identity Enactments of Marginalized Youth**
Noah Asher Golden, *Chapman University, College of Educational Studies*
Jessica Zacher Pandya, *CSU, Long Beach*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Las Palmas II

Area 3 With a Little Help from Shaun Tan: Locating and Analyzing Multiliteracies in Practice

Presenters:

Sara Diane Kersten, *The Ohio State University*
Mindi Rhoades, *The Ohio State University*

This alternative session explores the New London Group's original concepts alongside practice. Specifically, we explore several ways in which to develop and implement a multiliteracies pedagogy in classroom settings using Shaun Tan's texts. While introducing several empirical studies, this session will stimulate and engage participants in multimodal teaching practices that are representative of the multimodality apparent in Tan's work.

10:30 am - 12:00 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon A

Area 4

Vocabulary and Comprehension in Multilingual Learners: Addressing Assessment Equity for All Students

Chair:

Dianna Townsend, *University of Nevada, Reno*

Discussant:

Patrick Proctor, *Boston College*

The purpose of this symposium is to share research on vocabulary and comprehension for multilingual students. All three studies identify literacy assessment issues for multilingual students and share methods for improving the equity of assessments and their uses. Furthermore, existing assumptions about multilingual students' vocabulary knowledge and comprehension processes are enriched or challenged, resulting in assessment methods with greater validity potential for diverse populations.

- 1. Conceptual Vocabulary Assessment Among Spanish-English Bilingual Preschoolers**
Jeannette Mancilla-Martinez, *University of California, Irvine*
- 2. Poor Reading Comprehension in a Diverse Sample of Intermediate Grade Children**
Gina Biancarosa, *University of Oregon*
Sarah Carlson, *University of Oregon*
Ben Seipel, *California State University, Chico*
Mark Davison, *University of Minnesota*
- 3. Significant, and Significantly Different, Contributions of Academic Vocabulary Knowledge to Older Adolescents' Academic Achievement**
Dianna Townsend, *University of Nevada, Reno*
Ana Taboada Barber, *University of Maryland*
Kimberly Crowley, *University of Nevada, Reno*
Darl Kiernan, *Washoe County School District*
Lauren Torvinen, *Washoe County School District*
Lisa Johnson, *Washoe County School District*

10:30 am - 12:00 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon B

Area 7

Argumentation, Literacy, and Race in a Tenth Grade Language Arts Classroom

Chair:

David Bloome, *The Ohio State University*

Discussant:

Arlette Willis, *University of Illinois, Urbana-Champaign*

This symposium examines how argumentation in reading and writing can be used to engage students in conversations about race. Three analyses from different perspectives are made of an instructional peer conversation in a diverse, urban 10th grade classroom. Attention is paid to the nature of the knowledge students co-construct, how they address complexity, how they take up and respond to multiple perspectives, and how their definitions of personhood (and race) evolve during the conversation.

- 1. Narrative, Race-Talk, and Literacy Practice**
Ayanna Brown, *Elmhurst College*
- 2. Constructing Personhood**
David Bloome, *The Ohio State University*
- 3. Multiple Perspectives and Making Reading/Writing 'Strange'**
Shelly Mann, *Southwestern City Schools*

10:30 am - 12:00 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon C

Area 8

Countering Deficit Language Perspectives: Imagining a New Literacy Pedagogy

Chair:

Maria Selena Protacio, *Western Michigan University*

Discussant:

Gholnecsar Muhammad, *Georgia State University*

Societies have always been multilingual and multicultural; however, in many cases diversity of voices has been silenced in traditionally practiced literacy pedagogies. In this ERM Committee sponsored symposium, the speakers show how deficit perspectives in literacy research and practices can be countered and more equitable and asset based literacies be implemented. Each speaker takes on a specific case of deficit literacy research or practices that are still commonly validated in policy, research, and/or practice.

- 1. Why Counting Words Tells Us Nothing: Closing the Word Gap through Critical Discourse Analysis**
Stephanie Lynn Abraham, *Rowan University*
- 2. English Language Learners and Literature Circles: Perspectives and Perceptions**
Xiufang Chen, *Rowan University*
- 3. Creating Equitable Literacy Classrooms so All Voices Can be Heard**
Jane Bean-Folkes, *Rowan University*

10:30 am - 12:00 pm - ROUNDTABLE
Costa Del Sol Ballroom, Salon D

Roundtable 7

1. **Improving Literacy Instruction through a Co-Teaching Model of Clinical Experience**
 Megan Guise, *California Polytechnic State University*
 Mireille Habib, *California Polytechnic State University*
 Amy Robbins, *California Polytechnic State University*
 Sarah Hegg, *California Polytechnic State University*
 Chance Hoellwarth, *California Polytechnic State University*
2. **Negotiating the Assessment Phenomenon: Understanding the Decision Making of New Teachers Regarding Reading Assessment, Instruction, and Policy**
 Andrew Huddleston, *Abilene Christian University*
 Amy Mullins, *Bluffton University*
 Kathryn Ohle, *University of Alaska, Anchorage*
 Hannah Lowry, *Abilene Christian University*
3. **The Missing "C" in "College and Career Readiness": An Exploration of the Literacy Expectations and Demands in College-Level Career Technical Education**
 Sonya L. Armstrong, *Northern Illinois University*
 Norman A. Stahl, *Northern Illinois University*
4. **"I Am a Happy Cab Driver": Adult ESL-Literacy Students' Voices in Reflective Online Journals**
 Jeongbin Hannah Park, *University of Texas, Austin*
5. **Paired Roundtable: Conducting Professional Development in Online Environments**
 - A. **#Improvisation: Teachers Creating New Conditions for Professional Development through Twitter and Tweets**
 Faryl Kander, *Oklahoma State University*
 - B. **Induction Support for New Teachers: A Blog as a Tool for Professional Development**
 Catherine Maureen Kelly, *St. Catherine University*
6. **Paired Roundtable: Bilingual Teachers and Students: Literacy and Language Assessments**
 - A. **Bilingual Teachers' (K-5) Use of Formative Literacy Assessments and Literacy Instruction: Opportunities and Challenges**
 Georgia Earnest Garcia, *University of Illinois, Urbana-Champaign*
 Maria Lang, *University of Illinois, Urbana-Champaign*

B. The Analysis and Use of Running Records with English Learners

Allison Briceno, *San Jose State University*
 Adria F. Klein, *University of California, San Bernardino*

7. **Paired Roundtable: Literacy Practices and Equity**

- A. **Exploring Multiple Voices: Possibilities of Early Critical Literacy Practices in Bilingual Preschool Classrooms**
 So Jung Kim, *University of Texas, El Paso*
- B. **Writing Against All Odds: Equity and Imagination in the Age of the Common Core**
 Michael John Young, *University of Iowa*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon E

Area 7

Transactions: How Graphic Novels and Comics Expand Our Intellectual Imagination

Presenters:

Rachel Skrlac Lo, *University of Pennsylvania*
 David E. Low, *California State University, Fresno*

This Alternative session provides a meeting point for researchers and practitioners who consider the meaning-making potentials of graphic novels and comics. Literacy scholars have recognized comics as a medium extremely meaningful to students with whom they work yet, traditionally, young people have not been encouraged to interact with it in schools. This session creates a dialogue that is both expansive and inclusive, thus recognizing diverse ways graphica has captured our community's intellectual imagination.

10:30 am - 12:00 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon F

Area 1

Prepared for the Metropolis, Teaching in the Country: Conversations on Rural Literacy Teacher Education

Chair:

Kara Lycke, *Illinois State University*

Discussant:

Karen Eppley, *Penn State University*

Presenters:

Kathryn Pole, *University of Texas, Arlington*
 Thomas Crumpler, *Illinois State University*
 Margaret Saucedo Curwen, *Chapman University*
 LaTonya Slater, *Mississippi State University*

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How do we prepare teachers for rural classrooms? Most university-based teacher education programs are located in urban areas and many emphasize teacher preparation for urban schools, yet one-third of all schools are rural. In this interactive session we conceptualize the characteristics of rural schools, articulate assumptions about rural literacies, consider the preparation of teachers for rural communities, and identify areas for further inquiry to better understand literacy teacher education for rural places.

10:30 am - 12:00 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon G

Area 4

Teachers' Perspectives on Assessment and Policy

- 1. How Teachers' Imagined Identities for Student Writers Shape Their Use of Questions in the Dynamic Assessment of Students' Composing Processes**
Sarah W. Beck, *New York University*
Kristin E. Black, *New York University*
Alyssa Trzeszkowski-Giese, *New York University*
- 2. Teachers' Use of Formative Reading Assessments: Linguistic Diversity, Education, and Training**
Meghan Pendergast, *Western Carolina University*
Gary Bingham, *Georgia State University*
- 3. Using Teachers' Views to Impact Statewide Policy Change: Recommendations from a Statewide Reading Instructional Materials and Practices Survey**
Mindy Legard Larson, *Linfield College*
Susan Lenski, *Portland State University*
Dot McElhone, *Portland State University*
Maika Yeigh, *Portland State University*
Beth LaForce, *George Fox University*
Dennis Davis, *University of Texas, San Antonio*

10:30 am - 12:00 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon H

Area 7

Re-Imagining Literacy, Equity, and Participation in Diverse Youth Communities

Chair:

Kris Gutiérrez, *University of California, Berkeley*

Discussant:

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

This symposium shares findings from three qualitative research studies with youth in the urban Southwest, including a case study of a summer youth writing collective, an ethnographic study of a literature-infused youth participatory action research project, and a case study of a youth spoken word poetry group. These diverse youth communities function as "third spaces" that create new conditions for inclusion and equity by re-imagining historically marginalized youth as powerful agents in their communities.

- 1. Reading, Writing, and Imagining Our Futures: Cultivating Voices and Creating Equitable Spaces for Youth Literacies**
Tracey Terece Flores, *Arizona State University*
- 2. Re-Imagining Participation through Literacy: Stories From a Literature Infused Youth Participatory Action Research Program**
Sybil Durand, *Arizona State University*
Melanie Bertrand, *Arizona State University*
Taucia Gonzalez, *Arizona State University*
- 3. Sustaining Literacy, Equity, and the Imagination: Balancing the Benefits and Challenges of a Youth Spoken Word Poetry Group**
Wendy Williams, *Arizona State University*

1:15 pm - 2:45 pm - PAIRED ROUNDTABLE
Costa Del Sol Ballroom, Salon D

Area 2

Developing Disciplinary Literacies

- 1. Disciplinary Literacies: Applying University Learning in the Secondary Classroom**
Elizabeth P. Stolle, *Grand Valley State University*
- 2. Fostering Disciplinary Specific Language through Debriefing of Video Recorded Instruction: Developing the Craft of the Literacy Coach**
JoAnne Vazzano, *Northeastern Illinois University*
Christina L. Madda, *Northeastern Illinois University*

1:15 pm - 2:45 pm - SYMPOSIUM
Clubhouse, Veranda, Lobby Level

Area 11

Re-Imagining Literacy Praxis through Youth Participatory Action Research: Transforming the Academy, Classroom, and Community

Chair:

Nicole Mirra, *University of Texas, El Paso*

Discussant:

Michelle Fine, *Graduate Center, CUNY*

This session positions youth participatory action research (YPAR) as a literacy practice and research methodology that has the potential to change how the literacy community approaches and investigates questions of equitable teaching and learning in the academy, classroom, and community. This symposium brings together literacy researchers from several universities who focus on YPAR in their work to share data they have gathered from multiple sources regarding the innovative impact of YPAR on re-imagining our field.

1. **YPAR as Transformative Literacy Research Methodology**
Nicole Mirra, *University of Texas, El Paso*
2. **YPAR as Transformative Literacy Classroom Practice**
Ernest Morrell, *Teachers College, Columbia University*
3. **YPAR as Transformative Community Literacy Practice**
Antero Garcia, *Colorado State University*

1:15 pm - 2:45 pm – PAIRED ROUNDTABLE
Coastal Events Center, Carnation, Upper Level

Area 4

Writing in Middle School and High School: Stasis and Change

1. **Creative Writing Class as Affinity Space**
Valerie I. Marsh, *University of Rochester*
2. **Watching the Decline: Students' Self-Efficacy Towards Writing in Middle School**
Katherine Landau Wright, *Texas A&M University*
Tracey S. Hodges, *University of Southern Mississippi*
Sharon Diane Matthews, *Texas A & M University*

Area 6

Youth Mentoring and Communities of Practice for Literacy Development

3. **Seeking Third Space: Literacy Development in a Middle School Youth Mentoring Program**
David Gallagher, *Mount Saint Mary College*
Matt Hollibush, *Mount Saint Mary College*
4. **Using Ethnographic Inquiry Into Youth Communities of Practice to Foster Improvisational Learning and Critical Academic Literacies with Undergraduate Learners**
Leisy Wyman, *University of Arizona*
Joaquin Munoz, *University of Arizona*
Amanda LeClair-Diaz, *University of Arizona*
Ian Prescott, *University of Arizona*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Daisy, Lobby Level

Area 3

Strategies and Explicit Interventions Supporting Literacy Development: Pre-K – Elementary

1. **The Impact of Explicit Comprehension Strategy Instruction on Urban First and Second Graders**
Jennifer I. Hathaway, *George Mason University*
Paola Pilonieta, *University of North Carolina, Charlotte*
Adriana L. Medina, *University of North Carolina, Charlotte*
2. **Understanding Talk: Discussions from a Fifth Grade Classroom**
Melissa Pendleton, *North Carolina State University*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Executive Learning Center, Lower Level

Area 10

Using Social Media in Teaching and Learning

1. **Classroom Technology Sharing Practices through Infographics on Pinterest**
Olivia Grace Stewart, *Arizona State University*
2. **On Spatial Stories and Touching Time: Narrative Cartography, Snapchat, and Lessons from Youth Mobile Media**
Jon M. Wargo, *Michigan State University*
3. **The Art of Spreadability: Writing for Social Media**
Audra K. Roach, *University of Texas, Austin*

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1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 6

Disciplinary Literacy: Practices and Perspectives

- 1. Heuristics as Warrants: Leveraging Sourcing, Corroboration and Close Reading Heuristics as Warrants in the Historical Argumentative Writing of 11th-Grade Students**
Ryan McCarty, *University of Illinois, Chicago*
- 2. The Role of Disciplinary Literacies to Engage Nontraditional IB History Students**
Lisa L. Ortmann, *Western Illinois University*
David O'Brien, *University of Minnesota*
Megan McDonald Van Deventer, *University of Minnesota*
Deborah R. Dillon, *University of Minnesota*
- 3. Using Disciplinary Inquiry to Develop Elementary Graduate Students' Disciplinary Literacy Perspectives and Practices**
Stephanie M. Bennett, *Mississippi State University*
Steven M. Hart, *California State University, Fresno*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Gardenia II, Upper Level

Area 1

Pre-Service Teachers and Literacy Education: Fostering Positive Perceptions of Difference

Chair:

Jaime Madison Vasquez, *University of Illinois, Chicago*

Discussant:

Treavor Bogard, *University of Dayton*

- 1. A Study Between Two Continents: Supporting Pre-Service Teachers to Engage in LGBT* IAGCQ-Inclusive Curriculum**
S.J. Miller, *University of Colorado, Boulder*
- 2. Queering Teacher Education: Creating Conditions for (Re)imagining our Practice as Teacher Educators**
Roni Jo Draper, *Brigham Young University*
Jennifer Joy Wimmer, *Brigham Young University*
- 3. Reading Instruction and the Perception of Difference: Teachers' Use of a Disability Narrative to Learn How to Teach Reading**
Cuthbert Rowland-Storm, *The Pennsylvania State University*
Kathleen M. Collins, *The Pennsylvania State University*
Monica Wagner, *State College Area School District*

1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Iris I, Lower Level

Area 2

Imagining and Enacting Equity Pedagogy in Teacher Education

Discussant:

Mary McGriff, *New Jersey City University*

- 1. The Importance of Queer Pedagogy: Necessary Literacies to Achieve Social Justice in Novice Teachers' Classrooms**
Stephanie Anne Shelton, *The University of Georgia*
- 2. Monolingual Reading Teachers Gain a Bilingual Perspective to Better Support the Literacy Development of Culturally and Linguistically Diverse Learners**
Angela Lopez-Velasquez, *Southern Connecticut State University*
Laura Reynolds, *Southern Connecticut State University*
Regine Randall, *Southern Connecticut State University*
Christopher Emerling, *Southern Connecticut State University*
Russell Oost-Lievense, *Southern Connecticut State University*
- 3. Promoting Culturally Responsive Teaching through Intensive Professional Development**
Nancy Hulan, *Western Kentucky University*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Coastal Events Center, Iris II, Lower Level

Area 3

Speak your Truth! Examining Poetry Slam as Creative Advocacy and Critical Engagement

Presenters:

Adam D. Henze, *Indiana University*
Carmen Medina, *Indiana University*
Gerald Campano, *University of Pennsylvania*

This session serves as an autoethnographic testimony of a poet from the slam community, joined by two scholars from the field of critical literacy who hope to use the alternative format to deconstruct the story-sharing process inherent in spoken word pedagogy. Combining performance poetry, lecture, and storytelling, the presenters hope to explore the link between sharing personal narratives and using lyricism as a vehicle for critical consciousness and community engagement.

**1:15 pm - 2:45 pm - INVITED SESSION – Area 7
Coastal Events Center, Marigold, Lower Level**

How Can the Arts Benefit Literacy Development in Community Settings?

Presenter:

Kate Pahl, *University of Sheffield*

I will be co-exploring the way in which artists have worked, or could work, in community settings with a focus on literacies in communities. I argue for a vision of artistic collaborations based on hope and the imagination. I consider ways in which artists materialise literacy, giving voice to the ‘stuff’ of literacy through material manifestations. I also consider how artists change our conceptualisations of literacy practices and bring in new understandings of diversity and difference in literacy ‘knowing’.

**1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Orchid I, Lower Level**

Area 5

Vocabulary Teaching and Learning

- A World of Words: An Exploration of Kindergarteners’ Development of Oral Vocabulary and Conceptual Knowledge through Text-Based Discussion**
Meredith Moran, *Stanford University*
- Selecting Vocabulary for Interactive Read-Alouds: Six Teachers’ Choices**
Rob Drewry, *The Ohio State University*
- Kindergarteners’ Vocabulary Learning in Chinese Immersion Programs: The Effects of Shared Singing Instruction on Spoken Vocabulary Recall**
Wenyang Zhou, *Michigan State University*
Guofang Li, *Michigan State University*

**1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Orchid II, Lower Level**

Area 7

Family Literacy: Reading Across Contexts

- Shared Reading in a Bilingual Family Literacy Program for Immigrant and Refugee Families**
Nicola Friedrich, *University of British Columbia*

- Scaffolding Story Reading at Home: The Impact of Varied Discourse Practices on Reading, Creativity & Imagination**

Trevor Henry Cairney, *University of New South Wales, Australia*

- Information is Power: A Study of the Communicative Practices Between One Elementary School and Two Families of Struggling Readers**

Sarah Lynn Swauger, *University of Mississippi, CELI Literacy Consultant*

**1:15 pm - 2:45 pm - SYMPOSIUM
Coastal Events Center, Poinsettia I, Upper Level**

Area 10

Designing for Equity and Connected Learning

Chair:

Alecia Marie Magnifico, *University of New Hampshire*

Discussant:

Crystle Martin, *University of California, Irvine*

We present four studies that investigate distinct contexts where educators have attempted to design for Connected Learning using digital literacies: a program at a public library where young people created idealized cityscapes in Minecraft, a digital production studio in an under-resourced urban high school, a school-based professional learning community involving elementary teachers and digital media artists, and a participatory professional development program designed to help secondary teachers integrate digital media into their teaching.

- Designing for Excursions: Interest-Driven Learning in a Domain of Entanglement**

Ty Hollett, *Penn State University*

- Designing and Enacting Connected Learning for Equity in a Digital Media Arts Studio Within an Urban High School**

Nathan Phillips, *University of Illinois, Chicago*

- Teaching by Design: Collaboration Among Elementary School Teachers and Digital Media Artists**

Rebecca Woodard, *University of Illinois, Chicago*

Emily Machado, *University of Illinois, Chicago*

Melissa Gyimah, *University of Illinois, Chicago*

- Participatory Professional Development: The Discourse of Designing with Teachers**

Lindy L. Johnson, *The College of William and Mary*

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1:15 pm - 2:45 pm - PAPER SESSION
Coastal Events Center, Poinsettia II, Upper Level

Area 5

Engaging Families in Early Literacy Experiences

Discussant:

Alanna Rochelle Dail, *Syracuse University*

1. **Imagination, Tongue Tickling, and Phoneme Awareness: Guiding Parent Conversations to Build Preschool Literacy**
Geraldyn G. Murray, *Auburn University*
Bruce A. Murray, *Auburn University*
2. **Parent/Child Book Readings: A Comparison of Traditional and Digital Texts**
Kathryn MacKay, *Brigham Young University*
Kendra Hall-Kenyon, *Brigham Young University*
3. **Learning through Everyday Activities: Improving Early Language and Literacy Development in Children through Literacy-Based Workshops for Families**
Shana E. Rochester, *University of Michigan*
Kathryn L. Roberts, *Wayne State University, College of Education*
Nell K. Duke, *University of Michigan*

1:15 pm - 2:45 pm - SYMPOSIUM
Coastal Events Center, Poinsettia III, Upper Level

Area 3

Text Selection and Literacy Events: Purpose, Function, and Practices

Chair:

Gary Bingham, *Georgia State University*

Discussant:

Amy Seely Flint, *Georgia State University*

Working within settings that place high value on classrooms organized dialogically, the three papers that make up this symposium focus in on the role of text (e.g., song, picture book) within classroom literacy events. The papers are linked by their attention to how texts are taken up and given space in classroom practices that support students' understanding, participation and belonging, and language and literacy learning.

1. **Building Shared Repertoires and Shared Connections through Song of the Week: Unpacking Selection, Purposes and Practices Across a Year in a Second Grade Classroom Community**
Maureen Boyd, *University at Buffalo, SUNY*
Lori Potteiger, *University of Buffalo, SUNY*
2. **The Role of Literary Mentors in Writing Development: How African American Women's Literature Supported the Writings of Adolescent Girls**
Gholnecsar Muhammad, *Georgia State University*
3. **How Pre-Service Teachers Chose Texts for Read Alouds: Considering Student Interest, Interactivity and Cultural Relevance.**
Laura May, *Georgia State University*
Stacey French-Lee, *Georgia State University*
Gary Bingham, *Georgia State University*
Thomas Crisp, *Georgia State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Las Palmas I

Area 7

Fostering Discussions about Literacy and Social Justice: Reimagining the School-Home-Community Dialogue

Chair:

Ruth McKoy Lowery, *The Ohio State University*

Discussant:

Shawn Brown, *Reinhardt University*

This panel discusses how we learn about ourselves and the greater world through meaningful engagement in discussions. We share topics on social justice integration across multicultural literature discussions with African American adolescent males, African American girls, preservice teachers and elementary students. We focus on discussions, providing a lens on how these various groups grapple with multicultural literature and their views about their literacy practices.

1. **Fostering Community-Based Literacy in Urban Neighborhoods**
Mario Worlds, *University of Florida*
2. **A Seat at the Table: African American Students' Views on Multicultural Literature**
Kathleen Colantonio-Yurko, *University of Florida*
3. **The Art of Viewing: Pre-Service Teachers Interacting with Multicultural Literature**
Cheryl Logan, *The Ohio State University, Mansfield*
Ruth McKoy Lowery, *The Ohio State University*

4. Social Justice Learning in the Common Core Discussion

Mary Ellen Oslick, *Stetson University*

1:15 pm - 2:45 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas II

Area 3

Supportive Communities for Young Writers

1. Fostering Young Writers: Exploring Authoring Practices During a Student Writing Project

Margaret Vaughn, *University of Idaho*

2. How Three Young Writers Formed a Community of Writers in a Summer Camp

Amy Vetter, *University of North Carolina, Greensboro*

Mark Meacham, *University of North Carolina, Greensboro*

3. Scaffolding in Literacy Learning and Teaching: The Impact of Teacher Responsiveness During Writing on First-Grade Students' Literacy Learning

Katherine Brownfield, *The Ohio State University*

Emily Rodgers, *The Ohio State University*

Ian Wilkinson, *The Ohio State University*

Jerome D'Agostino, *The Ohio State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon A

Area 13

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

Chair:

Rona F. Flippo, *University of Massachusetts, Boston*

Discussant:

Robert J. Tierney, *University of British Columbia;*

University of Sydney; Beijing Normal University

This symposium revisits the original Expert Study, its significance, the results of a follow-up study examining what experts representing multiple perspectives identify as the most important literacy research (positive/negative) over the past decade, and how these findings could inform contexts and practices of reading and literacy instruction. Panelists share and discuss their views, research and theories. Attendees are encouraged to interact during the follow-up discussion with an emphasis on literacy, policy and equity.

1. The Expert Study: Original and Follow-up Findings

Rona F. Flippo, *University of Massachusetts, Boston*

2. Point of View: Sociocognitive

Richard C. Anderson, *University of Illinois*

3. Point of View: Whole Literacy

Jerome C. Harste, *Indiana University*

4. Point of View: Principled Eclecticism

Rand J. Spiro, *Michigan State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon B

Area 8

Bilingual Session: Politics, Policies and Pedagogies: Re-Imagining Language Learning for Bi/Multilingual Latin@ Children and Youth

B

Chair:

Danny C. Martinez, *University of California, Davis*

Discussant:

Norma González, *The University of Arizona*

These papers seek to re-imagine more equitable pedagogical possibilities for bi/multilingual Latin@ children and youth. Recognizing that politics always inform current educational policies and practices, we argue that language education for emergent bi/multilingual students has become narrow and reductive in the current context of high-stakes testing accountability. Here we showcase the expansive linguistic repertoires of bi/multilingual Latin@ students, and we highlight promising pedagogies that leverage those repertoires for literacy learning.

1. Expanding What Counts as Language in an Urban Middle School Setting

Danny C. Martinez, *University of California, Davis*

Elizabeth Montaño, *University of California, Davis*

2. Re-Imagining Critical Bi(multi)lingual Education: Leveraging Emergent Bi(multi)lingual Students' Naming

Mariana Pacheco, *University of Wisconsin, Madison*

3. Valuing Spanish and Spanish Speakers: Regaño as Caring in a Dual Immersion Classroom

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

4. Imagining Beyond the Spanish-English Binary: Multilingual Latin@ Children in Bilingual Schools

Ramon Martínez, *Stanford University*

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1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon C

STAR Scholars: Research, Theory, and Practice for Equity in Literacy Education

Chair:

Marcelle Haddix, *Syracuse University*

Presenters:

Theda Gibbs, *Michigan State University*

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

Bong Gee Jang, *Oakland University*

Maneka Deanna Brooks, *Texas State University*

Bonnie Jean Williams, *California State University Fullerton*

Lamar Johnson, *Miami University*

See Presentation titles on page 136.

1:15 pm - 2:45 pm – PAIRED ROUNDTABLE
Costa Del Sol Ballroom, Salon D

Area 9

Gender Identity in Children's and Young Adult Literature: Current Issues & Critical Concerns

1. Gender Construction in Award-Winning Young Adult Literature

Andrea Morency, *Honors Academy of Literature*

2. Representation of Non-Western Women in Realistic and Historical Fiction: Binaries and Becomings

Kinga Varga-Dobai, *Georgia Gwinnett College*

Area 8

Interactive and Collaborative Writing: Discourses and Identities

1. A Study of Writing and Identity in a Spanish Immersion School

Angela Layton, *University of Missouri, St. Louis*

2. The Co-Construction of Text: A Discourse Analysis of Interactive Writing

Jennifer Renee Kilpatrick, *University of North Florida*

Hannah Dostal, *University of Connecticut*

Kimberly Wolbers, *University of Tennessee*

Area 10

Digital Books, Apps, and Access

1. Free Books for ALL New Readers, Worldwide. - Yes, We Can

Kathryn Ohle, *University of Alaska, Anchorage*

Mark W.F. Condon, *Unite for Literacy*

2. Children's Picturebook Apps: An Exploration and Discussion

Elisabeth R. Gee, *Arizona State University*

Earl Aguilera, *Arizona State University*

1:15 pm - 2:45 pm - PAPER SESSION
Costa Del Sol Ballroom, Salon E

Area 2

Online Teacher Education: Theory, Practice and Research

1. No Weird Quotas to Meet: Examining Reading Master's Course Candidates' Online Learning Preferences and Experiences

Elizabeth Swaggerty, *East Carolina University*

Amy D. Broemmell, *University of Tennessee*

2. Online Teacher Preparation: If No One in Space Can Hear You Scream, Is it Really a Place to Prepare Teachers?

Joy Kathleen Bowers-Campbell, *Georgetown College*

3. Like Birds in a Tree: Tweeting as Professional Learning

Carly Biddolph, *University of Sydney*

Jen Scott Curwood, *University of Sydney*

4. Giving an Online Start to Those Who Provide the Early Literacy Start in the Classroom

Emily Brown Hoffman, *University of Illinois, Chicago*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon F

Area 6

Investigating Middle School Students' Attitudes and Achievement

Chair:

Dixie D. Massey, *University of Washington*

Discussant:

Donna Werderich, *Northern Illinois University*

Middle grade students have strong opinions about what they read and why they read. This symposium explores the reading attitudes and achievement of middle grade students across multiple sites and states from the perspectives of both middle grade teachers and teacher educators. These papers investigate middle grade readers' wants and needs as readers, as well as the instructional methods and experiences that support their engagement, comprehension, and fluency achievement.

1. "Choice is the Only Way You Are Going to Get Me to Read in School": A Survey of 7th- and 8th- Grade Students' Reading Habits

Denise Morgan, *Kent State University*

Lori Wilfong, *Kent State University*

2. **“It Didn’t Suck!” The Impact of Summer Reading Intervention on Middle School Students’ Attitudes and Achievement in Reading**

Dixie D. Massey, *University of Washington*

Yuan Cheng, *University of Washington*

3. **Exploring the Intersection Between Teaching Rigorous Reading and Supporting Reading Motivation**

Sophia Sinco, *Dimmitt Middle School*

Emily Kugisaki, *Denny International Middle School*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon G

Area 11

Poststructural and Posthumanist Methodologies: Imagining Possibilities and Working through Tensions in Literacy Research

Chair:

Candace Kuby, *University of Missouri*

Discussant:

Jennifer Rowsell, *Brock University*

We focus on making transparent the possibilities and tensions of putting poststructural and/or posthumanist theories to work as methodologies in literacy research. We found that imagination is needed in order to create new ways of doing research. We focus on: What does thinking with and writing with these theories do and/or produce for analysis? How do these theories demand different ways of writing field notes, producing data, transcribing data, analyzing data, and writing up research?

1. **Analyzing Agency from a Posthumanist Stance: Thinking through Intra-Activity as Methodology**
Candace Kuby, *University of Missouri*
2. **Thinking with Poststructural Theory in Narrative Inquiry: Storying Imaginative Research with Young Children**
Shonna Crawford, *Evangel University*
3. **Reading through the Diffraction Grating: Why Material-Discursive Practices in Writing and the Teaching of Writing Matter**
Michelle Honeyford, *University of Manitoba*

1:15 pm - 2:45 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon H

Area 3

Determinisms in Literacy Studies: Histories and Futures

Chair:

Amy Stornaiuolo, *University of Pennsylvania*

Discussant:

Brian V. Street, *King’s College London*

Expanding conceptions of literacy and emerging technological developments have recently re-surfaced long-standing tensions in literacy studies over technological/cultural determinisms - parallel notions that respectively claim technology/culture as the driver of change. In this symposium, a panel of international scholars consider these old debates in new contexts and examine how literacy research can be attentive to local and global concerns while maintaining the agency so often undermined by “autonomous” conceptions of technology and culture.

1. **Perpetual Motion: Actor-Network Theory and Determinisms in Literacy Studies**
Robert LeBlanc, *University of Pennsylvania*
T. Philip Nichols, *University of Pennsylvania*
2. **Genres and the Over-Determination of Literate Practice**
Ross Collin, *Virginia Commonwealth University*
3. **Literacy Practices in a New Technological Landscape: A Case Study of a Brazilian Technology Inclusion Program**
Maria Jacy Maia Velloso, *Federal University of Minas Gerais, Brazil*
Maria Lucia Castanheira, *Federal University of Minas Gerais, Brazil*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Clubhouse, Parlor, Lobby Level

Area 7

Imagining the Possibilities: The Positioning of Culturally and Linguistically Diverse Students and Families in Relation to Literacy

In this session, we examine the positioning of families and students in relation to the community, each other, and texts as we explore how interactions and experiences with various literacies affect culturally and linguistically diverse students. To construct equitable spaces in which students and families can imagine themselves as actors,

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we need to understand how students and families make sense of their identities and positioning as agents in various figured worlds (Holland et al., 1996).

- 1. Identity Negotiation: Positioning in the Space Between Reading and Writing**
Monica S. Yoo, *University of Colorado, Colorado Springs*
- 2. Latinas in Science: Elementary 'Students as Scientists' Drawings**
Antonieta Avila, *University of Wisconsin, Milwaukee*
- 3. Exploring the Reading Disengagement of a Long-Term English Learner**
Maria Selena Protacio, *Western Michigan University*
- 4. Korean Parents' Ideological Positioning in Relation to Their Language Use**
Kwangok Song, *Arkansas State University*
- 5. The (Re)positioning of Chinese Immigrant Parents' in K-12 U.S. Schools**
Soria Elizabeth Colomer, *University of South Florida*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Clubhouse, Veranda, Lobby Level

Area 11 Finding Praxis in Our Work: Self-Study of Literacy Teacher Education Practices

Chair:
Susan D. Martin, *Boise State*

This alternative session is designed to introduce the LRA audience to the epistemology, purposes, and methods of self-study as it relates to literacy teacher education. Self-study inquiries will serve as models to demonstrate a range of purposes, methods, and findings in literacy teacher education self-study. Findings from these studies illuminate questions to do with change to course pedagogies, programmatic analysis, and cross-institutional efforts of literacy teacher educators.

- 1. Sharing Our Writing with Students: Examining Tensions and Questioning Our Motives**
Susan D. Martin, *Boise State University*
Maggie Chase, *Boise State University*
- 2. Modeling Reflective Practice**
Maggie Chase, *Boise State University*
Bruce Robbins, *Boise State University*
- 3. Keeping Current: Changes to Content and Processes of Our Writing Methods Courses**
Susan D. Martin, *Boise State University*
Sherry Dismuke, *Boise State University*

- 4. What Are We All About?: Signature Aspects of One Elementary Literacy Teacher Preparation Program**
Janet Young, *Brigham Young University*
- 5. Video Assessment of Reading Teacher Knowledge and Skill**
Lee Ann Tysseling, *Boise State University*
Stephanie L. McAndrews, *Southern Illinois University, Edwardsville*
Shadrack G. Msengi, *Southern Illinois University, Edwardsville*
JoAnne Vazzano, *Northeastern Illinois University*
Tammy Ryan, *Jacksonville University*
Erica Bowers, *Cal State University, Fullerton*
Nancy Stevens, *University of Wisconsin, Whitewater*
Belinda Zimmerman, *Kent State University*

3:00 pm - 4:30 pm – PAIRED ROUNDTABLE
Coastal Events Center, Carnation, Upper Level

- ## Area 10 Composing, Imagination, and Digital Literacies
- 1. Initial Findings From the Design, Implementation, and Evaluation of the LIT ROOM: A Mixed-Technology Architectural-Robotic Embedded Environment for Augmenting Interactive Picturebook Read-Alouds**
George J. Schafer, *Clemson University*
Susan King Fullerton, *Clemson University*
Erin Leslie McClure, *Clemson University*
Koti Hubbard, *Clemson University*
Rachael Huber, *Clemson University*
Leslie A. Salley, *Clemson University*
Keith E. Green, *Clemson University*
Ian Walker, *Clemson University*
Amith Vijaykumar, *Clemson University*
 - 2. Re-Imagining Collaborative Composing: Insights from a Text-Based Role-Play Game Forum**
Kathleen Marie Alley, *Mississippi State University*
James R. King, *University of South Florida*

- ## Area 9 Genre, Pedagogy & Critical Issues in Text Analysis and Children's Literature
- 3. Critical Companions: Texts to Foster Dialogue Around Difficult Topics in Young Adult Literature**
Sarah Campbell Lightner, *The Ohio State University*
 - 4. Looking Under the Hood: The Movements of an Icon in Social Media and Its Effect on Reading Graphic Novels**
Karly Marie Grice, *The Ohio State University*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Daisy, Lobby Level

Area 6

Discourses and Identities in Adolescent and Adult Engagements with Texts

1. **“Knowledge Is What We Define It As Being. If That Makes Sense.”: The Discourses Adolescents Use to Describe Their Knowledge and Learning in Critical Literacy**
Heather Hurst, *Frostburg State University*
2. **“Where I’m From”: Utilizing Place-Based Education Pedagogy and Multimodal Literacy in a Graduate Children’s Literature Class**
Stephanie M. Bennett, *Mississippi State University*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Executive Learning Center, Lower Level

Area 1

Reflective Tools and Practices in Literacy Pre-Service Teacher Education

Discussants:

Rebecca Lee Payne Jordan, *University of North Carolina, Chapel Hill*
Marla H. Mallette, *Binghamton University*

1. **Examining the Literacy and Language Instructional Strategies and Reflective Practices of Future Teachers**
Tanya Flushman, *California Polytechnic State University*
Briana Ronan, *California Polytechnic State University*
2. **Literacy Content Coaching in Pre-Service Teacher Education**
Rebecca Lovering Powell, *Florida Southern College*
Danielle V. Dennis, *University of South Florida*
3. **Literacy Lesson Rehearsals in Clinical Placements: Connecting Content and Context**
Wendy Gardiner, *National Louis University*
Carrie Kamm, *Oak Park Public Schools*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 3

Early Reading: Research Across Diverse Childhoods

1. **A Longitudinal Analysis Investigating the Role of Immigrant Generation Status on an Intra-Linguistic Growth Model of Reading Comprehension Among Bilingual Latinos in Elementary School**
Christine Montecillo Leider, *Boston University*
Patrick Proctor, *Boston College*
Rebecca D. Silverman, *University of Maryland, College Park*
2. **A Meta-Analysis of Reading Recovery in International Settings**
Jerome D’Agostino, *The Ohio State University*
Sinead J. Harmey, *Queens College, CUNY*
3. **Exploring the Role of Language and Other Cognitive Demands in Phonological Awareness Assessments**
Christina Cassano, *Salem State University*
Lilly Steiner, *Monmouth University*
4. **The Current State of Early Literacy for Deaf and Hearing Children: A Survey of Early Childhood Educators**
Annie M. Moses, *John Carroll University*
Debbie B. Golos, *Utah State University*
Brynn Roemen, *Utah State University*
Gabrielle Cregan, *John Carroll University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Coastal Events Center, Gardenia II, Upper Level

Area 8

School Language and Literacy Practices in the Context of Marginalized Students and Communities - Insights from Studies of Superdiversity in Belgium and Rural Education in Brazil

Chair:

David Bloome, *The Ohio State University*

Discussants:

Patricia Enciso, *The Ohio State University*
Joanne Larson, *University of Rochester*

The purpose of this session is to discuss institutional responses to the language and literacy education of marginalized populations in non-U.S. settings. The first setting is in Belgium and concerns the language education provided to newly arrived migrants. The second setting is in Brazil and involves the literacy education provided to students in rural communities. Across the two

FRIDAY

presentations are issues of the hybridization of language and literacy practices.

1. **First We Make Steps Then We Walk and Only Then We Run: Modernist Language Ideological Reactions to Hybrid Language Repertoires in a Dutch as L2 Classroom**
Massimiliano Spotti, *Tilburg University, The Netherlands*
2. **Literacies in Brazilian Rural Communities**
Gilcinei Teodoro Carvalho, *Federal University of Minas Gerais, Brazil*

3:00 pm - 4:30 pm - PAPER SESSION Coastal Events Center, Iris I, Lower Level

Area 10 Integrating Digital Technology Into Literacy Instruction

1. **Heutagogy and Literacy Teacher Education: Self-Directed Learning and the Making of Digital Documentaries**
Erica Boling, *Rutgers University*
Kenchetta Dudley, *Rutgers University*
Noa Goldstein, *Rutgers University*
Cheshta Khurana, *Rutgers University*
2. **Preparing Teachers for New Literacies Integration**
Laurie Friedrich, *University of Nebraska, Lincoln*
Guy Trainin, *University of Nebraska, Lincoln*
3. **"We're Not Taking Pictures, We're Making Predictions": Teacher Use of Technology in Shaping Learning Opportunities**
Katrina Kennett, *University of Illinois, Urbana Champaign*

3:00 pm - 4:30 pm - PAPER SESSION Coastal Events Center, Iris II, Lower Level

Area 6 International Voices: College Students' Academic Literacies in English

1. **"Academic Writing Was a Nightmare!": Searching for a Scholarly Second Language Voice**
Natasha H. Chenowith, *Kent State University*
2. **From IEP to Degree: International Students' Voices and Experiences**
Carmela Romano Gillette, *Michigan State University*
3. **How Multimodal Features Influence College-Level International Students' Reading Comprehension of Traditional Print-Based Texts**
Olga Gould, *University at Buffalo, SUNY*

3:00 pm - 4:30 pm - PAPER SESSION Coastal Events Center, Marigold, Lower Level

Area 1

Pre-Service Teachers' Development as Literacy Educators: Multiple Perspectives

Chair:

Kelley Walters, *Clemson University*

Discussant:

Seth A. Parsons, *George Mason University*

1. **Teaching for Social Justice Across Communities: The Experiences of New Teachers in Transition**
Ilana Nankin, *University of Wisconsin*
2. **Writing Their Way Into Teaching: Investigating Prospective Teachers' Identities through Multiliteracies**
Cassie J. Brownell, *Michigan State University*
3. **Multiple Perspectives on Pre-Service Teachers' Development as Literacy Teachers: Personal, Interpersonal, and Community**
Janet Richards, *University of South Florida*
Susan V. Bennett, *University of South Florida, St. Petersburg*

3:00 pm - 4:30 pm - PAPER SESSION Coastal Events Center, Orchid I, Lower Level

Area 8

Linguistically Diverse Youth and Critical Literacy: Theoretical and Pedagogical Considerations

1. **The Unspoken, the Reclaimed, the Catalytic: Exploring Heritage Study as Literacy Practice with Youth of Color**
Jenna Cushing-Leubner, *University of Minnesota*
Brian Lozenski, *Macalester College*
2. **Diverse Youths' and Novice Teachers' Perspectives on Literacy and Literacy Teaching: Using Photovoice to See Intersections and Tensions to Inform Our Pedagogies and Curricula**
Kristien Zenkov, *George Mason University*
Christine DeGregory, *George Mason University*
3. **"I Was Watching THEM Make Meaning": Critical Moment Teaching in Critical Language Study**
Michelle Kristyn Fowler-Amato, *University of Texas, Austin*

3:00 pm - 4:30 pm - PAPER SESSION
Coastal Events Center, Orchid II, Lower Level

Area 3

Linguistic Diversity and Adolescent Writers

- 1. Caring as a Pedagogical Framework for Adolescent English Learners: A Formative Experiment**
 Mary Amanda Stewart, *Texas Woman's University*
 Alexandra Babino, *University of North Texas*
- 2. Closing the Writing Achievement Gap for Secondary School Latino Students and English Learners**
 Carol Booth Olson, *University of California, Irvine*
 Tina Matuchniak, *University of California, Irvine*
 Huy Q. Chung, *University of California, Irvine*
 Rachel Stumpf, *University of California, Irvine*
- 3. EFL College Writer's Voice in a Dialogical Learning Environment**
 Chingyi Tseng, *Shih Chien University, Kaohsiung Campus*
 Keun Huh, *Department of English Language and Literature, Hannam University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
INVITED SESSION – AREA 3
Coastal Events Center, Poinsettia I, Upper Level



An Invitation to a Posthuman Literacy Project: Orientations, Methodologies, Pedagogies, and Cruel Optimism

The presentations in this session will introduce audience members to some of what becomes possible through a posthuman lens for research methodology, co-constructed literacy pedagogies with children, understanding laughter and play among objectified youth, and posthuman literacy teacher education. We consider ourselves part of a powerful community of literacy scholars and pedagogues that have long been concerned about the ethics engaged in the pursuit of literacy, and aim to provoke curiosity, creativity, and critical possibilities as a part of the session. For us, a posthuman literacy project that is informed by posthumanistic conceptions of literacy practice and research has the potential to buttress the social, economic, political, and environmental justice projects of the past and present. Such a project will prompt new understandings of the subject, agency, pedagogy, literacy, and indeed education itself.

1. A Posthuman Literacy Project: Brief Introduction to Posthumanism

Stephanie Jones, *University of Georgia*

2. Doing Posthumanist Theory as Research Methodology

Candace Kuby, *University of Missouri*

3. Timespacemattering: Reconfiguring Literacies and Literacy Research

Jaye Johnson Thiel, *University of Tennessee, Knoxville*

4. Being Literate, Becoming Human in the Space of Play

Lalitha Vasudevan, *Teachers College*

5. Promise + Threat: Cruel Optimism and Impasse in the Literacy Classroom

Karen Spector, *University of Alabama*

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Las Palmas I

Area 8

Narrative Research and Language Equity in the Study of Bilingualism and Biliteracy



Chair:

Jacqueline Darvin, *Queens College, CUNY*

Discussant:

Jacqueline Darvin, *Queens College, CUNY*

Focusing on narrative research in the study of bilingualism and biliteracy, this symposium will be composed of four presentations that use narratives as major theoretical and conceptual constructs to examine language equity in the development of bilingualism and biliteracy in the home and school. The symposium will conclude with future implications for narrative research in the study of language equity in learning to become bilingual and biliterate.

- 1. Narrative Research in the Study of Bilingualism and Biliteracy: A Meta-Theoretical Analysis**
 Bobbie Kabuto, *Queens College*
- 2. Bilingual Children's Development of Narrative Structures in a Dual Language Head Start Program**
 Patricia Velasco, *Queens College*
- 3. Bringing Home to School: Using Home-Based Narratives as Language Assessments**
 Sara Michael-Luna, *Queens College*
- 4. A Narrative of Biliteracy: Examining Cohesion Within Lived Experiences**
 Bobbie Kabuto, *Queens College*

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3:00 pm - 4:30 pm - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas II

Area 3

Language Diversity, Literacy Difficulties, and Imagining for Equity

- 1. Imagining Literacy through the Arts: How Arts-Based Residency Programs Provide Equity for English Learners**
Kristin Papoi, *University of Wisconsin, Madison*
- 2. Linguistic Diversity and "Treatment Resistance": An Integrative Literature Review**
Rachael Gabriel, *University of Connecticut*
Hannah Dostal, *University of Connecticut*
- 3. Literacy Difficulties of Elementary Students When Solving Mathematical Word Problems**
Kim Skinner, *Louisiana State University*
Daniel Pearce, *Texas A&M University, Corpus Christi*
Estanislado S. Barrera, *Louisiana State University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon A

Area 6

Authoring Their Lives: Diverse Men Writing Zines for Identity Expression and Social Responsibility Presenters:

- 1. Men's Autobiographical Comic Zines: Finding Commonalities in Diversity through Humor**
Leslie Foley, *Grand Canyon University*
- 2. Finding Epiphany in "Everyday Voices": Males' Autobiographical Narrative**
Mellinee K. Lesley, *Texas Tech University*
- 3. Zining for Survival: Perzines and the Influence on Men's Emotional Lives**
Barbara Guzzetti, *Arizona State University*

Discussants:

Thomas Bean, *Old Dominion University*
Elisabeth R. Gee, *Arizona State University*
Michael Duncan Kehler, *Western University*
Stephanie P. Jones, *University of Georgia*
Donna Alvermann, *University of Georgia*
Theodore Ransaw, *Michigan State*
Gerald Campano, *University of Pennsylvania*
Elizabeth Dutro, *University of Colorado, Boulder*
Pamela J. Dunston, *Clemson University*
Patricia Edwards, *Michigan State University*
Kris Gutiérrez, *University of California, Berkeley*

Jerome C. Harste, *Indiana University*
Ernest Morrell, *Teachers College, Columbia University*
Lisa Patel, *Boston College*
David O'Brien, *University of Minnesota*
Theresa Rogers, *University of British Columbia*
Emily Skinner, *College of Charleston*
Katina Zammit, *University of Western Sydney*

This alternative format session focuses on how and why men of varying backgrounds/ subjectivities (e.g., race, age, generation, location, sexual orientation) create zines as an alternative literacy practice and the political, social, and interpersonal messages these zinesters share. The session will create a dialogue on how zines from three different expressive modes can provide models for youth, particularly boys, to find their voices and take up alternative positions on enacting gender/masculinities.

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon B

Area 9

Building Inclusive Community Across Local Contexts through Global Inquiry: Investigating the Intersections of Language, Literacy, Equity, and Global Texts

Chair:

Tracy Smiles, *Western Oregon University*

Discussant:

Carmen M. Martínez-Roldán, *Teachers College, Columbia*

This symposium examines the impact of multicultural and global children's literature integration across three distinct educational contexts in developing understandings of interconnectedness of content, critical issues, and global and local citizenship. These studies argue students need to be knowledgeable of and interested in global issues as they learn to effectively communicate across cultures and languages. These papers present inquiries into ways in which texts exploring global and multicultural themes expanded participants' perspectives on global issues.

- 1. First-Grade Students Using Linguistic and Cultural Knowledge through Talk Across Informational Texts**
Jeanne Gilliam Fain, *Lipscomb University*
- 2. "You Can't Cross the Sea Merely by Standing and Staring at the Water": Global Literature and the Mentorship of Citizen Scientists**
Tracy Smiles, *Western Oregon University*
Marie LeJeune, *Western Oregon University*

3. **From Ethnocentric Resistance to Intercultural Critic: Third Graders' Intercultural Inquiry Learning of the Gangnam Style Nation Through Children's Literature**

Yoo Kyung Sung, *University of New Mexico*

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon C

Area 2

B Bilingual Session: The Figured World of Bilingual Education

Chair:

Lucia Cardenas, *University of Texas*

Discussants:

María Franquiz, *University of Utah*

Adeli Ynostroza, *University of Utah*

This symposium uses the theoretical framework of figured worlds to understand how bilingual teachers living in a 'Mastered Figured World' come to understand and transform their identities in a specialized Masters program. The program facilitated the construction of a renewed figured world of bilingual education that provided access to new understandings of language, culture, and literacy. Moreover, in this space, teachers imagined and cultivated literacy and language pedagogies for bilingual instruction that they highly value.

1. **Maestras Being Shaped By and Shaping the Figured World of Bilingual Education**
Lucila Ek, *University of Utah*
2. **Enacting Latino Male's Pedagogical Practices: The Classroom as a Safe Space for Creating Counterstories**
Gilberto P. Lara, *University of Texas, Austin*
3. **Fostering Bidirectionality: Bilingual Education and Mexican Parents**
María Leija, *University of Texas*
4. **Sylvia and Aki: Using Children's Literature as a Cultural Artifact to Affirm the Identities of Bilingual Teachers and Students**
Minda Lopez, *Texas State University*

3:00 pm - 4:30 pm - ROUNDTABLE
Costa Del Sol Ballroom, Salon D

Roundtable 8

1. **Learning English as a Foreign Language through Collaborative Retrospective Conversation**
Yang Wang, *University of South Carolina*

2. **Promoting Pre-Service Teachers' Beliefs and Knowledge about Multimodality**
Hsiao-Chin Kuo, *Western Michigan University*
3. **Rehearsing Interactive Read Alouds: Fertile Ground for Targeting Literacy Content, Core Practices and Principles of Teaching**
Katie Danielson, *University of Washington*
Kristine Schutz, *University of Michigan*
4. **Representations of Disciplinary Literacy: Exploring Pre-Service Teachers' Use of Texts in Secondary Social Studies**
Tracey Kumar, *Southeastern Louisiana University*
5. **Paired Roundtable**
Student Writing, Practitioner Reflections, and Outcomes
 - A. **A Study of the Impact of a Professional Development Framework on Teacher Outcomes and Student Writing Outcomes**
Jiening Ruan, *The University of Oklahoma*
Priscilla Griffith, *University of Oklahoma*
 - B. **Examining Children's Ideas about 'Good' Writing**
Anna Hall, *Clemson University*
Ysaaca Axelrod, *University of Massachusetts, Amherst*
6. **Roundtable**
Professional Development for the TRANSLATE Instructional Approach
 Robert Jimenez, *Vanderbilt University*
 Shannon Daniel, *Vanderbilt University*
 Lisa Pray, *Vanderbilt University*
 Mark Pacheco, *Vanderbilt University*
 Samuel David, *Vanderbilt University*
 Amanda Goodwin, *Vanderbilt University*
 Caitlin Eley, *Vanderbilt University*
7. **Paired Roundtable**
Re-Imagining Literacy Landscapes: New Theories and Frameworks
 - A. **Disrupting the Commonplace: How Elementary and Secondary Teachers Work to Alter the Landscape of Literacy Instruction.**
Aubrey N. Comperatore, *University of North Carolina*
Leigh Hall, *University of North Carolina*
Katie Caprino, *University of North Carolina*
 - B. **Using Geosemiotics to Re-Imagine How Primary Classrooms Support English Language Learners**
Wendy A. Crocker, *Western University*

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3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon E

Area 13

Literacy Teaching and Learning Practices Across Global Communities

Presenters:

Amma Akrofi, *Texas Tech University*
Peggy Albers, *Georgia State University*
Lori Czop Assaf, *Texas State University*
Amy Seely Flint, *Georgia State University*
Danling Fu, *University of Florida*
Luz A. Murillo, *The University of Illinois, Urbana-Champaign*
Amy T. Parker, *Western Oregon University*
Amie Sarker, *University of Dallas*
Abraham Sarker, *Dallas Baptist University*
Xiaodi Zhou, *University of Georgia*

This alternative Pecha Kucha session is sponsored by the International Innovative Community Group. Pecha Kucha is a method of presenting ideas using images and limited print within a framework of 20 slides of 20 seconds each. The studies in this session serve as excellent examples of how a group of dedicated educational researchers from various linguistic and research backgrounds can create new knowledge that promotes equity in literacy teaching and learning across global communities, languages, and modes.

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon F

Area 3

Using Eye Movements Miscue Analysis (EMMA) to Study Multimodal Texts

Chair:

Poonam Arya, *Wayne State University*

Discussant:

Peter Duckett, *Bahrain Bayan School*

This symposium presents research that uses Eye Movement Miscue Analysis (EMMA) to examine the dynamic meaning construction processes of readers of varying ages reading multimodal texts. The studies provide unique illustrations of the strategies that readers use as they navigate the various sign systems during reading and develop critical understandings of a wide variety of texts. Additionally, the session highlights the need to broaden the concept of "reading" that includes processing in multiple sign systems.

- 1. Understanding an Emergent Reader**
Koomi Kim, *New Mexico State University*
- 2. Relationships Among Children's Oral Reading, Eye Movements, and Images in a Multimodal Text**
Poonam Arya, *Wayne State University*
Karen Feathers, *Wayne State University*
Zheng-Fen Wu, *Chienkuo Technology University*
- 3. Understanding Picturebooks, Eye Movements, and Comprehension**
Prisca Martens, *Towson University*
Ray Martens, *Towson University*
Maria Perpetua Liwanag, *Towson University*
Christina Pelatti, *Towson University*
- 4. Reading Visual Poems**
Yueh-Nu Hung, *National Taichung University of Education*
Zheng-Fen Wu, *Chienkuo Technology University*
- 5. Understanding Readers' Strategies in Dealing with Unfamiliar Syntactic Elements**
Alan Flurkey, *Hofstra University*

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon G

Area 7

Privileging the Voices of Black and Brown Youth: An ERM Organized Symposium

Chair:

Mikel Walker Cole, *Clemson University*

Discussant:

Lara J. Handsfield, *Illinois State University*

Presenters:

Yolanda Sealey-Ruiz, *Teachers College, Columbia University*
Patriann Smith, *University of Illinois, Urbana-Champaign*
Alex Kumi-Yeboah, *University at Albany, SUNY*
Leah G. Duran, *University of Arizona*

This symposium presents the work of a group of researchers whose work highlights the voices of the participants. The researchers and participants critically discuss constructs of race, racism, and cultural identity. Using interviews and discourse analyses, the voices of these "marginalized" youth are clear as they encounter and contest the ways that they are positioned.

3:00 pm - 4:30 pm - SYMPOSIUM
Costa Del Sol Ballroom, Salon H

Area 8

B **Equitable, Authentic Oral Language and Literacy Assessment for Young Emergent Bilingual and ELL Children**

Chair:

Lillian Duran, *Utah State University*

Discussant:

Kate Brayko, *University of Montana*

Presenter:

Yuuko Uchikoshi, *University of California-Davis*

As the number of emergent bilingual and English language learner (ELL) students continues to grow in American schools, developing appropriate and meaningful literacy assessments for such children has become an issue of concern for researchers and teachers alike. To that end, the three papers in this session highlight recent research on authentic bilingual assessment tasks that can provide teachers with information about children's communicative competence in both the home language and the second language.

1. **Relations Between Vocabulary and Discourse in the Oral Narrative Retells of Young Spanish-English Emergent Bilinguals in a Dual Language Program**
Audrey Lucero, *University of Oregon*
2. **Bilingual and Biliteracy Development: Spanish- and Cantonese-Speaking English Learners**
Yuuko Uchikoshi, *University of California, Davis*
Genevieve Leung, *University of San Francisco*
Lu Yang, *University of California, Davis*
3. **The Development of a Spanish Storybook-Based Preschool Universal Screening Measure**
Lillian Duran, *Utah State University*
Alisha Wackerle-Hollman, *University of Minnesota*

4:45 pm – 6:00 pm - PLENARY ADDRESS II
Coastal Events Center, Poinsettia I - III, Upper Level

Chair: Patricia Enciso, *The Ohio State University*

Edward B. Fry Book Award Presentation

Barbara Bradley, *University of Kansas*

Introduction of Speaker

Rebecca Rogers, *University of Missouri*

**Prec(ar)ious Knowledge and Neoliberal Blues:
Participatory Analysis of Education Reform
with Youth Engaged in Survivance**
Michelle Fine, *The Graduate Center, CUNY*

Michelle Fine is a Distinguished Professor of Social Psychology, Women's Studies and Urban Education at the CUNY Graduate Center. She is a founding faculty member of the Public Science Project, which focuses on critical scholarship in social policy and educational equity. Her research in public schools, prisons and with youth in urban communities focuses on social justice, resistance and social inequities. She was the 2013 recipient of the American Psychological Association Award for Distinguished Contributions to Research in Public Policy and the 2010 Social Justice and Higher Education Award from the College and Community Fellowship. Her publications include *The Changing Landscape of Public Education* and *Charter Schools and the Corporate Makeover of Public Education*, co-authored with Michael Fabricant; *Revolutionizing Education: Youth Participatory Action Research in Motion*, co-authored with Julio Cammarota, and *Working Method: Research and Social Justice*, co-authored with Lois Weis.

FRIDAY

Annual Business Meeting

6:00 pm - 6:20 pm

Coastal Events Center, Poinsettia I-III, Upper Level

JLR Dessert Reception (By Invitation Only)

6:30 pm - 8:00 pm

Coastal Events Center, Marigold, Lower Level

In Memoriam Gathering

8:00 pm - 9:00 pm

Orchid I & II, Lower Level

Vital Issues

9:00 pm - 11:00 pm

Coastal Events Center, Diversions

**Vital Issues PechaKucha:
Interactive Insights on LRA 2015**

9:00 pm - 11:00 pm

*Coastal Events Center, Executive Learning Center,
Lower Level*

Saturday • December 5, 2015

Literacy, Equity, Imagination
65th Annual Conference of the Literacy Research Association
December 2-5, 2015 | Carlsbad, CA

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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 90 minutes.

PAIRED ROUNDTABLES

Certain papers have been paired as roundtables so that scholars might experience a more dialogic conversation with other scholars and attendees about the direction of their methods and findings.

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.

BILINGUAL SESSIONS

In these sessions, presenters will use Spanish and English as needed to express their ideas and represent their participants' voices and perspectives as fully as possible. Translations (bi-directional) may be offered within the presentation, through slides, or on handouts.

2016 Area Chairs Breakfast

7:00 am - 8:30 am

Coastal Events Center, Marigold, Lower Level

LRA Briefing Room: Supported by LRA Policy & Legislative Committee

8:30 am - 12:00 pm

Coastal Events Center, Azalea Board Room, Lower Level

Attendee Registration Open

7:30 am - 1:00 pm

Coastal Events Center, Foyer

Silent Auction (Purchase Books)

8:00 am - 1:00 pm

Coastal Events Center, Foyer

8:30 am - 10:00 am - PAPER SESSION

Clubhouse, Parlor, Lobby Level

Area 7

Parents and Students Questioning Literacy Practices Across Contexts

1. **A Community-Based Parent Group's Examination of Literacy Practices in High Performing Schools to Inform School Choice in Detroit: Findings from the First Year**
K. Dara Hill, *University of Michigan, Dearborn*
2. **Exploring Student Agency: A Multi-Case Study of Instructional Practices Across Learning Contexts**
Margaret Vaughn, *University of Idaho*
3. **Reimagining a Reading Disability Over Time**
Bobbie Kabuto, *Queens College*

8:30 am - 10:00 am - ALTERNATIVE FORMAT

Clubhouse, Veranda, Lobby Level

Area 7

What Does it Mean to Research "Here"?: Accounting For and Representing the Places and Spaces of Our Literacy Research

Discussant:

Rebecca Black, *University of California, Irvine*

This alternative session provides an opportunity for literacy researchers to explore the intersections among geographic places, social spaces, and digital/multimodal literacies. The session will begin with Pecha Kucha presentations by early career scholars who consider how local places and social spaces are accounted for and

represented in their research. Presenters and attendees will then engage in small-group discussions around the intersections of space, place, and literacy research.

1. **Place, Space, and the Digital Divide: Rural Youth Accessing the Internet with Mobile Phones**
Julie Warner, *Georgia Southern University*
2. **Remediating Master Narratives of Place with Teachers**
Ryan M. Rish, *Kennesaw State University*
3. **Conceptualizing Space and Place in Teacher Professional Development: Evolutions, Not Revolutions, in Learning to Teach Writing with Digital Tools**
Lindy L. Johnson, *The College of William and Mary*
4. **Meeting the Challenge of Multimodality Research in a Southern, Rural Kindergarten Classroom**
Damiana Pyles, *Appalachian State University*

8:30 am - 10:00 am - SYMPOSIUM

Coastal Events Center, Carnation, Upper Level

Area 7

Disciplinary Literacies in Engineering: Imagining a More Equitable Engineering Education

Chair:

Caroline Flury-Kashmanian, *University at Buffalo, SUNY*

Discussant:

Gina Cervetti, *University of Michigan*

Although recent standards have increased attention to disciplinary literacies with STEM related fields, it is not clear how the disciplinary literacies of engineering are or can be enacted—particularly for students who are under-represented in engineering. Papers in this symposium, grounded in three separate studies with different populations, broadly respond to the questions: What is the relationship between literacy and engineering? What can literacy researchers bring to the investigation of engineering as a disciplinary literacy?

1. **Disciplinary Literacies in an Engineering Club: A Research Review of the Literature and Framework for Engineering Literacy Education**
Lynn Shanahan, *University at Buffalo, SUNY*
Mary McVee, *University at Buffalo, SUNY*
Katarina N. Silvestri, *University of Buffalo, SUNY*
Andrea L. Tochelli-Ward, *University at Buffalo, SUNY*
Kate Haq, *University at Buffalo, SUNY*

SATURDAY

2. **Literacy Practices Embedded in Transnational Latino/a Adolescents' Engineering Design Work**
Amy Wilson-Lopez, *Utah State University*
Joel Alejandro Mejia, *West Virginia University*
3. **Disciplinary Literacy as Situated: An Examination of the Literacy/Biliteracy Practices of Bilingual Pre-Engineering College Students**
Erika Mein, *University of Texas, El Paso*
Christina Convertino, *University of Texas, El Paso*
Alberto Esquinca, *University of Texas, El Paso*

8:30 am - 10:00 am - PAPER SESSION
Coastal Events Center, Daisy, Lobby Level

Area 7

Languages, Literacies & Lived Experiences: Examining the Cultural Practices of Youth of Color In & Beyond School

Chair:

April Baker-Bell, *Michigan State University*

Discussant:

Sakeena Everett, *Michigan State University*

Presenters:

Raven Jones Stanbrough, *Michigan State University*

Theda Gibbs, *Michigan State University*

Lorena Gutierrez, *Michigan State University*

Three researchers highlight studies that speak to three different beyond school contexts, illuminating the importance of honoring the languages, literacies and lived experiences of Youth of Color. Resonant themes include identity production and exploration, translanguaging, and empowering language and literacy practices. They explore these topics among Latina/o migrant farmworkers in a GED granting migrant education program and among African American high school students in a GEAR-UP pre-college program and an Urban Debate program.

8:30 am - 10:00 am - PAPER SESSION
Coastal Events Center, Executive Learning Center,
Lower Level

Area 7

Digital & Diasporic Literacies Among Immigrant & Refugee Young Adults

1. **What's Important about an After-School Digital Storytelling Workshop with Female Adolescent Newcomers?**
Sarah M. Vander Zanden, *University of Northern Iowa*

2. **"I Have to Get Ready": Examining Mexican and Mexican-Origin Students' Lived Experiences of Digital Literacies and College Readiness**
Erika Mein, *University of Texas, El Paso*
Christina Convertino, *University of Texas, El Paso*
3. **"Some People Get Lost": Using Diasporic Texts as Identity Catalysts for Minoritized and Refugee Students in an After-School Reading and Writing Collaborative.**
Will J. Edwards, *University of Toronto*
4. **Composing Culture: Exploring Innovations in Multimodal Literacies with Youth Writers in Casablanca and New York**
Janine L. Nieroda, *Syracuse University*

8:30 am - 10:00 am - PAPER SESSION
Coastal Events Center, Gardenia I, Upper Level

Area 8

Critical Literacies in and out of School in Globalized Communities

1. **Critical Digital Literacies and the Right to the City: Urban Teachers' Participation in Education Reform Debates**
George Lovell Boggs, *Florida State University*
Trevor Thomas Stewart, *Virginia Tech*
2. **Re-Theorizing Publics in Youth Multimodal and Digital Literacy Practices: Civic Engagement, Public Pedagogy, Cosmopolitanism and Relational Mobilities.**
Theresa Rogers, *University of British Columbia*
3. **Building Knowledge about Students and with Students: Linguistic Ethnography in Four Australian Classrooms.**
Jacqueline Ann D'warte, *University of Western Sydney*
4. **Exploring the Adult Literacy Engagements of the Homeless in Our Cities**
Gertrude Tinker Sachs, *Georgia State University*
Ewa McGrail, *Georgia State University*
Tisha Lewis Ellison, *Georgia State University*
Nicole Dukes, *Georgia State University*
Kathleen Zackery, *Georgia State University*

8:30 am - 10:00 am - PAPER SESSION
Coastal Events Center, Gardenia II, Upper Level

Area 8
Imagining, Imaging, and Play Within/Across Communities

- Expanding Culturally-Responsive Literacy: Camera as Cultural Tool**
 Noah Asher Golden, *Chapman University, College of Educational Studies*
- Exploring Urban Print Environments: A Comparative Study Across San Antonio and Santiago**
 Pelusa Orellana, *Universidad de los Andes*
 Misty Sailors, *The University of Texas, San Antonio*
 Rebecca Stortz, *The University of Texas, San Antonio*
- Pedagogies at Play: Critical Multimodal Literacies with Street Youth**
 Amanda Claudia Wager, *Lesley University*
- (De/re)territorializing Literacies: Exploring Children's Intimacy with Objects During Invention Studio**
 Jaye Johnson Thiel, *University of Tennessee, Knoxville*

8:30 am - 10:00 am - PAIRED ROUNDTABLE
Coastal Events Center, Iris I, Lower Level

Area 7
Coalitional Literacies

- Culturally Diverse Literature and Culturally Relevant Dialogically Organized Instruction: An Out-of-School Literacy Workshop with Students Labeled At-Risk by Schools**
 Tiffany Nyachae, *University at Buffalo, SUNY*
- Fostering Coalitional Literacies in Out-of-School Spaces**
 Gerald Campano, *University of Pennsylvania*
 Alicia C. Pantoja, *University of Pennsylvania*
 Grace D. Player, *University of Pennsylvania*
 Emily Schwab, *University of Pennsylvania*

Area 7
Explorations of Equity, Culture, and Community

- Object Narratives as Explorations of Culture and Lived Experience**
 Kinga Varga-Dobai, *Georgia Gwinnett College*
- Pursuing Equity through Cultural and Community Imaginings**
 Kay Fukuda, *University of Hawaii*
 Loke Wakinekona, *University of Hawaii*
 Pumehana Henderson, *Ka Waihona o Ka Na'auao Public Charter School*

Luca Barcenilla, *Ka Waihona o Ka Na'auao Public Charter School*

8:30 am - 10:00 am - PAPER SESSION
Coastal Events Center, Orchid I, Lower Level

Area 7
Identity & Imagination: Writing on Issues of Social Justice

Discussant:
 Silvia Nogueron-Liu, *University of Georgia*

- Blurring Borders: Children Writing Transnational Lives and Immigration Policy Across Three Years in a Second Grade Classroom**
 Elizabeth Dutro, *University of Colorado, Boulder*
 Ellie Haberl, *University of Colorado, Boulder*
- Cultivating Transnational Imaginaries: Latina/O Children and Families' Multimodal Explorations of (In)Justice and Social Change**
 Maria Paula Ghiso, *Teachers College, Columbia University*
 Patricia Martinez-Alvarez, *Teachers College, Columbia University*
- Reading and Writing for Social Change: Exploring the Role of Literacy in the Lives of Muslim Girls**
 Gholnecsar Muhammad, *Georgia State University*

8:30 am - 10:00 am - SYMPOSIUM
Coastal Events Center, Orchid II, Lower Level

Area 11
Complicating Multi-Sitedness in Online Literacy Research

Chair:
 Jen Scott Curwood, *University of Sydney*
Discussant:
 Amy Stornaiuolo, *University of Pennsylvania*

In this symposium, we consider the research design implications of studying literacies in "multi-sited" online contexts. Through four presentations and the discussion that follows, we aim to address these questions: What considerations must literacy scholars attend to when they engage in multi-sited research within and across online spaces? How do such considerations impact design, data collection, and researcher positionality? This session offers a crucial perspective on literacy research for the global and digital age.

SATURDAY

1. Conceptualizing Field Sites and Networked Spaces for Literacy Research

Jen Scott Curwood, *University of Sydney*

2. Documenting Literacies in Networked Spaces: Methodological Implications and Ethical Considerations for Data Collection

Jayne Lammers, *University of Rochester*

3. Multi-Sited Literacies: Considering Writing Community and Collaboration

Alecia Marie Magnifico, *University of New Hampshire*

4. Negotiating Researcher Positionality in Multi-Sited Literacy Research

Amy Stornaiuolo, *University of Pennsylvania*

8:30 am – 10:00 am – PAIRED ROUNDTABLES Coastal Events Center, Poinsettia I, Upper Level

Area 4

Imagining Our Collaborative Futures: Youth and Publicly Engaged Literacy Research

Discussant:

Valerie Kinloch, *The Ohio State University*

1. Challenges and Opportunities in Enacting a Social-Participatory Youth Co-Researcher Methodology in Literacy Research

Vaughn W.M. Watson, *Teachers College, Columbia University*

2. Developing Radical Imaginations: Literacy Mentorships with Urban Middle Schoolers

Abigail Rombalski, *University of Minnesota*

Area 4

Imagining Our Collaborative Futures: Adults and Literacies in Marginalized Spaces

3. Negotiating Literacy Inside a Local Homeless Shelter

Rossina Liu, *The University of Iowa*

4. Talking Back to Deficit Notions of Adult Immigrant's Literacy: The Obligations of Campus-Community Collaborations

8:30 am - 10:00 am – PAIRED ROUNDTABLE Coastal Events Center, Poinsettia III, Upper Level

Area 4

Imagining Our Collaborative Futures: Pre-Service Teachers and Publicly Engaged Scholarship

1. More than Imagining: How Community Inquiry Can Encourage Teachers to Revisit Their Understandings of the Classroom

Meghan Barnes, *University of Georgia*

2. Reciprocity and Dilemmas in Publicly Engaged Fieldwork

Kate Kedley, *The University of Iowa*

Imagining Our Collaborative Futures: Literacy Researchers as Public Intellectuals

3. Why Publicly Engaged Scholarship Should Matter to Literacy Researchers

Keri Franklin, *Missouri State University*

4. Mentoring Students Into the Role of Public Intellectuals

Amy Lannin, *University of Missouri*

8:30 am - 10:00 am - PAPER SESSION Costa Del Sol Ballroom, Las Palmas I

Area 7

Identity, Culture, and Critical Conversations with Youth

1. Engagement and Resistance at Last Chance High: What's Missing from Our Picture of Culturally Responsive Instruction?

Mary Beth Hines, *Indiana University*

Michael L. Kersulov, *Indiana University*

2. Engaging in the Unexpected, Improvisational, and Problematic: Exploring How a High School Student Participates in Critical Conversations

Mark Meacham, *University of North Carolina, Greensboro*

3. Playful Rigor and Rigorous Play: Youth Literacy, Identity, and Cultural Production in Minecraft

Rob Simon, *University of Toronto, OISE*

Jason Brennan, *University of Toronto*

Ty Walkland, *University of Toronto*

Jennifer Rowsell, *Brock University*

8:30 am - 10:00 am - PAPER SESSION
Costa Del Sol Ballroom, Las Palmas II

Area 7

Fear and Courage: Performing, Challenging and Writing Identity

- The End of Fear: Black and Latino Male High School Students Performing Life Lessons through Poetry**
 Yolanda Sealey-Ruiz, *Teachers College, Columbia University*
- Using Critical Literacy and Social Imagination to Challenge Heterosexism**
 Sara Young, *Worcester State University*
- "We Need This!": Writing with Courage and Community in an After School Writing Club**
 Latrise Johnson, *University of Alabama*
- Inventos Digital Video Club: Young Children as Creative and Documentary Videographers**
 Lisa Schwartz, *University of Colorado*

8:30 am - 10:00 am - PAPER SESSION
Costa Del Sol Ballroom, Salon A

Area 6

Writing Futures: Youth Composing for Social Action and Social Justice

- Engaging Incarcerated Youth in Writing with Digital Media**
 Kristine Pytash, *Kent State University*
- Expanding on Understandings of "New Ethos" through Collaborative Literacies and Youth Participatory Action Research: A Nexus of Literacy, Equity, and Imagination**
 Jennifer M. King, *SUNY, Geneseo*
- Epistemological Tensions in Teaching for Social Justice: A Case Study**
 Beth Krone, *Harvest Collegiate High School*
 Scott Storm, *Harvest Collegiate High School*

8:30 am - 10:00 am - PAPER SESSION
Costa Del Sol Ballroom, Salon B

Area 7

Talking and Writing In Our Own Voices: Mothers, Youth, and Literacy Ideologies

Discussant:

Kathleen Hinchman, *Syracuse University*

- Imagining New Possibilities: Mothers Challenging Dominant Discourses on Early Literacy Teaching**
 Amber Spears, *Tennessee Technological University*
 Janet K. Isbell, *Tennessee Technological University*
- Literacy, Equity, and Imagination Behind Bars: The Power of Creative Writing in Prison**
 Deborah Appleman, *Carleton College*
- "It Ain't 'Nah' It's 'No'": A Description of Language Ideologies Steeped in Racial Socialization**
 Colleen E. Whittingham, *University of Illinois, Chicago*
 Emily Brown Hoffman, *University of Illinois, Chicago*
 Joseph C. Rumenapp, *Judson University*

8:30 am - 10:00 am - ALTERNATIVE FORMAT
Costa Del Sol Ballroom, Salon C

Area 7

The Complexities of Critical Literacy: Implications for Practice

Chair:

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

The purpose of this alternative session is to discuss the complexities of critical literacy as viewed from multiple perspectives: a) district leaders, b) in-service teachers in teacher education programs, and c) teachers in the classroom. This session will begin by sharing three current studies that the presenters conducted and move into small group discussions with the LRA audience to share diverse issues on critical literacy.

- Critical Literacy: Definitions, Relevance, and Practice**
 Anne Simpson, *Texas Woman's University*
 Heather Cato, *Texas Woman's University*
- On the Road to Building Understandings Around Critical Literacy**
 Claudia Haag, *Texas Woman's University*
 Dawn Peterson, *Texas Woman's University*
- Are Passion and Commitment Enough for the Practice of Critical Literacy?**
 Bogum Yoon, *State University of New York, Binghamton*

SATURDAY

8:30 am - 10:00 am - PAPER SESSION
Coastal Events Center, Iris II, Lower Level

Area 8

B Bilingual Session: Experiencias Bilingües: Latin@
Children Learning in Out-of-School Contexts

1. **“Yo Puedo Hacer Tortillas”: Co-Constructing Children’s Embodied ‘Funds of Knowledge’ in Classroom Literacy Events**
Mary Ellen Miller, *Vanderbilt University*
2. **Using a Storytelling Curriculum to Create Space for Language Inclusiveness in a Multilingual Summer School: Bright Boundaries and Border Crossings**
Jesse Gainer, *Texas State University*
Tim Kinard, *Texas State University*
Mary Esther Huerta, *Texas State University*
3. **Págame/Pay Me: Simbolismo Económico de Las Veladoras Transnacionales**
Patrick Henry Smith, *University of Illinois, Urbana-Champaign*
Luz A. Murillo, *The University of Illinois, Urbana-Champaign*
4. **Reimagining Third Space Theory with Latino Families: Moving to a Continuum for Creating Equity**
Alison McGlenn Turner, *UNC, Chapel Hill*

Integrative Research Review

10:15 am – 12:00 pm

Coastal Events Center, Poinsettia I - III, Upper Level

Albert J. Kingston Award Presentation

Jill Castek, *Portland State University*

Introduction of Albert J. Kingston Award Recipient

David Reinking, *Clemson University*

Introduction of Integrative Research Panel

Patricia Enciso, *The Ohio State University*

**2015 Integrative Research Review:
Literacy, Equity, and Imagination:
Research With/in Communities**

Moderator: Cynthia Lewis, *University of Minnesota*

Presenters:

Valerie Kinloch, *The Ohio State University*

Joanne Larson, *University of Rochester*

Marjorie Orellana-Faulstich, *University of California,
Los Angeles*

Cynthia Lewis is Professor and Chair of Curriculum and Instruction at the University of Minnesota where she holds the Emma M. Birkmaier Professorship in Educational Leadership. Her current research examines the role of emotion in urban classrooms focused on critical media analysis and production. She is the author of *Literary Practices as Social Acts: Power, Status, and Cultural Norms in the Classroom* and is also the co-editor of *Reframing Sociocultural Research on Literacy: Identity, Agency, and Power*, with Patricia Enciso and Elizabeth Moje, both of which have been awarded the Edward Fry Book Award from the Literacy Research Association. She has published widely on the intersection of social identities and literacy practices in and out of school and is coeditor (with Jennifer Rowsell) of the Routledge book series, *Expanding Literacies in Education*.

Valerie Kinloch is Professor of Literacy Studies, and Director of the Office of Diversity and Inclusion in the College of Education and Human Ecology (EHE) at The Ohio State University in the Department of Teaching and Learning. Her research examines the language, literacies, and community engagements of adolescents and adults inside and outside schools. She is author of publications on race, place, and literacy, including *Harlem On Our Minds: Place, Race, and the Literacies of Urban Youth*; *Critical Perspectives on Language, Learning, and Community*; *Crossing Boundaries: Teaching and Learning with Youth of Color* and *Service-Learning in Literacy Education: Possibilities for Teaching and Learning* (co-edited with Peter Smagorinsky). She has also written two books about poet-educator June Jordan: *Still Seeking an Attitude: Critical Reflections on the Work of June Jordan* and *June Jordan: Her Life and Letters*. She is the recipient of the 2010 AERA Scholars of Color Early Career Award and has received grants from the Spencer Foundation, National Council of Teachers of English, and Corporation for National and Community Service.

Joanne Larson is the Michael W. Scandling Professor of Education and Chair of Teaching and Curriculum at the University of Rochester’s Warner Graduate School of Education and Human Development. Larson’s ethnographic research examines how language and literacy practices mediate social and power relations in literacy events in schools and communities. She has collaborated with Rochester community residents to transform a local corner store into a cornerstone of healthy living and is currently collaborating with community members and youth to

create the principles of practices for East High School. She has published *Radical Equality in Education: Starting Over in U.S. Schooling* and *Making Literacy Real: Theories and Practices in Learning and Teaching (2nd Edition)*, co-authored with Jackie Marsh. She is also the editor of *Literacy as Snake Oil: Beyond the Quick Fix (2nd Edition)*, and co-editor of the *Handbook of Early Childhood Literacy (2nd Edition)*.

Marjorie Orellana-Faulstich is Professor in the Graduate School of Education and Information Studies at UCLA, where she is Director of Faculty for the Teacher Education Program and Associate Director of the Center for the Study of International Migration. She directs an afterschool program that connects theory to practice and serves as a site for introducing undergraduates and teacher education students to the field of education, connecting elementary school children with college students, and conducting research on language and literacy practices. Her new book, *Immigrant Children in Transcultural Spaces: Language, Learning and Love*, examines the translingual, transliterate and transcultural learning that happens in this space. She has also led a team in designing curriculum that leverages language brokering experience for the cultivation of academic literacies in school.

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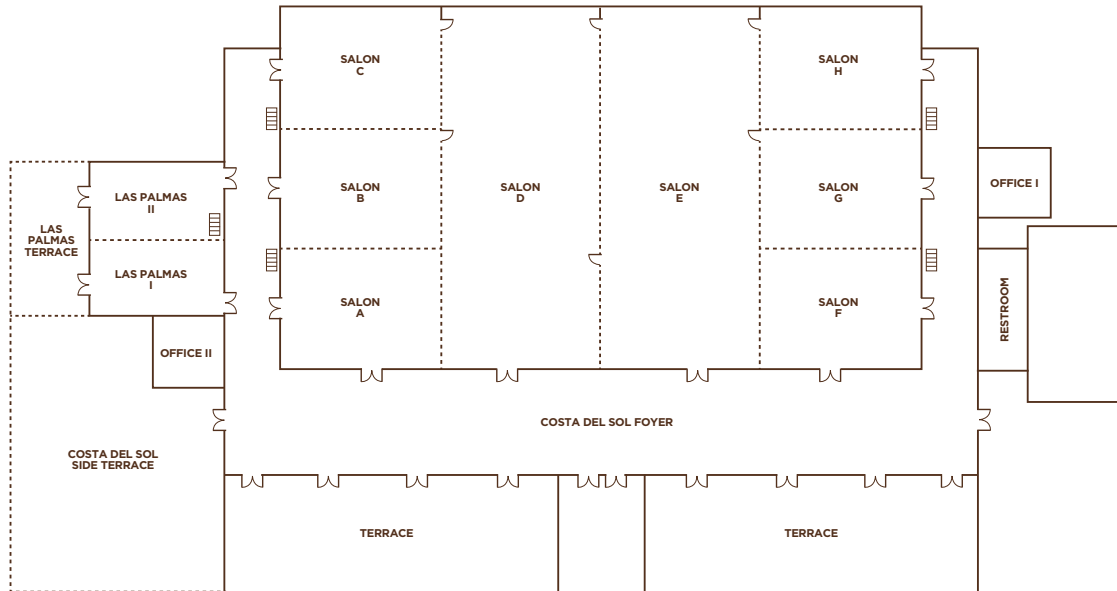
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Raymond, Roberta	Sherbine, Kortney	Trigos-Carrillo, Lina M.	Zammit, Katina
Razfar, Aria	Shinas, Valerie Harlow	Turner, Alison McGlenn	Zelinke, Sarah
Reilly, Kathleen A.	Sieben, Nicole	Tuten, Jenny	Zheng, Binbin
Reutzel, D. Ray	Siegel, Marjorie	U, Mobeen	Zisselsberger, Margarita
Reyes, Cynthia	Silverman, Amy	Unal-Gezer, Melike	Zoch, Melody
Reynolds, Todd	Silverman, Rebecca D.	Vagle, Mark	
Ricketts-Duncan, Jennie	Skogsberg, Erik	Van Horn, Selena E.	
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Roberts, Kathryn L.	Smith, Anna	Vaughn, Margaret	
Robertson, Dana A.	Smith, Antony T.	Verlaan, Wolfram	
Robertson, Marla King	Smith, Hiawatha	Vetter, Cynthia I.	
Robnolt, Valerie	Smith, Patriann	Vogler, Jane S.	
Rodriguez, Sanjuana Carrillo	Soares, Lina	Wager, Amanda Claudia	
Roe, Mary F.	Solic, Kathryn	Wagner, Kimberlee	
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Rogers, Rebecca	Soria, Maria De La Luz	Walpole, Sharon	
Rogers, Theresa	Souto-Manning, Mariana	Walters, Kelley	
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Savitz, Rachelle	Sulzer, Mark	Whitmore, Kathryn F.	

FACILITY MAP

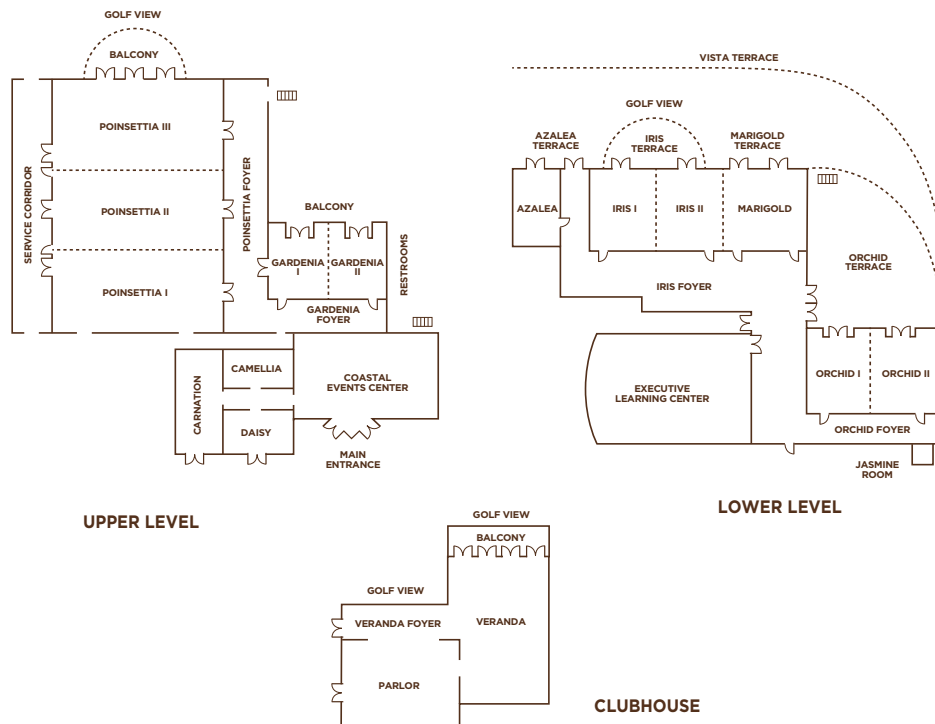
Gender-Sensitivity in Bathrooms

All LRA attendees need to use the bathroom in which they are most comfortable according to their gender identities, which may vary from their outward appearance. Trust that each person has chosen the appropriate bathroom. For more information, please contact Corrine Wickens, Chair, Gender & Sexualities ICG, cwickens@niu.edu.

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STAR Scholars 2015: Research, Theory and Practice for Equity in Literacy Education

Fri Dec 4 2015, 1:15 to 2:45 pm Costa Del Sol Ballroom, Salon C

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Theda Gibbs, *Michigan State University*

Cross-Cultural Intra-linguistic Discrimination in the Literacy and Language Practices of Immigrant Youth

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

Adolescents' Reading Attitudes toward Digital and Print Reading and its Relationship to their Achievement.

Bong Gee Jang, *Oakland University*

Explaining Literacy Test Scores: A Preliminary Examination of Pre-Service Teachers' Ideas About Literacy

Maneka Deanna Brooks, *Texas State University*

Linguistic Gifts: Teaching African American Verbal Tradition to All College Writers

Bonnie Jean Williams, *California State University Fullerton*

Embracing the Radical Imagination: Creating the World that is Not Yet in a Time of Chaos

Lamar Johnson, *Miami University*

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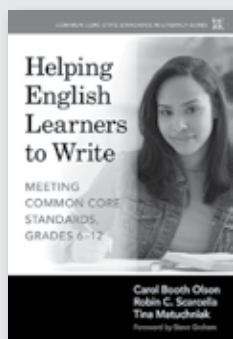
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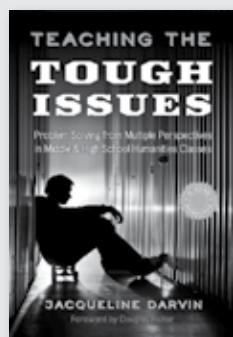
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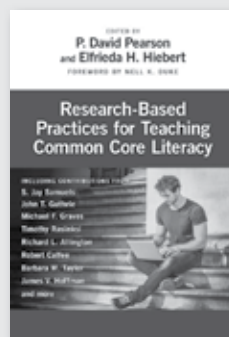
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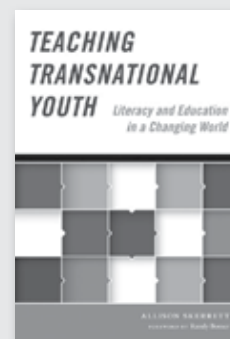
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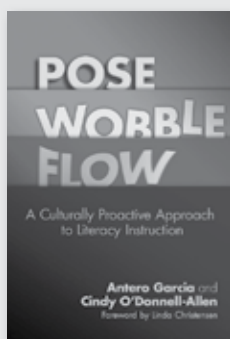
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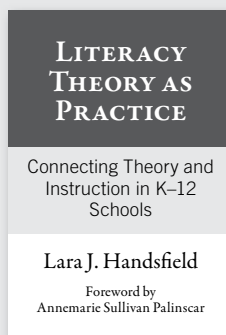
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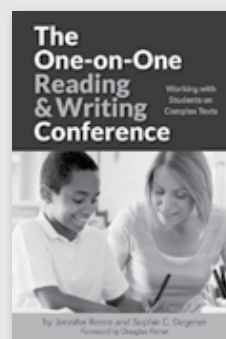
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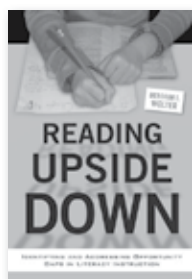


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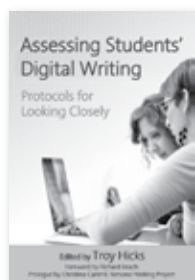


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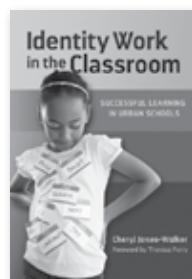
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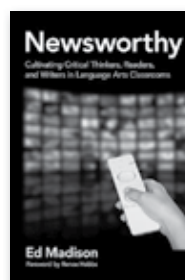
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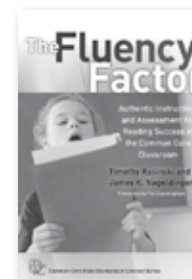
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RAFAEL LÓPEZ



The work of Rafael López is a fusion of strong graphic style and magical symbolism. Growing up in Mexico City he was immersed in the rich cultural heritage and aesthetics of everyday street life. Influenced by Mexican surrealism, *dichos* and myths he developed a style with roots in these traditions. He was the recipient of the 2010 Pura Belpré Illustrator Award illustrations for *Book Fiesta!* by Pat Mora. He was awarded the Pura Belpré Honor for Illustration in 2014 for *Tito Puente Mambo King* by Monica Brown, in 2012 for *The Cazuela that the Farm Maiden Stirred* by Samantha Vamos and in 2006 for *My Name is Celia* by Monica Brown. He also received the Américas Award for illustration for *My Name is Celia*. His artwork for *Yum! Mmmm! Que Rico! America's Sproutings* by Pat Mora won the Américas Award for illustration in 2007. His most recent collaboration, with Margarita Engle, is entitled *Drum Dream Girl: How One Girl's Courage Changed Music*. In 2012, Rafael López was selected by the Library of Congress to create the artwork for the National Book Festival in Washington, D.C.



Poudre River Public Library Mural

In June 2011, Rafael López collaborated with Irene Romsa, the Outreach Services Manager for the Poudre River Public Library District in Fort Collins, Colorado, to create this public work of art. The mural itself—both the design and the community participation required a spirit of collaboration to turn plans into reality—was inspired by the 2011 Summer Reading Program theme, “One World, Many Stories” as well as Poudre River’s commitment to community engagement, especially with the area’s Latino and Spanish-speaking community. Hundreds of kids took part in realizing López’s plan and creating a lasting public artwork—in record time. From drawing to finishing touches, the Fort Collins Community Mural, which is located on a 60’ wall of a parking structure, took four days to complete.